

Length: 2-3 hours

Instructors: Dr. Richard Felder, Hochst Celanese Professor Emeritus of Chemical Engineering, North Carolina State University and Dr. Rebecca Brent, Co-director of the SUCCEED Faculty Development program

Helping New Faculty Members Get Off to a Good Start: A Workshop for Administrators and Mentors

Abstract: Robert Boice has shown that most new faculty members take roughly four years to become reasonably productive in research and effective in teaching. Appropriate mentoring and support can help new faculty members become what Boice calls "Quick Starters," reaching full productivity and effectiveness in 1-2 years. Mentoring is itself a skilled and complex craft, however, and when poorly done it may do more harm than good. This workshop is designed to help administrators and senior faculty members develop effective support programs for their new faculty, increasing the likelihood that they will become quick starters.

Length: Half day

Instructors: Dr. Richard Felder, Hochst Celanese Professor Emeritus of Chemical Engineering, North Carolina State University and Dr. Rebecca Brent, Co-director of the SUCCEED Faculty Development program

Career Development Workshop for New Faculty

Abstract: New engineering faculty are required to make many choices that affect their academic career and personal life. This session is intended to encourage faculty to identify suitable career goals and specific objectives and begin to develop a plan for achieving them. The components of the NSF Faculty Early Career Development (CAREER) program will be used as a model for developing a plan. Elements of a career plan will include: establishing a research program, developing into

an effective teacher, understanding the university environment, balancing your life, developing as a professional, and managing your time. Critical issues will be discussed and advice from peers and senior faculty will be shared.

Length: Half day

Instructor: Dr. Tim Anderson, Professor and Chair of Chemical Engineering, University of Florida and Director of SUCCEED

Assessment

Establishing Trust in Educational Research

Abstract: Excellence in the use of assessment appears in pockets at most institutions and is not the norm for most programs. This workshop addresses the barriers to the development of assessment strategies and the use of results within Engineering Education, the culture of assessment and how that culture interacts with norms of organizational trust. It offers strategies for discovering solutions to develop and create that trust.

Length: 2 hours

Instructors: Dr. Joseph Hoey, Director of Assessment, Georgia Tech and Dr. Eleanor Nault, Director of Assessment, Clemson University

Planning the Assessment of Engineering Education Research

Abstract: This workshop is for faculty that are working for positive change in their classroom who want to think more about how to study that change and report it. This will be particularly useful for faculty that would like to study educational innovation with the same rigor they apply to their engineering research. Faculty will develop a model assessment plan in order to prepare them to develop a similar plan for their own research.

Length: 2-4 hours

Instructor: Dr. Matthew W. Ohland, Assistant Professor of General Engineering, Clemson University

Structuring and Unifying Employer Feedback in a College of Engineering

Abstract: Getting a clear picture of the strengths and needs for improvement of an institution's graduates is perhaps the most important goal in any program that seeks to gather employer and alumni feedback. A basic problem in such assessment relates to the variety of data sources and types of feedback used to appraise the employability of an institution's graduates. Even if there are multiple sources of feedback data, the feedback sources frequently do not provide information that can be understood, interpreted, or that forms a cohesive pattern of evidence. To address this problem, we have developed a structured process to unify sources of feedback on the employability of graduates from colleges of engineering. In this workshop you will learn about data collection methods and instruments for gathering feedback from employers of full time and co-op students.

Length: 2 hours

Instructors: Dr. Joseph Hoey, Director of Assessment and Dr. Jack Marr, Professor of Psychology, Georgia Tech

Using Focus Groups to Gather Employer Information

Abstract: The Accreditation Board for Engineering and Technology (ABET) requires all accredited engineering schools to make assessments of the capabilities of their engineering program graduates. One suggested source of program outcome assessment data is feedback from employers concerning the work performance of engineering graduates. This workshop describes a protocol that engineering faculty can use to plan and conduct focus group sessions with corporate recruiters coming to their campuses.

Length: 2 hours

Instructor: Dr. Michael S. Leonard, Professor of Industrial Engineering, Clemson University
