Fairfield
UNIVERSITY

SCHOOL OF ENGINEERING

A Handbook for

Adjunct Faculty

V1. 1997

V2. 1999

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The Mission of the School of Engineering
Fairfield University

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In the framework of the mission of Fairfield University, the School of Engineering defines its own special aims to graduate liberally educated engineers with leading-edge knowledge and skills. Students are trained to practice effectively the engineering disciplines and allied professions in many areas of human endeavor, including industry/manufacturing, business, government service, education, and the development of new technologies, or to continue with postgraduate studies. They are further guided to integrate ethical, global and societal issues into engineering practices.

In addition to its impact on society through its undergraduate and graduate alumni, the School of Engineering is obligated to provide options for lifelong education and renewal to professional engineers and technologists working in industry and business in Connecticut.

The School of Engineering is committed to serve all its constituencies, within and outside the University, with integrity, clarity of purpose and unequivocal professionalism.

The School of Engineering offers degree programs at the Baccalaureate and Associate level and at the Master's level, in engineering and related technology fields, on a full-time basis and in an evening/weekend Adjunct format of instruction for working adults.

In support of this mission and to meet the needs of its students, their employers, and the community at large, the School is committed to:

- Continually improve the quality and currency of the instructional programs and monitor their outcome through a process of *Assessment and Continuous Quality Improvement.*
- Equip engineering laboratories with modern and versatile equipment.
- Create an effective learning environment for the benefit of its students.
- Provide the support services needed by traditional as well as non-traditional students who are fully employed individuals.
- Maintain a close working relationship with industry in order to better understand its needs and identify new opportunities to serve it.
- Maintain a close working relationship with practitioners of the engineering profession for assistance in program assessment and guidance in program development.
- Provide special courses in engineering and related fields, particularly in emerging technologies, to graduate engineers, engineering managers, and others.
- Provide an effective teaching staff including full-time practitioners in engineering and science who combine academic credentials with the working experience in the innovative, dynamic environment of professional practice.

The School of Engineering is a community of individuals, students, faculty, and administration, with mutual respect and shared ideals dedicated to the betterment of society.

FOREWORD

Engineering, technology, and science, have been potent agents of social change in the United States, almost since the inception of this nation. Engineering tasks have broadened not only the geographical horizons when the country was still very young, but also the social and economic horizons, and assisted mightily in establishing the preeminence of this nation on the world stage.

Teachers of engineering recognize the intellectual richness of their discipline; it is an explicit aim of their teaching to transmit to their students a sense of excitement and accomplishment that derives from creating solutions to problems, and finding the means to achieve desirable ends.

Most of the current faculty at the School of Engineering is comprised of full time professional practitioners in engineering and technology, who combine academic credentials with real-life problem solving abilities. The overriding issue in shaping the educational processes in the School of Engineering is the implementation of quality management principles within the classroom, and across the spectrum of interactions of students with faculty and administration.

The present document, *A Handbook for Adjunct Faculty*, is meant to provide the framework within which Adjunct faculty in the School of Engineering develop a strong identity on the Fairfield campus, and a sense of community with shared intellectual and practical ideals dedicated to the education of engineers and technologists. Although adjunct engineering faculty spend only part of their working time at Fairfield University, they nevertheless are participants in the planning and supervising, as well as implementing educational innovation and learning experiences, which shape the character of the School of Engineering. *A Handbook for Adjunct Faculty* provides the template for accomplishing these objectives in an orderly, purposeful, and effective manner. It is a companion to the *Governance Document* and to the *Assessment and Continuous Quality Improvement* document of the School of Engineering.

E. Hadjimichael
Dean, School of Engineering
Fairfield University

January 1997
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I. ORGANIZATION OF FAIRFIELD UNIVERSITY

The successful attainment of the educational goals of an institution of higher education requires the best possible utilization of the competencies of all individuals who constitute it. The structure of this University is such as to allow a close interaction among all its parts. It provides for the initiation and review of policies and practices by all University segments. Proposals for amendments on these matters may be initiated from any segment and are normally the result of reasonable consensus of all parties involved.

The executive authority rests with the President of the University and the Board of Trustees. The Academic Division, comprised of the College of Arts and Sciences, the School of Business, the School of Engineering, the School of Nursing, the School of Continuing Education and Allied Professions, and the University College, is headed by the Academic Vice President. Other University divisions are in the areas of Advancement, Finance, Information Services, Marketing and Student Services.

The area of competence most appropriate to the General Faculty is educational policy. It is the General Faculty's special role to be concerned with excellence in this area that includes admissions, curriculum, courses of study, degrees, permanent educational policies, and other matters pertaining to the academic life of the University.

A. Faculty

1 General Full Time Faculty

The General Faculty of the University is composed of all full-time University faculty members with the rank of Instructor or above, the President of the University, the Academic Vice President, the Academic Deans, and the University Librarian. Other persons may be appointed as members of the General Faculty by the President upon the recommendation of the Academic Council. All members of the faculty as described above have the right of vote at meetings of the General Faculty. The General Faculty shall meet at least once each semester and at other times by request of the President or by request of the Academic Council or by petition of one-fifth of the facility. Notice of faculty meetings with agenda shall, except in an emergency, be issued at least fifteen days in advance. *Robert's Rules of Order Revised* shall be used as authority for the conduct of meetings of the faculty.

2 General Part Time Faculty, School of Engineering

The part time faculty members of the School of Engineering constitute the Engineering School Faculty Senate. The Senate shall consist of its members, ex-officio members, a chairperson, and an executive secretary. Any individual who has at least four terms of teaching affiliation with the School of Engineering and is currently an active member of the faculty may be a member of the Faculty Senate with all rights thereof. A faculty member is a person holding at least a baccalaureate degree from a nationally accredited institution of higher learning and serves in one or more of the following ways:

- Teaches one or more courses
- Prepares curricula and/or syllabi for assigned courses
- Prepares laboratory projects with and for students
- Acts as a mentor to students
- Provides program guidance and counseling services to students

Deans are ex-officio members of the Faculty Senate without voting rights. Department chairpersons are ex-officio members of the Faculty Senate with voting rights.

B. *Faculty Governance*

1. The Academic Council

a. Purpose

The Academic Council shall be the executive arm of the full-time faculty of Fairfield University, the General Faculty. As such, it is empowered to consider, make decisions and recommendations on any matter of academic concern that falls within the purview of the faculty. It shall also provide the opportunity for exchange of opinion between faculty and administration in the ordinary working of the University. The School of Engineering has one member with an observer's status on the Academic Council.

b. Membership

The Academic Council shall be composed of faculty, elected by their colleagues, from the undergraduate and graduate schools.

2. The School of Engineering Faculty Senate

The members of the Faculty Senate constitute its body and are its government. The Faculty Senate has been ratified through the Governance Document which was approved by the Fairfield University's Board of Trustees in 1995.

a. Functions of the Faculty Senate

The Function of the Faculty Senate is the fulfillment of the goals, ideals and purposes set forth in the document entitled Mission Statement of the Faculty Senate. The Faculty Senate will review all academic affairs of the School of Engineering including but not limited to the curriculum, faculty hiring and promotion criteria, and the teaching and laboratory facilities and make formal recommendations therein.

b. Faculty Senate Leadership

The executive leadership of the Faculty Senate will consist of the Senate Chairperson and the Senate Executive Secretary.

(i). Faculty Senate Chairperson

The Faculty Senate chairperson shall be elected from among members of the Faculty Senate. The Senate chairperson shall be elected by a majority vote of Senate members present at the meeting when such a vote is cast by secret ballot. Any member of the Senate may nominate an individual to be Senate chairperson. The Faculty Senate chairperson shall be elected for a two-year renewable term, for no more than two consecutive terms. The Senate chairperson shall have the right to vote on all questions before the Senate. The chair may select a Senate member in the event he/she is unable to serve.

(ii). Functions of the Senate Chairperson

The Faculty Senate chairperson shall:

- call, open, and preside over all Senate meetings; and
- interact with the administration of the School of Engineering in the pursuit of the fulfillment of the purposes and mission of the School as directed by the Faculty Senate.

(iii) Senate Chairperson Succession

Following an election, and in the event that the Chairperson is unable to fill the chair's responsibilities he/she will appoint an acting chair. The acting chair will serve until the next scheduled election.

(iv) Faculty Senate Executive Secretary.

The Faculty Senate Executive Secretary shall be elected from among members of the Faculty Senate. The Secretary shall be elected by a majority vote of Senate members present at the meeting when such a vote is cast by secret ballot. Any member of the Senate may nominate an individual to be Senate Executive Secretary. The Secretary shall be elected for a two-year renewable term, for no more than two consecutive terms. The Secretary's election will take place on a year following that for the Chairperson's election. The Secretary shall have the right to vote on all questions before the Senate.

(v) Functions of the Executive Secretary

- The Executive Secretary will prepare and distribute the agenda for Senate meetings, in consultation with the Senate Chairperson.
- The Executive Secretary will archive the minutes of all meetings, and prepare them for distribution to the Senate.

c. Senate Meetings

The Faculty Senate will meet at least once during the fall and spring terms. The agenda for Senate meetings will be prepared and distributed by the Executive Secretary of the Senate. Meetings of the Senate will be opened, and presided over by its chairperson. Written notice of all meetings of the Faculty Senate will be given to all of its members within seventy-two (72) hours of such a meeting. Twenty voting members of the Faculty Senate will constitute a quorum. No meeting can formally take place without the presence of a quorum.

II. ORGANIZATION OF THE SCHOOL OF ENGINEERING

The School of Engineering of Fairfield University consists of four departments granting Bachelors and Associates in Engineering degrees, headed by Chairpersons, and two graduate programs headed by Directors. The Head of the School of Engineering is the Dean who reports directly to the Academic Vice President of Fairfield University.

A. *The Dean's Council of the School of Engineering*

1. Membership

The membership of the Dean's Council consists of the Dean, Associate Dean (serves as a Council Secretary), the Department Chairs and Program Directors, and the Director of Laboratories. Members of the faculty and others may also be asked by the Dean to join the Council as the need arises

2. Purpose

The purpose of the Dean's Council shall be to deal with administrative and pedagogical issues relating to the major areas and programs, to anticipate problems and plan for the School's future, and to serve as a mechanism for the communication of administrative and pedagogical issues from the Dean to the school faculty. Student issues, faculty allocation decisions, academic calendar, and curriculum issues may be discussed at these meetings as the aims of the School of Engineering dictate. Members of the faculty who hold specialized administrative posts may be called upon during these meetings to issue reports in their area of responsibility.

B. *Standing and Special Committees of the Faculty*

In order to improve the opportunity for school-wide dialogue and in order to focus more clearly upon specific problems without sacrificing the principle of representation, certain functions are delegated to committees for initial discussion and recommendations. Committees are either Standing committees or Special committees. The number and scope of the Standing committees are determined by the Dean and the Dean's Council of the School and reviewed by the Faculty Senate. The Dean of the School is ex-officio member of all committees. The Dean and the Faculty Senate shall be empowered to appoint Special committees on any issues of its concern. Special committees are usually terminated at the close or the beginning of the academic year.

1. Departmental Curriculum Committees

Purpose:

To help maintain effective and up-to-date curricula for all departments of the School. To achieve this, the committees will:

- Critically review new proposals for course selection, course sequence and course content to ensure proper progression in the study matter, avoid duplication or gaps, list the correct pre-

requisites, and make recommendations to the Dean, Department Chairpersons and Program Directors.

- Recommend amendments to the curriculum to Department Heads and faculty. Changes in the curriculum will be undertaken upon recommendation of the curriculum committee.

Membership

Departmental curriculum committees will consist of at least two faculty members selected from each Department by the Chair in consultation with the Dean.

It should be noted that the committee's decisions are not binding for the school administration. They are in the form of recommendations to be submitted to Department Heads, with copy to the Dean of the School of Engineering.

2. Personnel/Rank Committee

- Purpose

To review status and make recommendations to the Dean of the School of Engineering on all matters related to promotion and termination of school faculty members.

- Membership

The Dean's Council serves also as the Personnel/Rank Committee.

- Personnel files and Review Process for Promotion:

Those seeking promotion will prepare their personnel file according to guidelines formulated and distributed by the Personnel/Rank Committee, and will submit same to their Department Chairperson before the beginning of term in January of each year. Accompanied by the Chairperson's letter of recommendation, the file will be submitted to the Personnel/Rank Committee. Reviews of all candidates for promotion will be completed by the Personnel/Rank Committee by March 31, and reports accompanied by recommendations will be submitted to the Dean of the School by April 15 of each year.

3. Scholarship/Financial Assistance Committee

- Purpose

Distribution of revenue from the School's endowment fund, and of donations from school supporters, to the students of the School of Engineering.

- Membership

The committee is comprised of the Dean, Associate Dean (Chair), the Department Chairs and Program Directors.

4. Library/Media Committee

- Purpose

The Committee will oversee the expenditure of the annual books acquisition budget.
The University Librarian is responsible for purchasing the recommended volumes, and for maintaining the recommended materials as defined by the various programs.

All holdings are housed at (a) the Nyselius Library and (b) the Reading Room in McAuliffe Hall. All students and faculty of the Engineering School have complete access to both the search features and reference materials of the library.

In addition, the Library/Media Committee will maintain contact with the Media Center of the University for the purpose of creating and suitably distributing videotapes from national satellite transmissions and other sources. Finally, the Committee will study and recommend programs and processes to stimulate student use of the materials in the reading room, and in the Nyselius Library.

- Membership

Each program in the Engineering School has a representative in the Library Committee, i.e., Mechanical Engineering, Electrical Engineering, Computer Engineering and Software Engineering, elected by the respective faculty. The committee coordinator is elected by the membership for a one-year period.

5. Faculty Development/Student Learning Committee

- Purpose

To promote excellence in classroom teaching and act as a resource for other faculty development activities. Specific Duties are: (a) To coordinate the activities of the School of Engineering with other University sectors in the promotion of teaching excellence. (b) To collect and make available to the faculty information concerning faculty development programs. (c) To provide supervision and guidance in the administration of the faculty evaluation procedure.

- Membership

The Committee shall consist of:
Dean of School of Engineering (ex officio)
Faculty (3) appointed by the Dean
Student (1) appointed by the Dean

6. Laboratory Planning/Laboratory Usage

- Purpose

To review and recommend innovations to the laboratory curriculum, and recommend equipment and facilities, in order to advance laboratory experiential learning and integration of laboratory learning into course syllabi.

To recommend methodologies to the Faculty for the purpose of better integration of laboratory learning experiences into course work.

- Membership

Associate Dean, Director of Laboratories and staff, Department Chairs and Program Directors, one faculty representative from each department, appointed by the Dean.

7. Committee on Educational Technology and Distance Learning

- Purpose

To track developments in educational technology and applications, and distance learning methods, and plan and recommend programs to the administration of the School of Engineering.

- Membership

Dean, Associate Dean and three faculty members to be appointed by the Dean of the School.

8. Assessment and Quality Management Committee

- Purpose

To draft, implement, and oversee quality standards against which outcomes of educational programs will be measured; also, to devise outcomes assessment processes, including methods and type of data to be collected, and oversee the management and interpretation of data. Finally, to review and recommend plans for change designed to match outcomes with recommended quality standards.

- Membership:

Dean, Associate Dean, and four faculty appointed by the Faculty Senate and the Dean.

III. FACULTY POLICIES AT THE SCHOOL OF ENGINEERING

A. *General Principles*

1. Academic Freedom

The statement on academic freedom, as formulated in the 1940 Statement of Principles endorsed by the Association of American Colleges and the American Association of University Professors, is the policy of Fairfield University. Academic freedom and responsibility are here defined as the liberty and obligation to study, to investigate, to present and interpret, and to discuss facts and ideas concerning all branches and fields of learning. This commitment delimits any professor only to the extent of restraining him or her from attempting to undermine the basis of that commitment just as university professors anywhere are expected to respect the principles upon which the university at which they teach is founded.

2. Professional Activity

Recognizing the need to maintain professional stature within a technological society, faculty Members, full-time or Adjunct, are encouraged to join and participate in national and international engineering societies. Contributions to professional journals and local section announcements can lead to further contact within the member's own spheres of interest.

Faculty members are encouraged to establish and nurture their own identity within their chosen technological area. Committee memberships, publications, society activities,

advising in student chapters, are but a few of the many avenues to professional development.

3. Community Activity

Faculty members are encouraged to join academic committees within the university community
and to seek and join regional academic committees of interest as they exist. Both at the federal and state level, government may call upon the academic community to select representatives of their respective institution in Advisory Councils. The faculty member benefits by such participation and can bring to the university and the School of Engineering awareness of governmental policies, which may affect university affairs and impact university planning.

B. *Personnel Policies*

1. Appointment; Procedure and Qualifications

Faculty members shall be selected for appointment on the Engineering School faculty on the basis of training, experience, teaching competence, research and industrial experience in accordance with the affirmative action and equal employment opportunity policies of the University.

a. Procedure

The procedure for appointment conforms to the following guideline: as a rule, appointments shall be made following the recommendation of the appropriate faculty by Department Chairs and Program Directors to the Dean of the School of Engineering.

b. Qualifications for Appointment to Rank

Instructor

The normal requirements for appointment to the rank of Instructor is demonstrated or presumed ability to teach effectively on the college level.

	Experience Required
with BS Degree	8+ years professional experience
with MS Degree	3+ years professional experience
With Ph.D	Not Applicable

Senior Instructor

The normal requirements for appointment to the rank of Senior Instructor are: (a) Master of Science or equivalent in the appointee's field, and/or (b) long-term demonstrated ability for effective teaching and professional experience, e.g.,

	Experience Required
with BS Degree	8+ semesters teaching and 12+ years professional experience
with MS Degree	8+ semesters teaching and 5+ years professional experience

with PhD Not applicable

Assistant Professor

The normal requirements for appointment to the rank of Assistant Professor are: (a) the doctorate or other terminal degree in the appointee's field, and/or (b) long-term demonstrated ability to teach effectively on the college level and professional experience, and (c) demonstrated ability to engage in scholarly or professional activity.

	Experience Required
with BS Degree	N/A
with MS Degree	15+ semesters teaching and 10+ years professional experience
with PhD	3+ years professional experience

Associate Professor

The normal requirements for appointment to the rank of Associate Professor are: (a) the doctorate or other terminal degree in the appointee's field; (b) four years experience in the rank of Assistant Professor; (c) a demonstrated record of teaching effectiveness on the college level; (d) demonstrated scholarly or professional activity that has been subjected to peer review.

	Experience Required
with BS Degree	N/A
with MS Degree	15+ semesters teaching and 15+ years professional experience
with PhD	8+ semesters teaching and 10+ years professional experience

Professor

The normal requirements for appointment to the rank of Professor are: (a) the doctorate or other terminal degree in the appointee's field; (b) five years' experience in the rank of Associate Professor; (c) a demonstrated record of sustained teaching effectiveness; (d) a record of sustained scholarly and/or creative accomplishments that have been subjected to peer review; and (e) evidence of leadership in service to the academic community, a learned society, or professional service to other organizations.

	Experience Required
with BS Degree	N/A
with MS Degree	20+ semesters teaching and 20+ years professional experience
with PhD	15+ semesters teaching and 15+ years professional experience

2. Promotion; Procedure and Qualifications

The promotion process is initiated by the candidate. Promotions are made in accordance with the policies of the Personnel/Rank Committee.

a. Procedure

The burden of initiating promotion rests with the faculty member. He/she will supply information appropriate and sufficient to support the case for promotion. The candidate's file is submitted to his/her Department chairperson, who reviews it and submits it to the Personnel/Rank committee, accompanied with an appropriate letter of recommendation. Following review, the Committee submits a report and its recommendation to the Dean of the School. The Dean's decision is submitted to the Academic Vice President for ratification.

b. Qualifications and Conditions for Promotion of Adjunct faculty

The normal criteria for promotion to any rank shall generally follow Qualifications for Appointment to Rank as described under III. B.1. However, promotion to the next higher rank shall require evidence of continuing professional accomplishments.

i. Teaching

Fairfield University recognizes conspicuous success in teaching to be of paramount importance. Promotion to any rank shall require evidence of teaching effectiveness.

ii. Recognized Professional Competence

Fairfield University recognizes that its faculty are members of a scholarly and professional community. Promotion to any rank shall require evidence that the faculty member contributes to the advancement of the community by engaging in scholarly research or creative activities. It is the expectation that the research or creative activities have been evaluated by peers.

Normally, such a contribution shall take the form of scholarly publication. However, any scholarly or creative work that has been subjected to peer review will be considered by the committee as valid proof of professional competence.

iii. Professional Services

expects its faculty to have industrial participation in their field of expertise. Faculty must show evidence of professional experience and demonstrated excellence in the field of engineering and applied sciences.

3. Tenure

Tenure is not granted to any Adjunct faculty of the School of Engineering

4. Continuation of Teaching Employment

Although the School of Engineering does not employ a formal tenured program for part time faculty, there is a rational system in place for the continuation of a faculty member's teaching employment. This system is dependent upon past performance and documented experiences.

His/her own track record along with student evaluations constitute the basis for continuing an instructor's duties. Even though an individual may not teach in consecutive semesters, his/her faculty status is unaffected.

It must be noted that:

a. The normal probationary period for new faculty shall be one year.
b. Time spent on multi-term leave from will not count toward academic experience except when such time is spent in teaching or research which has been approved by the appropriate academic officials, i.e., the Dean of the School in consultation with the Department chairperson or Program Director.

5. Exceptions to Normal Requirements for Appointment and Promotion

a. Where a candidate possesses unusual qualifications, the normal requirements for appointment and promotion may be waived by the Dean upon the recommendation of the

Personnel/Rank Committee.

b. Where a candidate performs University assignments, which prevent him or her from meeting the normal requirements for rank, such facts shall be taken into consideration.

6. Contract of Employment, Termination or Resignation

Appointment of a Adjunct faculty member shall be made by a formal contract on a semester basis, signed by the faculty member and the Dean. The contract and appendices shall state the rank, salary and benefits, duration of the contract and other conditions of appointment.

a. Termination by Mutual Consent

A contract of appointment to the faculty of Fairfield University may be terminated at any time by mutual agreement between the professor and the University.

b. Resignation by a Faculty Member

A faculty member who does not plan to continue in the employ of the School shall submit written notification to this effect to the Dean by the mid-point of the final term of employment.

C. *Instructional Policies*

1. Faculty Duties

In addition to the satisfactory fulfillment of teaching schedules, the following are considered among the duties of Adjunct faculty members:

a. All Instructors should begin and end their classes on time as a courtesy to their students and fellow instructors. When, for any valid reason, they are unable to meet their classes, they should notify the Dean through the Engineering Office and, if possible, make arrangements through the Department Chair for conducting the class. Students have been instructed to wait at least ten minutes after the beginning of the class period for the arrival of the instructor, unless word has been sent in advance that class will be delayed or postponed.

b. A complete syllabus for the course will be prepared by the instructor and **be distributed to students on the first day of classes, without fail**. A copy of the syllabus will be submitted to the Engineering School office on or before the first day of classes.

c. The instructor's e-mail address will be provided to the students who will be encouraged to contact him/her in case of instructional needs.

d. Regarding the preparation, proctoring, and grading of student examinations, the grading system set forth in the catalogue is to be followed. At the end of each term, final grades will be submitted to the office of the School of Engineering and to the University Registrar's Office, no later than 48 hours (two work days) following the final examination.

e. It is the instructor's responsibility to provide feedback, i.e., direction, reading materials, corrections, and discussion of student papers, reports, book reviews, examinations, etc.

f. Educational counseling and direction of students is expected from each faculty member. For this purpose, ½ hour before class time is recommended.

g. All faculty are expected to attend and participate in general faculty and curriculum area meetings, faculty development meetings, Faculty Senate meetings and departmental term wrap-up sessions.

h. Attendance at commencement, convocations and other functions at which the Dean of the School or the Academic Vice President may request attendance of all faculty.

i. Service in, and cooperation with, University and curriculum area committees, and in standing and ad hoc committees.

j. Involvement in scholarly research or other professionally recognized creative activities.

k. Cooperation with the appropriate authorities in the enforcement of University regulations.

l. Responsibility for keeping abreast of current developments in one's field.

m. The responsibility to complete all assessment documents required by the School of Engineering Assessment and Continuous Quality Management process.

2. Textbooks

The choice of textbooks is at the discretion of the instructor. Instructors should inform those responsible for their curriculum areas (chairs) of their choice of text well in advance of the semester in which it is to be used. If an unresolved difference of opinion ensues, the matter may be brought to the attention of the Dean.

In addition, departmental meetings provide a forum for the discussions of new textbooks. Every attempt is made by all to remain current in educational technology.

3. Comprehensive Final Examinations

Each Instructor has wide latitude in determining how to test his or her students. A final examination is regarded as a part of the regular academic work for all courses and should be administered at the assigned time and place, without exception. Only in extraordinary circumstances a professor may excuse a student from an examination; this may be done with the approval of the Dean and with the knowledge of the Departmental chairperson.

4. Teaching Load

Individual workloads are determined by, or in consultation with, the curriculum area head most familiar with the demands involved. Those responsible are allowed a measure of latitude in making individual assignments. All of the individual's services to the University are taken into account.

A teaching load of six hours, involving not more than two separate course-preparations in any term represents the maximum work-load and presumes no unusual additional expectations in terms of research, administration, or other institutional responsibilities, but requires providing student assistance when requested, during the "office" half-hour, or by e-mail.

Fair equivalents in workload should be determined for those faculty members whose activities do not fit the conventional classroom lecture or discussion pattern; for example, those who supervise laboratories, offer tutorials, or assist beginning teachers. Consideration should be given to the number of different course preparations as well as the total contact hours per week and total number of students. Special adjustment may be appropriate for the faculty member introducing a new course or substantially revising an older course.

If research is to be considered a faculty responsibility, faculty workloads should be adjusted equitably in accordance with that expectation.

A heavy commitment of a faculty member with professional societies, in community or government service, and in certain administrative capacities, may impair the effectiveness of a faculty member as a teacher and scholar. Additional compensation is in order when the institution wishes to draw heavily on the services of an individual in this way.

5. Student Evaluation of Instruction

Student evaluations will take place at the end of each term. Occasionally, the results of student evaluations will be discussed between the individual faculty member and his/her departmental chairperson, at the initiative of either party. In cases of consistently unfavorable reviews, the Dean will participate in the discussion.

6. Tutoring

Faculty shall be available for tutoring in their area of expertise if and when requested to do so, and for additional compensation.

7. Course Assessment

Faculty will supply all completed assessment documents at the end of each term; in addition, faculty will submit copies of their examination instruments and samples of student work at the end of each term.

D. *Faculty Services*

1. Parking - The University provides car registration, which allows parking on campus.

2. Printing - A printing and duplicating service is available on campus.

3. Mail - Each faculty member is provided with a mailbox. Inter-campus mail is delivered between buildings twice a day, morning and afternoon.

4. Athletic Facilities - Members of the faculty have the use of the tennis courts and of the gymnasium where faculty shower and locker rooms are provided.

5. Tickets - Members of the faculty are provided with one free ticket to all University sponsored events.

6. Dining Facilities - A faculty dining room is provided in the Barone Campus Center.

7. Academic Gowns - The University provides academic gowns for all members of the faculty on official occasions.

8. Library - Interlibrary loan privileges are provided for the faculty. Study carrels will be available in the library.

E. Benefits

1. Group Insurance

Part time faculty are not eligible to participate in the University's group insurance plan.

2. Retirement

Part time faculty with a documented 1,000 hrs/annum work record, can contribute to a TIAA/CREF retirement account, and the University will contribute the equivalent of 10% of the faculty's compensation to the retirement account.

3. Emergency and Personal Leaves

In cases where a faculty member requests leave for emergency reasons, arrangements for such leave may be worked out by the faculty member and the Dean and with the person responsible for his or her curriculum area, without jeopardy to the faculty member's academic status.

4. Consulting and Outside Employment

The commitment of the faculty is balanced between their outside employment and the school.

5. Travel Allowances

The School encourages faculty members to represent it at meetings of professional societies. Since funds available to help faculty members defray the expenses of attending such meetings are not unlimited, faculty are urged to seek funds from learned societies or other granting agencies. The limited School funds shall be made available within the continental United States and Canada in accordance with the following general principles:

a. A faculty member shall receive full travel expenses including meals and lodging, the transportation allowance not to exceed the cost of traveling by public carrier over the most direct route to his or her destination, when he/she

- holds office in a major learned society sponsoring the meeting
- reads a paper listed on the program of the meeting
- is chosen to be the official University representative at a meeting in his/her discipline (one person per curriculum area per year)

b. A faculty member who holds a committee assignment, which requires attendance at a meeting shall receive travel expenses equivalent to the cost of a round trip.

c. A faculty member who attends a meeting, but not in the roles stated above, shall receive travel expenses equivalent to one-half the cost of a round-trip ticket.

All requests for travel expenses and assignments of funds are made by the persons responsible for curriculum areas to their Deans early in the year for prorating within the limitations of the budget.

ADMINISTRATION & STAFF, SCHOOL OF ENGINEERING - 2006

Evangelos Hadjimichael, PhD
Dean
Bill Taylor, P\hD
Associate Dean
Jerry Sergent, PhD
Chair, Electrical Engineering
Don Joy, PhD
Chair, Software Engineering
Rao Dukkipati, Ph.D.
Chair, Mechanical Engineering
Douglas Lyon, PhD
Chair, Computer Engineering
Jay Hoffman, PhD
Director, Management of Technology
Paul P. Botosani, Ph.D.
Director of Laboratories
Robert Wojna, B.S.E.E., B.S.M.E.
Laboratory Engineer
Joe McFadden, B.S.M.E
Curriculum Counselor
Joseph L. Laganza, B.S.M.E.
Curriculum Counselor
Kim E. Siladi, B.S.E.E.
Curriculum Counselor
Joseph Hajla, B.S.M.E.
Senior Staff Associate
Christian Craciun
Laboratory Engineer
Annette Castelot
Secretary
Lorraine Castelot
Secretary

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APPENDIX I

PROCEDURES FOR DUE PROCESS

1. Informal Procedures
   When the University, or a faculty member, has accused a member of the faculty of violating his or her contractual agreement, or of violating his or her professional integrity, there shall be an informal discussion among the Administration, the individual involved and any interested parties acceptable to both the Administration and the individual.

   The same procedure *mutatis mutandis* shall apply where an individual considers that actions taken against him or her violate his or her academic freedom.

2. Policy for Non-Tenured Faculty
   A non-tenured teacher cannot be dismissed during the term of a contract (as opposed to notification of non-renewal effective on the normal termination date) except according to procedures for tenured persons.

   If a non-tenured person is notified of non-renewal of contract and believes that this action is related to professional integrity or academic freedom, the following steps are possible:

   a. The faculty member shall, with appropriate advice, determine whether adequate proof can be assembled in support of his or her contention.

   b. The faculty member shall decide whether he or she is willing to hazard the possible disclosure of professional weaknesses, which may have been displayed at an early point in the teacher's career.

   c. If the faculty member's decisions under "a" and "b" are in the affirmative, the faculty member shall have an opportunity for informal procedures as set forth in Section "1" of above.

   d. If no mutually satisfactory agreement can be reached, the faculty member may then request a formal hearing. The request is made to the Dean, in writing. The request should define the unresolved problem and be accompanied by documentation of completion of the informal process. With the Dean's opinion of the grievance, the request is forwarded to the Academic Vice President who will then follow standard University practices for these matters.

APPENDIX II

FORMS REQUIRED BY THE SCHOOL OF ENGINEERING

1. Course Syllabus in accord with Directions in Appendix III

2. Attendance form (first four nights, then monthly)

3. First five-week grade estimate and second five-week grade estimate or mid-term grade form.

4. List of students at risk (C- or lower) by the seventh week of each term.

5. Final grade form; copies are submitted to the office and to the Registrar's office no later than 48 hours following the final examination.

6. New faculty are required to fill out W4 forms for Federal and State, plus an I-9 form with verification of Employment eligibility.

7. All assessment forms required by the School of Engineering.

APPENDIX III

SCHOOL OF ENGINEERING
FAIRFIELD UNIVERSITY

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The Course Syllabus: A 'must' for Every Class

1.0 INTRODUCTION

A syllabus is defined as "**a *concise statement of the main points of a course of study or subject.***" Although this definition leaves room for interpretation, one thing is certain: the syllabus is the official document describing the course. It is a "contract" between the instructor and his/her students. As such, it should be shared with students at the earliest opportunity, and be filed as a permanent contribution to the instructional archives of the School of Engineering. Hence, the course syllabus is a most important document in the educational process.

2.0 SYLLABUS CONTENT

Development of the syllabus is a multi-step process. The required content for an effective syllabus is as follows:

1. The complete name of the course, including the course number.
2. The name of the faculty member and telephone number, e-mail and web addresses, to facilitate student-instructor communication between class meetings.
3. The instructor's office hours - one half hour before class in the assigned classroom, for example.
4. The course description and prerequisites (see below)
5. The course objectives (see below)
6. The course learning outcomes (see below)
7. The textbook (s) and outside readings required
8. The course requirements (see below)
9. For engineering courses

a. The **engineering design components** in the course syllabus must be clearly identified; they must be marked so that they are quite obvious,

b. **laboratory usage for hands-on learning experiences or for demonstration purposes** - including usage of software for simulations or calculations and data processing -, must be clearly identified.

10. The assignments and projects to be completed by the students and due dates for these assignments.
11. A complete listing of resources, outside readings, and field trips.
12. The evaluation plan. How will the final grade be determined?

2.1 COURSE DESCRIPTION

Should correspond to the course description in the University catalogue (if this latter is not satisfactory, submit suggested changes)

2.2 COURSE OBJECTIVES.

The first major part of the syllabus is the listing of course objectives. Make certain that the objectives are reachable, they are teachable, and student learning activities can be directed toward fulfilling each one of the stated objectives. **<u>Most important</u>: make sure that the course objectives are closely in support of the departmental learning goals as described in the *Assessment and Continuous Quality Improvement Process, School of Engineering.* The inference MUST be that a student who succeeds academically in your course, succeeds also in meeting the departmental learnning goals. This is an absolute necessity.**

2.3 COURSE LEARNING OUTCOMES

The second major part of the syllabus are the learning outcomes associated with each objective. Make sure that the outcomes are measurable and represent the department's minimum requirements necessary to achieve a Critical Level of Performance of C minus. It is imperative that tests, quizzes, and other evaluation instruments, are structured to measure how well the course objectives are achieved. A course portfolio will be of great help in this matter.

2.4 STUDENT ACTIVITIES (Assignments and projects) - Educational Strategies

The syllabus describes the activities of the students that are appropriate for meeting the course outcomes. This should include detailed specific activities, such as outside readings, laboratory activities, projects, and assignments. To the extent possible, describe these activities in a way that relates directly to the learning outcomes. Significant attention should be given to the reasons for the activities and how they relate to achieving the learning outcomes. This approach tells students that the class is run in a professional manner and that there is a purpose for everything.

2.5 COURSE REQUIREMENTS

The syllabus should include a detailed description of the course requirements as well as student responsibilities. This is one of the most important parts of the syllabus because it defines for students exactly what is expected of them. It eliminates the possibility that students will claim ignorance of what is expected. In fact, it is useful in this section of the syllabus to list the class meetings by date, the reading and homework assignments and other activities and class topics to be addressed.

2.6 RESOURCES AND REFERENCES

The syllabus should include a complete listing of resources, outside readings, bibliographies, and visitations, to which the student may wish to refer. Required outside readings and library reserve assignments should be specified. Making use of library resources lends a major advantage to the effectiveness of the course as a learning experience. Again, details may be necessary.

3.0 USE OF SYLLABUS

Distribute the syllabus the first day of class and take time to discuss the syllabus and anecdotal details. It is good practice to review the syllabus on the second class meeting as well, for the benefit of latecomers and for emphasis on class assignments and objectives. Furthermore, it is advisable that you refer to the syllabus from time to time in the course of the term, identifying progress in completing the material prescribed in the syllabus.

A good syllabus requires considerable work initially, but minimal upkeep in subsequent times, unless the course objectives and resources change drastically. Given that the syllabus is your "contract" with your students, it deserves appropriate respect, which you can show by adhering to its terms as much as possible. Sometimes, the class sets a pace that is not in tune with the prescribed syllabus. It is best to respect the weaknesses and strengths of the class and act accordingly, rather than force a pace that is beyond the strengths of the students in the class and is bound to become counter-productive. The instructor's sensitivity to the needs and characteristics of the students and to the general make-up of the class is what lends quality to instruction and leads to successful learning experiences among the students.

HISTORICAL OUTLINE OF THE SCHOOL OF ENGINEERING

1924 Opened at Bridgeport in October as a direct result of the closing of the YMCA/ Northeastern classes. Arthur E. Keating Founder and first Dean, Board of Directors (Trustees) organized. Basic mission and objectives established. Entering class 75 students.

1925 Faculty reviews and strengthens the initial curriculum. YMCA three-year program increased to four years for a diploma in Mechanical Engineering.

1925 First three diploma graduates.

1930 Electrical Engineering option added.

1932-39 Program extended to five years. Student body reaches 250 by 1939 despite the depression.

1938 Incorporated as a non-profit college. Dr. Keating installed as President.

1941-45 During WW II, conducts the Engineering, Science and Management War Training programs in Fairfield County under sub-contract to Yale University. 6000 students served.

1941 Stamford Campus offers first classes at Stamford H.S.

1948-53 Accredited by ECPD as a Technical Institute, drops this accreditation when ECPD changed the definition of "Technical Institute" in 1952.

1946-57 Rapid growth as a result of "GI Bill" students. Reached 500 students by the mid fifties.

1957-58 As a result of request by students and their employers, applied for approval of the State Department of Education to grant the Associate in Engineering degree. The Associate program was approved and degrees awarded in 1958.

1958-63 Faculty develops seven-year diploma programs, which were accredited by the State Department of Education in 1963 as B.S. in M.E. and B.S. in E.E. degree programs.

1968-72 Difficult period for because Engineering positions scarce. Student population declined to 300. Dr. Keating died March 1970, W. J. Owens installed as second President in November 1970.

1972 moves main office and Bridgeport classes to Sacred Heart University campus.

1976 Danbury Campus started upon invitation of Western Connecticut State University and the Board of Trustees for the State University.

1977 Accredited by New England Association of Schools and Colleges (NEASC)

1982 reaches peak enrollment of over 900 students. Reaccreditation by NEASC. Stamford Campus moves to Westhill High School.

1984 leaves Sacred Heart and Beechmont Engineering Center established with facilities for Engineering Laboratories, Computer Center, Continuing Education and the Administrative offices.

1986 President Owens retires and is succeeded by Dr. William M. Krummel as the third President.

1987 Roger Ludlowe Education Center established as the main campus for Greater Bridgeport with Library and complete laboratories for Computer, Physics, Chemistry and Engineering.

1988 Manufacturing Engineering option in Mechanical Engineering established.

1990 B.S. in Information Systems Engineering accredited by State of Connecticut. Branch established at the Waterbury Higher Education Center.

1991 Reaccreditation by NEASC.

1994 Accredited through the Accreditation Board for Engineering and Technology (ABET)

1994 Bridgeport Engineering Institute merged with Fairfield University to become the School of Engineering of Fairfield University

1995 The Fairfield University Board of Trustees approved the Governance Document for the School of Engineering.

1995 Dr. E. Hadjimichael is appointed Acting Dean following the retirement of Dean William M. Krummel

1996 September 26, Dr. E. Hadjimichael was elected Dean of the School of Engineering

1996 Successful Interim visit by ABET leading to accreditation of the Electrical Engineering and Mechanical Engineering programs

1998 Master of Science degree programs in Management of Technology and Software Engineering are licensed by the Board of Higher Education, and enroll their first classes

1999 The full time engineering program is approved

1999 Successful ABET visit leading to full-term (six years) re-accreditation of Electrical and Mechanical Engineering programs.

2003 Master of Science degree program in Electrical and Computer Engineering is licensed by the Board of Higher Education and enrolls its first class

2004 Master of Science degree in Electrical and Computer Engineering is accredited and graduates its first student

2005 Master of Science degree program in Mechanical Engineering is licensed and accredited by the Department of Higher Education

2005 cessful ABET visit to review four undergraduate programs, i.e. computer, electrical, mechanical and software; they were all given ABET accreditation in July 2006 (six years for EE, CE, ME, and 4 years for SE)

2006 The full time undergraduate program received successfully its five-year review.

2007 The 5-year dual-degree, BS/MS program in software engineering is approved and established.