

Motions

To be voted upon at the Faculty Meeting

of

May 15, 2009

Motion I on Policy for DEO Substitution for P&T Participation

The Promotion and Tenure Committee moves that when the DEO of a department is unable to provide an independent review of a faculty member, an Appropriate Faculty Group (AFG) is assembled in consultation with the Dean in the spring semester of the academic year before the review. At its first meeting, the AFG will elect, by vote, a member of the group to act as the DEO designate (acting in place of the DEO) for the particular promotion case at hand. The election of the DEO designate will be subject to approval by the Dean. The DEO designate shall not participate in the DCG deliberations for the particular case. The DEO designate will handle all of the duties usually handled by the DEO, including providing communication and feedback to the faculty member being evaluated for promotion and/or granting tenure, soliciting external letters of reference, etc. This process should be initiated in the spring semester the academic year before the review so the DEO designate is in place to handle the early stages of the review process.

Rationale for Motion I

The College currently does not have formal procedures for promotion and/or granting tenure for a faculty member with appointment in a department in which the Department Executive Officer cannot participate in the process.

Motion II on a Course Substitution Policy for EPS I

The Curriculum Committee moves acceptance of the following EPSI substitution policy for advanced students:

- This EPSI substitution is available for “mature” students (i.e., students studying engineering after being in the workforce) with technical experience and for transfer students with engineering credits before their first fall semester in the UI College of Engineering.
- Eligible students may substitute a technical elective, as defined by their home department, for EPSI after they have written an acceptable summary of a technical team and problem solving/design experience that they have completed.

- Student eligibility will be determined by Director of Student Records, as they process transfer student applications, and the EPSI lecture and/or design instructors as they interact with the students. The acceptability of the technical team and problem-solving/design experience will be determined by Director of Student Records and the EPSI core course coordinator.

Rationale for Motion II

Advanced or upper level students may have experience largely equivalent to material in EPS I. The committee met with Allen Bradley, EPS I Course Coordinator, to develop an EPS I substitution policy based on criteria emphasizing technical teaming and design skills, and a cost neutral option (given the current budgetary environment). Other options were also generated that would be acceptable if funds were available (e.g., developing an advanced EPSI design section for transfer and honors students).

Motion III on Changing the Math Pre-requisite for 059:009 (Thermodynamics)

The Curriculum Committee moves that the core course 059:009 (Thermodynamics), the math pre-requisite be changed from 22M:032 (Multi-variable Calculus) to 22M:031 (Single-variable Calculus).

Rationale for Motion III

Concepts from 22M:032 are found in the Thermodynamics textbook only twice (i.e., heat capacity defined as a partial derivative and work defined as a vector); however, all examples in the course are one-dimensional. Thus, multivariable calculus is not needed at this time when the focus of the course is on engineering understanding of the concepts.

Motion IV on Elimination of EASY CGA for Core Courses

The Curriculum Committee moves that the COE no longer mandate EASY CGA Surveys for college core courses.

Rational for Motion IV

On May 10, 2001, the faculty voted to adopt the policy outlined in the document entitled “Policy on Assessment Tools for ABET Reports.” This policy required the use of EASY ABET questionnaires for all core courses. The motivations behind no longer requiring this survey are:(1) The College favors other tools over surveys in their ABET assessment, (2) the response rate has declined such that its usefulness is questionable, and (3) students are being overwhelmed by the number of survey requests they receive at the end of the semester.