Campus Rep
Lessons Learned at Cal Poly

Brian Self

California Polytechnic State University
San Luis Obispo
Official Duty of Campus Rep

• Fill out the campus rep report

PART I - Past Year (2006-2007)

1. List the ASEE meetings (section, zone, national) that members in your institution have attended during this year, and the number of attendees.
   - Members to 2006 Frontiers in Education
   - Members to 2007 CIEC
   - Members to 2006/07 Section Conference
   - Members to 2007 ASEE Annual Conference (Honolulu, HI)
   - Members to 2006/07 Section Executive Board Meetings
   - Other:

ASEE CAMPUS B

2. OPTIONAL: List papers, presentations, and other involvement by members in the meetings listed above.

Presenters: (follow style shown)
   - George Washington

Date:__________________________
Name:__________________________
Section:________________________
Institution:____________________
My Feeling on the “Duty” of Campus Reps

- Advance the goals of ASEE on your campus
Recruitment – Dean’s Program

- Dean pays for first year
- ASEE agrees to pay for second year
- List of Deans who participate is on the website
Recruitment – Dean’s Program

• Email out an application in Word to all Engineering Faculty
• I record name, take to Dean’s Office, they send in to ASEE with payment
• Only covers the $69 basic membership not division dues or any extra fees
Visit Department Meetings

- Bring hard copies of Dean’s Program Application
Promote Better Teaching in Your College of Engineering

• Teaching Brownbags
• Send out relevant JEE and/or ASEE articles
• Create a “journal club” on engineering education research and other topics
Teaching Brownbags

- One each quarter, 2-3 speakers from different departments
- Encourage collaboration throughout the college (and beyond)

“Service Learning in Engineering”
“Teaching Engineers to Write Gooder”
“Capstone Design Projects”
Teaching Brownbags
Other Potential Topics

• Technology in the Classroom
• Active Learning
• Computer Programming throughout the Curriculum
• Project-Based Learning
• Tricks of the Trade for New Instructors
Teaching Brownbags

• Ask your Center for Educational Excellence to co-sponsor
  ▪ Did this at the Air Force Academy
• See if your Dean will spring for lunch
  ▪ He provides pizza and drinks at Cal Poly
Email Copies of JEE and ASEE Articles to Members

Does Research Faculty Improve Undergraduate Teaching? An Analysis of Existing and Potential Synergies

MICHAEL J. PRINCE
Department of Chemical Engineering
Bucknell University

RICHARD M. FELDER
Department of Chemical Engineering
North Carolina State University

REBECCA RIFFE
Education Development, Inc.

ABSTRACT

Academics have been arguing decades about whether or not faculty research supports undergraduate education. This is a group that includes most administrators and faculty members—certainly many who have consistently defended the university’s morale in large part between the two activities. This article proposes that the two sides are debating different propositions about the relationship between research and teaching. In some cases, the relationship is clear cut; in others, it is not.

LIMITED ACCESS

Research faculty members at Cornish College of the Arts and the University of Oregon have been working on this issue for the past year. They have found that, as they continue to work on this project, they are learning more about the relationship between research and teaching.

Email Copies of JEE and ASEE Articles to Members

Inductive Teaching and Learning Methods: Definitions, Comparisons, and Research Bases

MICHAEL J. PRINCE
Department of Chemical Engineering
Bucknell University

RICHARD M. FELDER
Department of Chemical Engineering
North Carolina State University

To view a theorem and claim, a show example of a grid literally in a handwritten manner.

LITERATURE CITED


INTRODUCTION

In recent years, there has been a growing interest in the role of research in higher education. Many educators believe that research faculty members can and should contribute to the teaching mission of the institution. However, there is also a growing recognition that research and teaching are not necessarily incompatible activities. In fact, there is increasing evidence that faculty members engaged in research are better able to teach in ways that are more effective and engaging for students.

Such faculty members are often referred to as "research-active teachers" and are characterized by their ability to integrate research and teaching, and their capacity to use their research to enhance their teaching. These faculty members are often found in departments of science and engineering, where research is a central component of the academic mission.

Recent studies have shown that research-active teachers are more effective in their teaching than non-research-active teachers. They are also more likely to use research-based instructional strategies, such as problembased learning and project-based learning, which have been shown to improve student learning outcomes.

In this paper, we will review the literature on research and teaching, and focus on the role of research faculty in enhancing the teaching mission of institutions. We will also discuss the implications of these findings for higher education administrators and faculty members.

October 2017

Journal of Engineering Education 283

LITERATURE CITED


April 2006


The purposes of this study were to examine the relationship between research and teaching, and to investigate the characteristics of research-active teachers. The study was conducted in a department of chemical engineering, where research is a central component of the academic mission.

The study found that research-active teachers are more effective in their teaching than non-research-active teachers. They are also more likely to use research-based instructional strategies, such as problem-based learning and project-based learning, which have been shown to improve student learning outcomes.

In this paper, we will review the literature on research and teaching, and focus on the role of research faculty in enhancing the teaching mission of institutions. We will also discuss the implications of these findings for higher education administrators and faculty members.

October 2017

Journal of Engineering Education 283

LITERATURE CITED


April 2006


The purposes of this study were to examine the relationship between research and teaching, and to investigate the characteristics of research-active teachers. The study was conducted in a department of chemical engineering, where research is a central component of the academic mission.

The study found that research-active teachers are more effective in their teaching than non-research-active teachers. They are also more likely to use research-based instructional strategies, such as problem-based learning and project-based learning, which have been shown to improve student learning outcomes.

In this paper, we will review the literature on research and teaching, and focus on the role of research faculty in enhancing the teaching mission of institutions. We will also discuss the implications of these findings for higher education administrators and faculty members.
Journal Club

- Next year we will sponsor a Journal Club on Engineering Education
- Our Center for Teaching and Learning will help establish it
- Expansion of a previous group from EDGE funding (Vanasupapa et al, NSF grant)
Administrative Duties

• Forward ASEE announcements and calls to the entire college, not just to members
• Encourage all departments to submit their members for ASEE awards – especially division awards
• Fill out online campus rep report
Administrative Duties

• Forward ASEE announcements and calls to the entire college, not just to members
• Encourage all departments to submit their members for ASEE awards – especially division awards
• Fill out online campus rep report
Conclusion

• Encourage collaboration within your college (and outside your college)
• Encourage good teaching practices
• Get as many people as possible involved in ASEE