

EFFECTIVE COLLEGE TEACHING FOR NEWER FACULTY MEMBERS

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This workshop provides tools and strategies for new college instructors to make their classes more effective. Topics addressed include the following:

- How do I plan a course? What should I do in the first week to get it off to a good start?
- How can I make my lecturing effective? How I get students actively involved in learning? Can I do it even if I have 200 of them in my class?
- What are the most common mistakes new faculty make? How can I avoid making them?

Variations of this workshop have been given on campuses throughout the United States and abroad. It has been exceptionally well received by the participants, despite the skepticism many professors feel toward teaching workshops. Of the 5144 participants who submitted evaluations since 1996, 81% gave the workshop the top rating of “Excellent,” 18% rated it “Good,” fewer than 1% rated it “Average,” and none rated it “Fair” or “Poor.” The presenters received “Excellent” ratings from 88% of the participants, “Good” from 11%, and “Average” from fewer than 1%. Following are representative participant responses.

- “Lots of good ideas—not a lot of fluff. Presenters are knowledgeable on the subject and use well-documented evidence to support their positions.”
- “The presenters were competent, confident, and VERY comfortable. They did a good job of using the audience's expertise.”
- “Great collection of resources in the notebook.”
- “Frequent breaks and use of humor kept my mind fresh.”
- “The ideas presented in this workshop are among the best and most useful that I have ever heard. I appreciate the fact that, while they represent a great change in the way material is presented, they do not involve throwing out what I am doing now.”
- “The workshop was presented in a way that was very noncritical. Instead of feeling like you are a ‘bad teacher,’ you felt more like you now have tools to be a ‘great’ teacher.”
- (From a Dean) “Your previous visits were extremely productive. The number of faculty members engaged in collaborative learning activities keeps increasing [and] our faculty members are also increasingly engaged in a number of novel educational projects. The level of awareness, enthusiasm and commitment to learning is very gratifying and owes much to your workshops.”

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Dr. Brent has more than 35 years of experience in education. She specializes in staff development in engineering and the sciences, teacher preparation, and evaluation of educational programs at both precollege and college levels, and holds a Certificate in Evaluation Practice from the Evaluators' Institute at George Washington University. She coordinated faculty development in the NSF-sponsored SUCCEED Coalition from 1997 to 2003 and new faculty orientation in the Colleges of Engineering and Sciences at North Carolina State University from 2000 to 2013. She has authored or coauthored roughly 65 papers on effective teaching and faculty and teaching staff development. Prior to entering private consulting, she was an Associate Professor of Education at East Carolina University, where she won an outstanding teacher award. In 2014, she was named a Fellow of the American Society for Engineering Education.

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Dr. Felder is coauthor of *Elementary Principles of Chemical Processes*, which has been used internationally as the text for the introductory chemical engineering course for over three decades, and he has authored or coauthored over 300 articles on chemical process engineering and engineering and science education. He has won numerous awards for his teaching, research, and publications, including the American Institute of Chemical Engineers Warren K. Lewis Award for Contributions to Chemical Engineering Education, the International Federation of Engineering Education Societies Global Award for Excellence in Engineering Education (first recipient), and the American Society for Engineering Education Lifetime Achievement Award in Engineering Education (first recipient). For a bibliography of his papers and reprints of his columns and some articles, access his website at www.ncsu.edu/effective_teaching.

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Drs. Brent and Felder are coauthors of *Teaching and Learning STEM: A Practical Guide* (Jossey-Bass, 2016). Separately and together, they have presented over 450 workshops on effective teaching, course design, and mentoring and supporting new faculty members, on campuses around the world, and they co-directed the American Society for Engineering Education National Effective Teaching Institute from 1991 to 2015. Visit their Facebook page at www.facebook.com/felderandbrent.