CRITERION 6. FACULTY

A. Faculty Qualifications

Describe the qualifications of the faculty and how they are adequate to cover all the curricular areas of the program and also meet any applicable program criteria. This description should include the composition, size, credentials, and experience of the faculty. Complete Table 6-1. Include faculty resumes in Appendix B.

The *Engineering Physics (EP) Program* in the NMSU *College of Engineering* is offered jointly by the *Department of Physics* in the *College of Arts & Sciences* and the *Departments of Mechanical & Aerospace Engineering* (MAE), *Electrical & Computer Engineering* (ECE), and *Chemical & Materials Engineering* (ChME) in the *College of Engineering*. Specialty courses in engineering are typically taught by the respective *ABET*-accredited departments in the *College of Engineering*. On rare occasions, physics faculty will teach cross-listed courses, particularly between EE or ChME and physics. The *Department of Physics* provides a strong fundamental physics education in support of these disciplines and overall program management.

The instructional faculty members and staff of the *Departments of Physics* and the participating *Engineering Departments* are summarized in Tables 6.1.a-d. The combination of physics and engineering faculty is well qualified to cover all the curricular areas of the *EP Program*.

As of May 2017, the Physics faculty consists of the following:

- thirteen tenure-track and tenured faculty members (13 full-time equivalent lines),
- two college faculty members with teaching responsibilities (1.0 full-time equivalent),
- the *Department Head* (half of the teaching load of a full-time faculty member),
- one professional staff member with responsibility for instructional support and involvement in instructional laboratory development, and
- several graduate teaching assistants with outstanding teaching skills, who may be assigned as instructor-of-record for introductory physics courses and/or instructional laboratories, usually under close supervision of the *Department Head* or another faculty member in the *Department of Physics*.

All faculty members, who teach courses needed for the *EP Program*, have a *Ph.D. in Physics*, other sciences, or engineering. The professional support staff member has a *M.S. in Physics* and a *BS in EP*. Only truly outstanding and experienced graduate assistants may be assigned as lecturers for introductory physics courses or instructors-of-record duties for the instructional laboratories. Some of them have been mentored with a "*Preparing Future Faculty*" fellowship by the *NMSU Graduate College* or participated in teaching workshops organized by the *NMSU Teaching Academy*. Following new guidelines to determine the qualifications of faculty established by the *Higher Learning Commission (HLC)* (formerly *North-Central Association of Colleges and Schools*), NMSU implemented *Administrative Rule and Procedure (ARP) 6.50* to verify that all faculty have credentials in the discipline they teach consistent with these *HLC* guidelines. Resumes of all faculty members, staff and graduate students who have been involved in teaching duties are provided in *Appendix B – Faculty Vitae*. The faculty, teaching assistants, and staff are well qualified to teach the required curriculum.

Two of the physics faculty members (Drs. Matthias Burkardt and Stefan Zollner) are *Fellows of the American Physical Society* (APS). Dr. Zollner is also a *Fellow of the American Vacuum Society* (AVS). Dr. Zollner served a four-year term in the *Chair line of the Forum of Industrial and Applied Physics* (FIAP) of the APS, a four-year term as *FIAP Councilor*, a four-year term on the *APS Council*, a two-year term on the *APS Executive Board*, and on many other APS committees. Dr. Zollner currently serves on a two-year term on the *Executive Committee* of the *New Mexico Chapter* of the AVS and as a member of the board of the *New Mexico Consortium (NMC)*, a non-profit established by the three New Mexico research universities and *Los Alamos National Laboratory*, to link these institutions through research and education. Dr. Burkardt completed a four-year term in the *Chair Line of the Topical Group on Hadronic Physics in the APS*. Dr. Mike DeAntonio has served as the *Chair of the Physics and Engineering Physics Division of the American Society for Engineering Education* (ASEE). He also served as the *Conference General Chair* of the *Frontiers in Education 2015 Conference* held in El Paso, TX, about 50 miles from the NMSU main campus. Dr. Heinz Nakotte has served a four-year term as a member of the *Executive Committee* of the *Four Corners Section* of the APS, and he was the *Conference Chair of the Joint Four Corners & Texas Sections Meeting* of the APS, which was held in Las Cruces in 2016. A NMSU physics graduate student, Samantha Sword-Fehlberg, currently serves as the student member of the *Executive Committee* of the *Four Corners Section* of the APS. Other accomplishments of faculty can be found in *Appendix B – Faculty Vitae*.

B. Faculty Workload

Complete Table 6-2, Faculty Workload Summary and describe this information in terms of workload expectations or requirements.

Faculty workloads are presented in Table 6.2.a-d, which lists all faculty members or other types of instructors (for example, staff or graduate-student instructor) who have a vested interest and/or taught courses related to the *EP Program* in the Departments of *Physics, Mechanical & Aerospace Engineering, Electrical & Computer Engineering,* and *Chemical & Materials Engineering*, respectively.

At NMSU, a full load (100% teaching) is equivalent to eight 3-credit courses per year, i.e. each 3-credit course amounts to 12.5% of annual time commitment, if no other duties (research/scholarship and/or service/outreach) are assigned. Full-time faculty typically have some service commitments and the full teaching load at departments with no graduate program is therefore reduced to six courses per year. The teaching requirements are further reduced for faculty members, serving in departments with a graduate program, who have an active research program typically involving graduate students. In the *College of Arts & Sciences,* the nominal teaching load for tenured and tenure-track faculty of a PhD-granting department (such as the *Department of Physics*) is three formal 3-credit courses (or 9 credit hours) per year, i.e. a 37.5% teaching load. Those faculty members are expected to carry out active externally funded research programs, support and supervise undergraduate and graduate student research, and perform service. At the discretion of the *Physics Department Head* and with approval of the *Dean of Arts & Sciences*, teaching loads are increased for faculty members, who are less active in research or supervise fewer graduate students. Currently, all regular (tenured) faculty members in the *Department of Physics* have active research programs, most of them externally supported by government or industrial agencies. Some faculty further reduce their teaching load by using grant funds to “buy out” academic year teaching and spend more time on research. Several physics faculty members

(Drs. Edwin Fohtung, Robert Cooper, Marc Schlegel and Lauren Waszek) have bridged appointments with *Los Alamos National Lab, Department of Energy, Brookhaven National Lab* and the *Australian National University*, respectively, which pay 50% of the faculty members academic salary, *in lieu* of a 50% reduction in teaching responsibilities. Faculty workloads are also modified during sabbatical leave. The strong funded research component allows the department to offer well supported undergraduate and graduate research opportunities. There is no similar (fairly) uniform percentage allocation in the engineering departments and the distribution of effort is typically left to the individual *Department Heads* in the *College of Engineering*.

Faculty members are evaluated annually for their performance in the areas of teaching, research, outreach, and service as specified by the *College of Arts & Sciences* and *NMSU Policy and Procedures*. Using the electronic *Digital Measures* system, all physics faculty members must prepare an *Annual Performance Report* (APR) for their annual evaluations. The APRs are due with the *College of Arts & Sciences* around the mid-November timeframe each year, and they are submitted to the *Physics Department Head* typically a month before that. The departmental evaluation is performed by a committee consisting of two tenured physics faculty members (elected by the faculty) and the *Department Head*. This evaluation is used as the primary basis for awarding merit-based salary increases and for determining future teaching loads, and it is considered in the promotion and tenure process. Criteria for teaching may include student and peer evaluations, direct measures of learning, mentoring of graduate students, and extra effort preparing course or instructional laboratory materials. Participation in the ABET assessment process is also considered. Research and other scholarly activities are evaluated based on the number and quality of publications, conference presentations, proposals submitted and funded, and support of students. Service can include professional service, such as refereeing publications or proposals, organization of conferences, service on university committees, and community service. Major prizes won in any of these areas also influence the rating.

In addition to the APRs, faculty of graduate-degree granting departments are also evaluated every 3 to 5 years by the *Graduate School* for membership on the graduate faculty. The primary criteria for retaining graduate-faculty membership status are a) creative activity; b) continual study in their field; and c) successful teaching.

C. Faculty Size

Discuss the adequacy of the size of the faculty and describe the extent and quality of faculty involvement in interactions with students, student advising and counseling, university service activities, professional development, and interactions with industrial and professional practitioners including employers of students.

The size of the physics faculty is adequate to teach all courses required for the EP curriculum at least once per year. First-year introductory physics courses are taught in fall, spring and summer semesters. To increase elective opportunities for students, some courses are taught jointly between physics and engineering departments, for example *Introduction to Nanotechnology* (jointly with *Chemical & Materials Engineering*), *Optics* (jointly with *Electrical & Computer Engineering*), and *Modern Materials or Intermediate X-ray Diffraction* (jointly with *Chemical & Materials Engineering*, but taught in *Physics*).

Senior Student Exit Interviews usually show that students are satisfied with the quality of advising they receive. All EP students meet with a faculty advisor at least once every semester (usually a

week before course registration starts for the following semester). The advising responsibility is currently shared by three *Engineering Physics Advisors* (Drs. Tom Hearn, Heinz Nakotte and Steve Pate).

Six faculty members (Drs. Robert Cooper, Mike DeAntonio, Edwin Fohtung, Boris Kiefer and Lauren Waszek) serve or have served as faculty advisors for the two student societies, the *Society of Physics Students (SPS)* and the *Society for Engineering Physics (SEPh)*. Both societies are actively involved in the department's outreach, recruitment and retention activities. Each society has weekly meetings (sometimes jointly), usually in the evening. The societies help to develop important skills (resume writing, applying for graduate school, taking standardized tests) and review opportunities for jobs and internships. The *Department of Physics* promotes and often supports the activities of both societies (e.g. by paying for the pizza provided at their meetings, by providing travel support for excursions to near-by research facilities, or by purchasing materials needed for demonstration set-ups). Moreover, some of their meetings are reserved for students to report on their undergraduate research or capstone projects, moderated by a faculty advisor.

A substantial fraction of faculty members in the *Department of Physics* perform theoretical research or experimental off-campus research (particularly at national laboratories, such as *Los Alamos National Laboratory, Brookhaven National Laboratory, Oak Ridge National Laboratory* and *Fermi National Accelerator Lab*). Only few faculty members (Drs. Robert Cooper, Edwin Fohtung, Jacob Urquidi and Stefan Zollner) have on-campus physics research laboratories, and the shortage of experimental facilities in the *Department of Physics* limits employment opportunities for students as undergraduate research aides or for undergraduate research and capstone projects. Therefore, EP students typically fulfill their *Capstone Design* requirement utilizing research facilities that are available in the engineering departments.

D. Professional Development

Provide detailed descriptions of professional development activities for each faculty member.

All tenured faculty members are eligible for sabbaticals as described in *NMSU Administrative Rule and Procedure 8.54*. "*The purpose of a sabbatical leave is to promote professional growth*." After at least 12 semesters of full-time service, faculty members apply for a sabbatical during the spring semester, requiring approval from the *Head of the Department of Physics*, the *Dean of Arts & Sciences*, and the *Executive Vice President and Provost*. Sabbatical leaves are for one semester at no reduction in salary or for a year at 60% of salary. The other 40% of salary plus travel expenses are often covered, at least in part, by a host institution visited by the faculty member on sabbatical, such as *Los Alamos National Laboratory, Fermilab, Air Force Research Laboratory, University of New Mexico,* or *Jefferson Laboratory* in recent history. Sabbatical leave is also available to the *Department Head*.

The *Department of Physics* has a vibrant weekly colloquium speaker series. Typically, about two thirds of colloquium speakers are external. In addition to giving a colloquium about their research, the colloquium speakers also meet individually with faculty and students throughout the day to exchange ideas about topics of common interest (teaching, research, service). Both, the colloquium and the individual meetings, contribute to faculty development. Many colloquia are held jointly with other academic departments.

Most tenured and tenure-track physics faculty members (all except two) have significant external research grants (more than 100 k$ per year per faculty member). Their research grants typically

contain funds for travel to conferences or other institutions, and almost all faculty members regularly attend meetings and conferences, since this is an expectation listed in the *Functions and Criteria* document of the department. Although the primary purpose of conference attendance is dissemination of research results and exchange of knowledge, many conferences such as the March or April meetings of the *American Physical Society* usually also have sessions contributing to professional development in *Physics Education Research* (PER). Most of our faculty members attend PER sessions.

The *Department of Physics* (from its operational I&G funds) and the *College of Arts & Sciences* provide travel support for College Faculty to attend a regional or national meeting on Physics Education (such as the annual meeting of the *American Society of Engineering Education* or the *American Association of Physics Teachers*). Sometimes, such attendance is also supported by the conference organizers, often through travel grants earmarked for minority-serving institutions. The *Department Head* and other departmental leaders (undergraduate program heads) attend physics leadership conferences, such as the biennial physics department chair conference (organized by *APS* and *AAPT*) and meetings intended to increase *STEM* education and enrollment, development of peer learning assistants, or physics teacher education. Learning obtained at such conferences and workshops is shared with relevant physics faculty members.

The physics faculty meets at least once or twice per month to discuss (and decide, if appropriate) departmental business. There are also special faculty meetings dedicated to continuous improvement of our undergraduate physics programs. Some of these meetings involve faculty from the participating engineering departments. The *Engineering Physics External Advisory Board* (EPEAB*)* and the *Physics External Advisory Board* (two separate entities, which meet annually) also provide valuable information, advice, and recommendations to the physics faculty, both in their reports and in meetings with individual faculty or with groups of faculty members. Finally, development opportunities for faculty are offered by the *NMSU Teaching Academy*. Topics of their courses include engagement of students through active teaching methods, online instruction, learning management systems (serving specific demographic groups like veterans, minorities, or students with disabilities), and institutional promotion and tenure procedures. The *Dean* and *Department Head* remind faculty about important policies, such as *Title IX*, accommodation of students with disabilities, or measuring effective teaching.

While NMSU is a minority-serving institution with very limited funds for professional development, there are nevertheless ample opportunities to achieve this aim. Typically, all physics faculty members travel at least once per year, many of them more often. Therefore, institutional support for faculty development appears adequate.

E. Authority and Responsibility of Faculty

Describe the role played by the faculty with respect to course creation, modification, and evaluation, their role in the definition and revision of program educational objectives and student outcomes, and their role in the attainment of the student outcomes. Describe the roles of others on campus, e.g., dean or provost, with respect to these areas.

As shown in Table 6.2.a, all physics faculty contribute to the guidance and execution of the *EP Program*, although some contribute a greater portion of their effort than others. It should be noted that neither the physics nor the engineering departments offer any course dedicated to EP students only. There are two reasons for this: a) the number of EP students itself is too low (39 students in

Fall 2017) to meet the minimum-enrollment requirement of 10 students required undergraduate courses, and b) the participating departments lack the personnel strengths to teach additional courses. Tables 6.2 lists only the physics and engineering courses that have been (or could have been) taken by EP students to fulfill courses that are required for the EP degree or could have served as a suitable elective. Since the number of EP students is small, the larger fraction of enrolled students in these courses were typically other engineering or physical science (including physics) majors.

We used the following scheme to estimate of the time devoted to the *EP Program* by individual faculty members from the different departments (Table 6.2.a-d):

- Given that NMSU considers one 3-credit course as 12.5% of annual time commitment and physics courses are taken by physics and EP majors (with similar enrollments), we count **2% per credit hour** (~12.5 divided by 3 credit hours and divided by two majors, rounded down to next integer) taught for a course relevant to EP. For any of the physics courses, the faculty member was given full credit as he/she is expected to fully comply with all EP assessment requirements, regardless whether there were several or no EP students enrolled in the course.
- For engineering courses, the faculty member received only half, i.e. **1 % per credit hour**, since none of those courses has any EP-specific assessment requirements.
- Service on the *Engineering Physics Program Committee* counts as follows: **8% for the Chair** (Dr. Nakotte), **4% for members** (Drs. DeAntonio, Hearn, Luo, Pate, Shu, Stochaj, Vasiliev, Zollner)
- The *EP Program* works closely with other committees that are critical to the success of the program, such as the *Curriculum Committee* (**8% for the Chair**, Dr, Vasiliev), the *Laboratory Committee* (**4% for the Chair**, Dr, Pate), and the Computer Committee (**4% for the Chair**, Dr. Engelhardt).
- The time commitment for EP student advising was estimated at **5%** (Drs. Hearn, Nakotte and Pate),
- Faculty received **3%**, if the served as advisors/mentors to SEPh (Drs. DeAntonio, Kiefer, Nakotte).
- All physics faculty will participate in the outcomes reviews and summaries, i.e. **2%** was added to faculty not part of any the above committees and not involved in advising.

The resulting percentages are presented in the last columns of Table 6.2.a-d. It does not include advising of student in research (graduate or undergraduate) or teaching courses that are not relevant to the EP degree (e.g. graduate courses, 100-level physics courses, 200-level courses for non-science majors). A faculty member on sabbatical will also, by definition, contribute very little to the *EP Program*.

All faculty contribute to the assessment of *ABET Program Outcomes*. Each instructor completes a *Post Course Instructor Comment Form* after each semester. The faculty members also report on their teaching effectiveness (including evidence of student learning and/or evidence from other professionals) in their annual performance reports on the *NMSU Digital Mea*sures web site. Every faculty member is responsible for analyzing assessment data for one outcome and he or she reviews all relevant post-instruction forms for this outcome. There are periodic assessment meetings (every 1-2 years), where the faculty summarize the results of *Program Outcomes* measurements and discuss solutions to address findings and improve the program. This ensures that all faculty

members have a stake in the *EP Program* and contribute to continuous improvement. Several faculty members contributed to the writing of this *ABET Self-Study Report (*SSR).

Compliance of a faculty member's expected contributions related to program accreditation is an important measure for the individual's *Annual Performance Appraisal* by the *Physics Department Head*. Usually, almost all physics faculty members meet expectations with their contributions to the *EP Program*. The *Associate Deans for Academics* in both colleges work with the *Physics Department Head* to encourage compliance with institutional and *ABET Assessment Deliverables*. For example, faculty members who do not properly document their teaching effectiveness in the *NMSU Digital Measures* web site receive a performance rating of "Does not meet expectations" for their teaching contributions. The institutional expectations for documentation of teaching effectiveness for individual faculty and for the overall assessment of academic programs are very similar to the ABET expectations.

The *Deans of the College of Arts & Sciences* and the *Deans of the College of Engineering* meet with the *Engineering Physics External Advisory Board* (EPEAB) during their on-campus visits. (This is common for all annual board meetings.) *Deans* and *Associate Deans* of both colleges also review the report of the EPEAB and discuss implementation of recommendations with the *Physics Department Head*. For example, the *Dean of Arts & Sciences* recently established college-wide professional development grants for faculty and staff and travel grants for students. Both colleges revised and expanded their respective *Student Ambassador Programs* with the goal to better recruit and retain students and to enhance the participation of students in STEM disciplines and their programs.

Table 6.1.a. *Faculty Qualifications – Department of Physics, Bachelor of Science in Engineering Physics*

Faculty, Instructor or Staff Name	Highest Degree Earned- Field and Year	Rank [1]	Type of Academic Appointment[2] T, TT, NTT	FT or PT[3]	Years of Experience			Professional Registration/ Certification	Level of Activity[4] H, M, or L		
					Govt./Ind. Practice	Teaching	This Institution		Professional Organizations	Professional Development	Consulting/summer work in industry
Matthias Burkardt	Ph.D. Physics 1989	P	T	FT	2	21	23	NA	M	H	L
Michaela Burkardt	Ph.D. Physics 1992	P	NTT	PT	2	16	16	NA	L	M	L
Robert Cooper	Ph.D. Physics 2008	AST	TT	FT	2	3	3	NA	M	H	L
Michael De Antonio	Ph.D. Physics 1993	P	NTT	PT	15	17	16	NA	H	H	H
Michael Engelhardt	Ph.D. Physics 1994	P	T	FT	5	13	14	NA	M	H	L
Edwin Fohtung	Ph.D. Physics 2010	AST	TT	FT	8	5	5	NA	M	H	L
Thomas Hearn	Ph.D. Geophysics 1985	ASC	T	FT	1	17	18	NA	L	H	L
Boris Kiefer	Ph.D. Mineral Physics 2002	P	T	FT	0	15	15	NA	L	H	M
Heinz Nakotte	Ph.D. Physics 1994	P	T	FT	24	19	21	NA	M	H	L

1. Code: P = Professor ASC = Associate Professor AST = Assistant Professor I = Instructor A = Adjunct O = Other
2. Code: T = Tenured *TT* = Tenure Track *NTT* = Non-Tenure Track
3. Code: FT = Full-time PT = Part-time Appointment at the institution.
4. The level of activity (high, medium or low) should reflect an average over the year prior to the visit plus the two previous years.

Table 6.1.a. *- continued*

Faculty, Instructor or Staff Name	Highest Degree Earned- Field and Year	Rank [1]	Type of Academic Appointment[2] T, TT, NTT	FT or PT[3]	Years of Experience			Professional Registration/ Certification	Level of Activity[4] H, M, or L		
					Govt./Ind. Practice	Teaching	This Institution		Professional Organizations	Professional Development	Consulting/summer work in industry
Vassilios Papavassiliou	Ph.D. Physics 1988	ASC	T	FT	5	22	23	NA	L	H	L
Stephen Pate	Ph.D. Physics 1987	P	T	FT	0	23	23	NA	L	H	L
Marc Schlegel	Ph.D. Physics 2006	AST	TT	FT				NA	L	H	L
Jacob Urquidi	Ph.D. Physical Chemistry 2001	ASC	T	FT				NA	L	L	L
Igor Vasiliev	Ph.D. Materials Science 2000	P	T	FT	2	15	16	NA	L	H	L
Lauren Waszek	Ph.D. Earth Sciences 2012	AST	TT	FT	0	2	2	NA	L	H	L
Stefan Zollner	Ph.D. Physics 1991	P	T	FT	14	13	8	NA	H	H	H
Farzin Abadizaman	MS Physics 2012	O	NTT	PT	0	2	2	NA	L	M	L
Fatma Aslan	MS Physics 2009	O	NTT	PT	0	3	3	NA	L	H	L

1. Code: P = Professor ASC = Associate Professor AST = Assistant Professor I = Instructor A = Adjunct O = Other
2. Code: T = Tenured *TT* = Tenure Track *NTT* = Non-Tenure Track
3. Code: FT = Full-time PT = Part-time Appointment at the institution.
4. The level of activity (high, medium or low) should reflect an average over the year prior to the visit plus the two previous years.

Table 6.1.a. *- continued*

Faculty, Instructor or Staff Name	Highest Degree Earned- Field and Year	Rank [1]	Type of Academic Appointment[2] T, TT, NTT	FT or PT[3]	Years of Experience			Professional Registration/ Certification	Level of Activity[4] H, M, or L		
					Govt./Ind. Practice	Teaching	This Institution		Professional Organizations	Professional Development	Consulting/summer work in industry
Federico Alvarez	MS Industrial Engineering 2013	O	NTT	PT	1	5	1	NA	L	L	L
Galen Helms	BS Engineering Physics 2015	O	NTT	PT	6	1	1	NA	L	L	M
Francisco Carreto-Parra	MS Physics 2007	O	NTT	FT	4	10	1	NA	M	M	M
Gregg McPherson	MS Physics 2014	O	NTT	PT	0	2	2	NA	L	M	L
Nalin Fernando	Ph.D. Physics 2017	O	NTT	PT	1	2	2	NA	L	H	L
Timothy N. Nunley	MS Physics 2016	O	NTT	PT	0	1	1	NA	L	M	L
Hasan Sezer	MS Physics 2011	O	NTT	PT	0	1	1	NA	L	M	L
Nuwanjula Samarasingha	MS Physics 2018	O	NTT	PT	0	2	2	NA	M	M	L
Samantha Sword-Fehlberg	BS Physics 2016	O	NTT	PT	1	1	1	NA	M	M	L

1. Code: P = Professor ASC = Associate Professor AST = Assistant Professor I = Instructor A = Adjunct O = Other
2. Code: T = Tenured *TT* = Tenure Track *NTT* = Non-Tenure Track
3. Code: FT = Full-time PT = Part-time Appointment at the institution.
4. The level of activity (high, medium or low) should reflect an average over the year prior to the visit plus the two previous years

Table 6.1.b. *Faculty Qualifications – Department of Mechanical & Aerospace Engineering*

Faculty Name	Highest Degree Earned- Field and Year	Rank [1]	Type of Academic Appointment[2] T, TT, NTT	FT or PT[3]	Years of Experience			Professional Registration/ Certification	Level of Activity[4] H, M, or L		
					Govt./Ind. Practice	Teaching	This Institution		Professional Organizations	Professional Development	Consulting/summer work in industry
Abdessattar Abdelkefi	Ph.D. Engineering Mechanics 2012	AST	TT	FT	0	4	4	None	M	M	L
Vimal Chaitanya	Ph.D. Materials Science and Engineering 1984	P	T	FT	4	33	11	None	H	M	L
Ruey-Hung Chen	PhD. Aerospace Engineering 1988	P	T	FT	3	26	3	None	M	L	L
Vincent Choo	Ph.D. Composite Materials 1982	ASC	T	FT	0	32	32	None	L	L	L
Edgar Conley	Ph.D. Engineering Mechanics 1986	ASC	T	FT	1	32	30	PE (MI)	M	L	L
Borys Drach	Ph.D. Mechanical Engineering, 2013	AST	TT	FT	0	5	5	None	M	L	L
Gabriel Garcia	Ph.D. Mechanical Engineering 1996	ASC	T	FT	0	22	22	None	L	L	L
Andreas Gross	PH.D. Mechanical Engineering 2002	AST	TT	FT	0	8.5	4.5	None	M	L	L

1. Code: P = Professor ASC = Associate Professor AST = Assistant Professor I = Instructor A = Adjunct O = Other
2. Code: T = Tenured *TT* = Tenure Track *NTT* = Non-Tenure Track
3. Code: FT = Full-time PT = Part-time Appointment at the institution.
4. The level of activity (high, medium or low) should reflect an average over the year prior to the visit plus the two previous years.

Table 6.1.b. *- continued*

Faculty Name	Highest Degree Earned- Field and Year	Rank [1]	Type of Academic Appointment[2] T, TT, NTT	FT or PT[3]	Years of Experience			Professional Registration/ Certification	Level of Activity[4] H, M, or L		
					Govt./Ind. Practice	Teaching	This Institution		Professional Organizations	Professional Development	Consulting/summer work in industry
Krishna Kota	Ph.D. Mechanical Engineering, 2008	AST	TT	FT	2	5	5	None	M	L	L
Sarada Kuravi	Ph.D. Mechanical Engineering 2009	AST	TT	FT	0	5	3	None	M	L	L
Young Sup Lee	Ph.D. Mechanical Engineering 2006	ASC	T	FT	0	12	10	None	M	M	M
Hyeongjun Park	Ph.D. Aerospace Engineering 2014	AST	TT	FT	0	0	0	None	M	M	L
Young Ho Park	PhD. Mechanical Engineering 1994	ASC	T	FT	2	17	17	None	M	M	L
Igor Sevostianov	Ph.D. Solid Mechanics 1993	P	T	FT	0	24	16	None	M	L	H
Banavara Shashikanth	Ph.D. Aerospace Engineering 1998	ASC	T	FT	2	18	18	None	L	M	L
Fangjun Shu	Ph.D. Mechanical Engineering 2005	ASC	T	FT	0	7	7	None	L	L	L
Liang Sun	Ph.D. Electrical and Computer Engineering 2012	AST	TT	FT	0	5	2	None	H	H	L

1. Code: P = Professor ASC = Associate Professor AST = Assistant Professor I = Instructor A = Adjunct O = Other
2. Code: T = Tenured *TT* = Tenure Track *NTT* = Non-Tenure Track
3. Code: FT = Full-time PT = Part-time Appointment at the institution.
4. The level of activity (high, medium or low) should reflect an average over the year prior to the visit plus the two previous years.

Table 6.1.c. *Faculty Qualifications – Department of Electrical & Computer Engineering*

Faculty Name	Highest Degree Earned- Field and Year	Rank [1]	Type of Academic Appointment[2] T, TT, NTT	FT or PT[3]	Years of Experience			Professional Registration/ Certification	Level of Activity[4] H, M, or L		
					Govt./Ind. Practice	Teaching	This Institution		Professional Organizations	Professional Development	Consulting/summer work in industry
Abdel-Hammeed Badawy	Ph.D. Computer Engineering 2013	AST	TT	FT	0	5	2	None	L	L	None
Charles Boehmer	Ph.D. 1973	A	NTT	FT	39	12	12	None	None	None	None
Devah K. Borah	PhD. Telecommunications Engineering 2000	P	T	FT	0	25	18	None	M	H	L
Laura Boucheron	Ph.D. Electrical and Computer Engineering 2008	ASC	T	FT	2	7	7	None	L	H	None
Sikumar Brama	Ph.D. Electrical Engineering 2001	ASC	T	FT	2	9	5	None	H	H	N
Sang-Yeon Cho	Ph,D, Electrical and Computer Engieneering2002	ASC	T	FT	0	5	5	None	M	H	None
Charles D. Creusere	Ph.D. Electrical and Computer Engineering 1983	P	T	FT	10	11	11	None	H	H	L
Muhammad Dawood	Ph.D. Electrical Engineering 2001	ASC	T	FT	6	14	7	None	L	M	None

1. Code: P = Professor ASC = Associate Professor AST = Assistant Professor I = Instructor A = Adjunct O = Other
2. Code: T = Tenured *TT* = Tenure Track *NTT* = Non-Tenure Track
3. Code: FT = Full-time PT = Part-time Appointment at the institution.
4. The level of activity (high, medium or low) should reflect an average over the year prior to the visit plus the two previous years.

Table 6.1.c. *– continued*

Faculty Name	Highest Degree Earned- Field and Year	Rank [1]	Type of Academic Appointment[2] T, TT, NTT	FT or PT[3]	Years of Experience			Professional Registration/ Certification	Level of Activity[4] H, M, or L		
					Govt./Ind. Practice	Teaching	This Institution		Professional Organizations	Professional Development	Consulting/summer work in industry
Phillip De Leon	Ph.D. Electrical Engineering 1995	P	T	FT	0	16	16	None	L	M	M
Paul M Furth	Ph.D. Electrical Engineering 1996	ASC	T	FT	5	17	17	None	L	L	L
Hong Huang	Ph.D. Electrical and Computer Engineering 2002	ASC	T	FT	11	17	15	None	M	M	L
David Mitchell	PhD. Electrical Engineering2009	AST	TT	FT	0	8	3	None	M	H	L
Kwong T. Ng	Ph.D. Electrical Engineering 1985	P	T	FT	0	27	21	None	L	H	L
Krist A. Peterson	Ph.D. Electrical Engineering 1997	ASC	NTT	FT	2	26	26	None	None	None	None
Nadipuram Prasad	Ph,D, Electrical Engineering1989	ASC	T	FT	15	26	26	None	L	M	None
Jaime Ramirez-Anguelo	Ph.D. Electrical Engineering 1982	P	T	FT	2.5	36	28	None	M	L	M
Sattishkumar J. Ranade	Ph.D. Electrical Engineering 1981	P	T	FT	2	31	31	None	H	H	H

1. Code: P = Professor ASC = Associate Professor AST = Assistant Professor I = Instructor A = Adjunct O = Other
2. Code: T = Tenured *TT* = Tenure Track *NTT* = Non-Tenure Track
3. Code: FT = Full-time PT = Part-time Appointment at the institution.

4. The level of activity (high, medium or low) should reflect an average over the year prior to the visit plus the two previous years.

Table 6.1.c. *– continued*

Faculty Name	Highest Degree Earned- Field and Year	Rank [1]	Type of Academic Appointment[2] T, TT, NTT	FT or PT[3]	Years of Experience			Professional Registration/ Certification	Level of Activity[4] H, M, or L		
					Govt./Ind. Practice	Teaching	This Institution		Professional Organizations	Professional Development	Consulting/summer work in industry
Steven Sandoval	Ph.D. Electrical Engineering 2016	AST	TT	FT	5	2	2	None	M	L	L
Steven J. Stochaj	Ph.D. Physics 1990	P	T	FT	2	26	21	None	M	H	None
Wei Tang	PhD. Electrical Engineering 2012	AST	TT	FT	0.5	6	6	None	M	M	M
David Voelz	Ph.D. Electrical Engineering 1987	P	T	FT	14	16	16	None	None	H	H

1. Code: P = Professor ASC = Associate Professor AST = Assistant Professor I = Instructor A = Adjunct O = Other
2. Code: T = Tenured *TT* = Tenure Track *NTT* = Non-Tenure Track
3. Code: FT = Full-time PT = Part-time Appointment at the institution.
4. The level of activity (high, medium or low) should reflect an average over the year prior to the visit plus the two previous years.

Table 6.1.d. *Faculty Qualifications – Department of Chemical & Materials Engineering*

Faculty Name	Highest Degree Earned- Field and Year	Rank [1]	Type of Academic Appointment[2] T, TT, NTT	FT or PT[3]	Years of Experience			Professional Registration/ Certification	Level of Activity[4] H, M, or L		
					Govt./Ind. Practice	Teaching	This Institution		Professional Organizations	Professional Development	Consulting/summer work in industry
Paul Andersen	Ph.D. Chemical Engineering 1987	ASC	T	FT		21	19		L	M	L
Catherine Brewer	PhD. Chemical Engineering 2012	AST	TT	FT	0	4	4		H	H	L
Reza Foudazi	Ph.D. Chemical Engineering 2010	AST	TT	FT		4	4		H	H	L
Daniel Gulino	Ph.D. Chemical Engineering 1983	A	NTT	PT		29	4		L	L	L
Jessica Houston	Ph.D. Chemical Engineering 2005	ASC	T	FT	2	7	7		H	H	L
Umakana Jena	PhD. Agricultural Engineering 2011	AST	TT	FT		1	0		H	H	L
Hongmei Luo	Ph.D. Chemical Engineering 2006	ASC	T	FT	2	7	7		H	H	L
Thomas Manz	Ph.D. Chemical Engineering 2009	AST	TT	FT	0	5	5	MA bar	H	M	L

1. Code: P = Professor ASC = Associate Professor AST = Assistant Professor I = Instructor A = Adjunct O = Other
2. Code: T = Tenured *TT* = Tenure Track *NTT* = Non-Tenure Track
3. Code: FT = Full-time PT = Part-time Appointment at the institution.
4. The level of activity (high, medium or low) should reflect an average over the year prior to the visit plus the two previous years.

Table 6.1.d. *- continued*

Faculty Name	Highest Degree Earned- Field and Year	Rank [1]	Type of Academic Appointment[2] T, TT, NTT	FT or PT[3]	Years of Experience			Professional Registration/ Certification	Level of Activity[4] H, M, or L		
					Govt./Ind. Practice	Teaching	This Institution		Professional Organizations	Professional Development	Consulting/summer work in industry
Martha Mitchell	Ph.D. Chemical Engineering 1996	P	T	FT	0	20	20	PE, NAFI CFEI, OSHA	H	H	L
Theodore Nelson	Ph.D. Chemical Engineering 1971	A	NTT	PT	53	9	0.5	PE	H	M	H
Ila Pillamarri	Ph.D. Nuclear Physics 1975	A	NTT	PT		2	2		M	L	L
David Rockstraw	Ph.D. Chemical Engineering 1989	P	T	FT	27	21	21	PE	H	M	M
Alicia Salazar	MS. Nuclear Engineering 2014	A	NTT	PT	3	1	1		M	M	L
Neda Sanatkaran	Ph.D. Chemical Engineering 2015	A	NTT	PT	5	2	1		M	M	L
John Schutte	BS Chemical Engineering 1999	A	NTT	PT	12	4	4		M	M	L
Stephen Taylor	Ph.D. Chemical Engineering 2004	A	NTT	PT	0	6	4		L	L	L
Meng Zhou	Ph.D. Chemical Engineering 2016	AST	TT	PT	0	2	2		M	M	L

1. Code: P = Professor ASC = Associate Professor AST = Assistant Professor I = Instructor A = Adjunct O = Other
2. Code: T = Tenured *TT* = Tenure Track *NTT* = Non-Tenure Track
3. Code: FT = Full-time PT = Part-time Appointment at the institution.
4. The level of activity (high, medium or low) should reflect an average over the year prior to the visit plus the two previous years

Table 6.2.a. *Faculty/Instructor Workload Summary – Department of Physics. Percentage time devoted to the program for full-time employees (full-time faculty and staff) reflects percentage of time spend on EP Program in Spring 2017, Fall and Summer2018. Percentage time devoted to program for part-time faculty (college faculty and graduate-student instructors) reflects percentage of time spend during employment period.*

Faculty or Instructor Name	**PT or FT[1]**	**Classes Taught (Course No./Credit Hrs.) Term and Year[2]**	**Program Activity Distribution[3]**			**% of Time Devoted to the Program[5]**
			Teaching	***Research or Scholarship***	***Other[4]***	
Matthias Burkardt	FT	Spring 2018 - PHYS 315 (3), PHYS455 (3)	25	65	10	16
Francisco Carreto-Parra	FT	Summer 2018 - PHYS 215GL (1) PHYS 216GL (1)	80	0	20	4
Robert Cooper	FT	Spring 2018 - PHYS 462 (3)	15	79	6	8
Michael Engelhardt	FT	Fall 2017 - PHYS 213 (3), PHYS 495 (3), PHYS 454 (3)	45	45	10	22
Edwin Fohtung	FT	Spring 2018 - PHYS 303V (3)	18	70	12	8
Thomas Hearn	FT	Fall 2017 - PHYS 305V (3) Spring 2018 - PHYS 215G (3), PHYS 215GL (1)	45	45	10	23
Boris Kiefer	FT	Spring 2018 - PHYS 476 (3)	35	60	5	11
Heinz Nakotte	FT	Fall 2017 - PHYS 461 (3), PHYS 216GL (1) Spring 2018 - PHYS 216G (3) Summer 2018 – PHYS 216G (3)	40	40	20	46

[1]FT = Full Time Faculty or PT = Part Time Faculty, at the institution

[2]For the academic year for which the self-study is being prepared (2017/18 academic year).

[3]Program activity distribution should be in percent of effort in the program and should total 100%. Figures are for 2017/18 academic year.

[4]Indicate sabbatical leave, etc., under "Other."

5Out of the total time employed at the institution (see text for explanation).

Table 6.2.a. *- continued.*

Faculty or Instructor Name	**PT or FT[1]**	**Classes Taught (Course No./Credit Hrs.) Term and Year[2]**	**Program Activity Distribution[3]**			**% of Time Devoted to the Program[5]**
			Teaching	***Research or Scholarship***	***Other[4]***	
Stephen Pate	FT	Fall 2017 - PHYS 215G (3) Spring 2018 - PHYS 480 (3), PHYS 315L (3)	40	50	10	31
Marc Schlegel	FT	None	20	75	5	2
Jacob Urquidi	FT	Fall 2017 - PHYS 395 (3) Spring 2018 - PHYS 475 (3), PHYS 216G (3)	60	30	10	20
Igor Vasiliev	FT	None	42.5	47.5	10	12
Lauren Waszek	FT	Fall 2017 - PHYS 451 (3), PHYS 216G (3) Spring 2018 - PHYS 216G (1)	45	50	5	16
Stefan Zollner	FT	Fall 2017 - PHYS 468 (3), PHYS 213L (1) Spring 2018 PHYS 214L (1), PHYS 489 (3)	30	15	55 (DH)	20
Michaela Burkardt	PT	Fall 2017 - PHYS 217 (3), PHYS 217L (1), PHYS 280 (1) Spring 2018 - PHYS 214 (3), PHYS 204 (1)	95	0	5	40
Michael De Antonio	PT	Spring 2018 - PHYS 215G (3)	90	0	10	26

[1]FT = Full Time Faculty or PT = Part Time Faculty, at the institution

[2]For the academic year for which the self-study is being prepared (2017/18 academic year).

[3]Program activity distribution should be in percent of effort in the program and should total 100%. Figures are for 2017/18 academic year.

[4]Indicate sabbatical leave, etc., under "Other."

5Out of the total time employed at the institution (see text for explanation).

Table 6.2.a. *- continued.*

Faculty or Instructor Name	**PT or FT[1]**	**Classes Taught (Course No./Credit Hrs.) Term and Year[2]**	**Program Activity Distribution[3]**			**% of Time Devoted to the Program[5]**
			Teaching	***Research or Scholarship***	***Other[4]***	
Farzin Abadizaman	PT	Summer 2018 - PHYS 215G (3)	100	0	0	50
Fatma Aslan	PT	Fall 2017 - PHYS 216G (3) Spring 2018 - PHYS 380 (1)	55	45	0	50
Federico Alvarez	PT	Fall 2017 - PHYS 203 (1), PHYS 205 (1), PHYS 206 (1)	100	0	0	50
Galen Helms	PT	Fall 2017 - PHYS 215GL (1)	100	0	0	25
Greggory McPherson	PT	Fall 2017 - PHYS 215G (3)	100	0	0	50

[1]FT = Full Time Faculty or PT = Part Time Faculty, at the institution

[2]For the academic year for which the self-study is being prepared (2017/18 academic year).

[3]Program activity distribution should be in percent of effort in the program and should total 100%. Figures are for 2017/18 academic year.

[4]Indicate sabbatical leave, etc., under "Other."

5Out of the total time employed at the institution (see text for explanation).

Table 6.2.b. *Faculty/Instructor Workload Summary – Department of Mechanical & Aerospace Engineering. Percentage time devoted to the program for full-time faculty) reflects percentage of time spend on EP Program in Spring 2017, Fall and Summer2018. Percentage time devoted to program for part-time faculty (college instructors) reflects percentage of time spend during employment period. Courses taught by graduate-student instructors are not included.*

Faculty or Instructor Name	**PT or FT[1]**	**Classes Taught (Course No./Credit Hrs.) Term and Year[2]**	**Program Activity Distribution[3]**			**% of Time Devoted to the Program[5]**
			Teaching	***Research or Scholarship***	***Other[4]***	
Abdessattar Abdelkefi	FT	Fall 2017 – ME 333 (3) Spring 2018 – ME 237 (3)	45	50	5	6
Vimal Chaitanya	FT	Spring 2018 – ME 236 (3)	50	20	30	3
Ruey-Hung Chen	FT	Fall 2017 – AE 419 (3)	25	25	50 (DH)	3
Vincent Choo	FT	Fall 2017 – ME 335 (3), ME 237 (3) Spring 2018 – ME 345 (3), ME 240 (3)	50	30	20	12
Edgar Conley	FT	Fall 2017 – ME 326 (3), ME 425 (3), ME 449 (1)	50	30	20	7
Borys Drach	FT	Fall 2017 – ME 236 (3) Spring 2018 – ME 236 (3) Summer 2018 – ME 234 (3)	50	45	5	9
Gabriel Garcia	FT	Fall 2017 – ME 261 (3) Spring 2018 – ME 261 (3), ME 460 (3) Summer 2018 – ME 261 (3), ME 460 (3)	50	20	30	15

[1]FT = Full Time Faculty or PT = Part Time Faculty, at the institution

[2]For the academic year for which the self-study is being prepared (2017/18 academic year).

[3]Program activity distribution should be in percent of effort in the program and should total 100%. Figures are for 2017/18 academic year.

[4]Indicate sabbatical leave, etc., under "Other."

5Out of the total time employed at the institution (see text for explanation).

Table 6.2.b. *- continued.*

Faculty or Instructor Name	PT or FT[1]	Classes Taught (Course No./Credit Hrs.) Term and Year[2]	Program Activity Distribution[3]			% of Time Devoted to the Program[5]
			Teaching	*Research or Scholarship*	*Other[4]*	
Andreas Gross	FT	Fall 2017 – AE 451 (3)	45	50	5	3
Krishna Murty Kota-Venkata	FT	Fall 2017 – ME 240 (3), ME 341 (3) Spring 2018 – ME 341 (3) Summer 2018 – ME 341 (3)	50	45	5	6
Sarada Kuravi	FT	Fall 2017 – ME 340 (3), ME 481 (3) Spring 2018 – ME 340 (3), ME 481 (3) Summer 2018 – ME 340 (3)	50	45	5	15
Young S. Lee	FT	Fall 2017 – AE 364 (3), ME 328 (3) Spring 2018 – AE 363 (3), AE 405 (3)	45	40	15	12
Hyeongjun Park	FT	none	45	50	5	0
Young-Ho Park	FT	Fall 2017 – ME 426 (3), ME 427 (3) Spring 2018 – ME 426 (3), ME 427 (3) Summer 2018 – ME 426 (3), ME 427 (3)	50	40	10	18
Igor Sevostianov	FT	Spring 2018 – ME 331 (3)	45	45	10	3

[1]FT = Full Time Faculty or PT = Part Time Faculty, at the institution

[2]For the academic year for which the self-study is being prepared (2017/18 academic year).

[3]Program activity distribution should be in percent of effort in the program and should total 100%. Figures are for 2017/18 academic year.

[4]Indicate sabbatical leave, etc., under "Other."

5Out of the total time employed at the institution (see text for explanation).

Table 6.2.b. *- continued.*

Faculty or Instructor Name	PT or FT[1]	Classes Taught (Course No./Credit Hrs.) Term and Year[2]	Program Activity Distribution[3]			% of Time Devoted to the Program[5]
			Teaching	*Research or Scholarship*	*Other[4]*	
Banavara Shashikanth	FT	Fall 2017 – ME 240 (3), ME 328 (3) Spring 2018 – ME 240 (3), ME 328 (3)	45	45	10	12
Fangjun Shu	FT	Fall 2017 – AE 339 (3), AE 447 (3) Spring 2018 – AE 439 (3), AE 447 (3)	50	35	15	16
Liang Sun	FT	Fall 2017 – ME 210 (3) Spring 2018 – ME 210 (3), ME 487 (3)	50	40	10	9
Terry Armstrong	PT	Fall 2017 – ME 228 (3), ME 445 (3) Spring 2018 – AE 424 (3), ME 228 (3), ME 445 (3)	100	0	0	15

[1]FT = Full Time Faculty or PT = Part Time Faculty, at the institution

[2]For the academic year for which the self-study is being prepared (2017/18 academic year).

[3]Program activity distribution should be in percent of effort in the program and should total 100%. Figures are for 2017/18 academic year.

[4]Indicate sabbatical leave, etc., under "Other."

5Out of the total time employed at the institution (see text for explanation).

Table 6.2.c. *Faculty/Instructor Workload Summary – Department of Electrical & Computer Engineering. Percentage time devoted to the program for full-time faculty) reflects percentage of time spend on EP Program in Spring 2017, Fall and Summer2018. Percentage time devoted to program for part-time faculty (college instructors) reflects percentage of time spend during employment period. Courses taught by graduate-student instructors are not included.*

Faculty or Instructor Name	**PT or FT[1]**	**Classes Taught (Course No./Credit Hrs.) Term and Year[2]**	**Program Activity Distribution[3]**			**% of Time Devoted to the Program[5]**
			Teaching	***Research or Scholarship***	***Other[4]***	
Abdel Badawy	FT	Spring 2018 – EE 212 (4)	35	55	10	4
Deva Borah	FT	Fall 2017 – EE 200 (4) Spring 2018 – EE 314 (4)	50	35	15	8
Charles Boehmer	PT	Fall 2017 – EE 461 (3) Spring 2018 – EE 460 (3)	100	0	0	6
Laura Boucheron	FT	Fall 2017 - EE 314 (4), EE395 (3)	50	40	10	7
Sukumar Brahma	FT	Fall 2017 - EE 230 (4), EE 431(3)	45	40	15	7
Sang-Yeon Cho	FT	Fall 2017 - EE 425 (3) Spring 2018 – EE 230 (4), EE 380 (4)	35	60	5	11
Charles Creusere	FT	Fall 2017 - EE 312 (3), EE 418 (3) Spring 2018 – EE 200 (4)	25	50	25	10
Muhammad Dawood	FT	Fall 2017 -EE 351 (4) Spring 2018 – EE 240 (4), EE 310 (4)	30	60	10	12
Philip DeLeon	FT	Spring 2018 – EE 443 (3)	13	25	62	3
Paul Furth	FT	Fall 2017 - EE 100 (4) Spring 2018 – EE 100 (4), EE 112 (4) Summer 2018 – EE 314 (3), EE 418 (3), EE 419 (3)	55	35	10	21

Table 6.2.c. *- continued*

Faculty or Instructor Name	**PT or FT[1]**	**Classes Taught (Course No./Credit Hrs.) Term and Year[2]**	**Program Activity Distribution[3]**			**% of Time Devoted to the Program[5]**
			Teaching	***Research or Scholarship***	***Other[4]***	
Hong Huang	FT	Fall 2017 - EE 112 (4), EE 469 (3)	35	55	10	7
David Mitchell	FT	none	25	70	5	0
Kwong Ng	FT	Fall 2017 - EE 310 (3) Spring 2018 – EE 351 (3)	50	40	10	6
Krist Petersen	PT	Fall 2017 - EE 161 (4) Spring 2018 – EE 162 (4), EE 363 (4)	100	0	0	12
Nadipuram Prasad	FT	Fall 2017 - EE 201 (3)	45	45	10	3
Jaime Ramirez-Angulo	FT	Fall 2017 -EE 380 (4), EE 482 (3) Spring 2018 – EE 380 (4)	30	60	10	11
Satish Ranade	FT	Fall 2017 - EE 280 (4), EE 418 (3) , EE 419 (3) Spring 2018 – EE 280 (4), EE 418 (3), EE 419 (3)	45	35	20	20
Steven Sandoval	FT	Fall 2017 - EE312 (3) Spring 2018 – EE 312 (3)	45	25	30	5
Steven Stochaj	FT	Fall 2017 - EE100 (3) two sections Spring 2018 – EE 418 (3), EE 419 (3), EE 460 (3)	30	40	30	20
Wie Tang	FT	none	40	40	20	0
David Voelz	FT	none	30	60	10	0

Table 6.2.d. *Faculty/Instructor Workload Summary – Department of Chemical & Materials Engineering. Percentage time devoted to the program for full-time faculty) reflects percentage of time spend on EP Program in Spring 2017, Fall and Summer2018. Percentage time devoted to program for part-time faculty (college instructors) reflects percentage of time spend during employment period. Courses taught by graduate-student instructors are not included.*

Faculty or Instructor Name	**PT or FT[1]**	**Classes Taught (Course No./Credit Hrs.) Term and Year[2]**	**Program Activity Distribution[3]**			**% of Time Devoted to the Program[5]**
			Teaching	***Research or Scholarship***	***Other[4]***	
Paul Andersen	FT	Fall 2017 – CHME 452 (3), CHME 470(3) Summer 2018 - CHME 361 (3)	25	20	55	9
Catherine Brewer	FT	Fall 2017 - CHME 306 (4); Spring 2018 - CHME 301 (3), CHME 495 (2)	43.8	51.3	5	10
Reza Foudazi	FT	Fall 2017 – CHME 361 (3) Spring 2018 – CHME 305 (3)	37.5	57.5	5	6
Jessica Houston	FT	Fall 2017 – CHME 412 (3)	12.5	32.5	55	7
Hongmei Luo	FT	Fall 2017 - CHME 302 (2), CHME 467 (3)	20.8	74.2	5	5
Thomas Manz	FT	Spring 2018 – CHME 307 (3), CHME 461 (3)	37.5	57.5	5	6
Martha Mitchell	FT	Spring 2018 – CHME 102 (2), CHME 392 (3)	33.3	11.7	55	5
David Rockstraw	FT	Fall 2017 – CHME 101 (2), CHME 391 (1) Summer 2018 - CHME 101 (2), ENGR 100 (3)	12.5	17.5	70 (DH)	8
Daniel Gulino	PT	Fall 2017 - CHME 323L (1), CHME 423L (1) Spring 2018 - CHME 324L (1), CHME 424L (1)	100	0	0	4

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[2]For the academic year for which the self-study is being prepared (2017/18 academic year).

[3]Program activity distribution should be in percent of effort in the program and should total 100%. Figures are for 2017/18 academic year.

[4]Indicate sabbatical leave, etc., under "Other."

5Out of the total time employed at the institution (see text for explanation).

Table 6.2.d. *- continued*

Faculty or Instructor Name	**PT or FT[1]**	**Classes Taught (Course No./Credit Hrs.) Term and Year[2]**	**Program Activity Distribution[3]**			**% of Time Devoted to the Program[5]**
			Teaching	***Research or Scholarship***	***Other[4]***	
Juanita Miller	PT	Spring 2018 – CHME 449 (3)	100	0	0	3
Ila Pillamarri	PT	Spring 2018 - CHME 471 (3)	100	0	0	3
Alicia Salazar	PT	Fall 2017 – CHME 491 (3)	100	0	0	3
Neda Sanatkaran	PT	Spring 2018 - CHME 361 (3)	12.5	82.5	0	3
John Schutte	PT	Fall 2017 - CHME 302L (1), CHME 452L (1) Spring 2018 - CHME 352L (1), CHME 455 (3), CHME 455L (1)	25	75	0	7

[1]FT = Full Time Faculty or PT = Part Time Faculty, at the institution

[2]For the academic year for which the self-study is being prepared (2017/18 academic year).

[3]Program activity distribution should be in percent of effort in the program and should total 100%. Figures are for 2017/18 academic year.

[4]Indicate sabbatical leave, etc., under "Other."

5Out of the total time employed at the institution (see text for explanation).