

North Dakota State University

**Campus Representative Activities that
Promote Engagement
and Active Participation in ASEE**

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Aloha - Presentation Outline

Recruitment of New Faculty

Retention of ASEE Members

Campus Rep Survey

Campus Rep Program

Recruitment

Basic procedures for attaining 100% recruitment of new faculty.

- 1. Prior to the start of the Fall Semester, contact the Dean's Office for a list of new engineering (or related field) faculty, including contact information.**
- 2. During the first week or two of the semester, contact all new faculty via email, welcome them to campus, explain the benefits of ASEE membership, and invite them to participate in the Dean's Program. Attach the Dean's Program membership form to the email.**
- 3. For non-respondents, follow up the initial email with a phone call or personal contact (or both).**
- 4. Sometimes (often) second, third, and fourth email solicitations are needed.**
- 5. If all else fails, schedule a meeting with the delinquent faculty members, bring hard copy of the application to their office, and complete the application, in person.**

Retention

Email to every faculty member (ASEE activities and meetings).

Benefits of ASEE membership during a faculty meeting.

Personal contact with current members, non members, and lapsed members.

Payment of participants' registration fees and travel expenses for ASEE meetings

Publication of material relating to regional and national meetings.

Luncheon meetings to discuss engineering education issues.

Seminars/workshops for engineering faculty discuss teaching methods.

Retention

Reimbursement ASEE Dues

Does relatively little for encouraging participation in ASEE programs or pedagogical activities

Philosophically Different Approach

Reimbursement for “Active” ASEE membership

“Active” ASEE Membership

Attendance at the annual ASEE North Midwest Section Conference.

Attendance at the ASEE Annual Conference.

Publication and presentation of a paper at the ASEE national or sectional conferences.

Publication of a paper in the ASEE Journal of Engineering Education.

Serve as an officer in ASEE at the Section, Zone, Division, or National level.

Serve as the ASEE Campus Rep for the College of Engineering Feature Presenter at an NDSU Pedagogical Luncheon.

Develop and present a "teaching" workshop for NDSU faculty orientation.

Campus Rep Program

What should we do?

First, let's check the status of the program (survey).

Campus Rep Survey

Campus Rep Survey

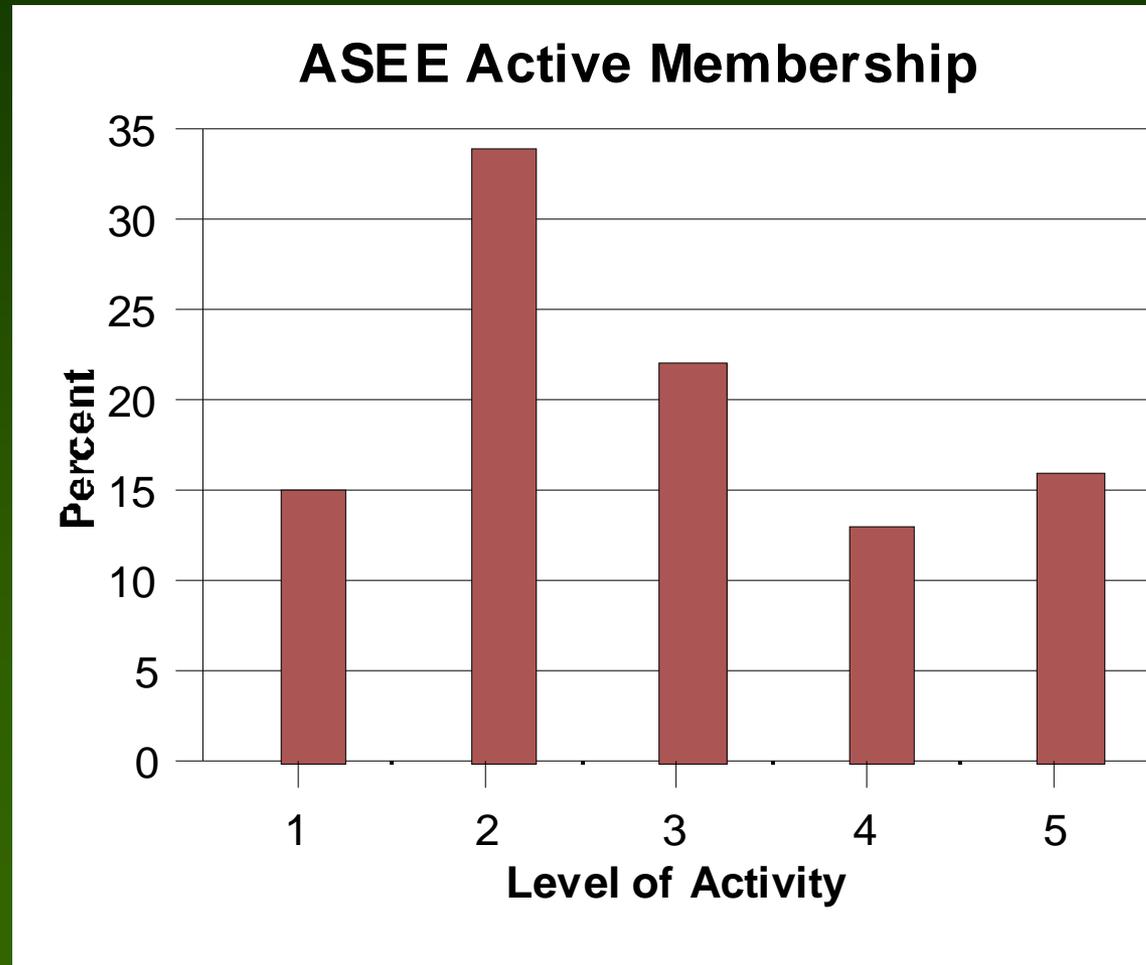
QUESTIONS	RESPONSE	
	YES (# and %)	NO (# and %)
Do you know the name of your ASEE Campus Rep?	51 (45%)	62 (55%)
Within the last year, has your ASEE Campus Rep contacted you regarding ASEE activities?	42 (39%)	65 (61%)
Within the last two years, have you attended an ASEE Conference (Regional, National, or FIE)?	78 (66%)	40 (34%)
Survey Respondents = 113 Section Membership = 641 Response Rate = 17.6%		

ASEE “Activity” Survey

ASEE Activity Survey (tabular results)

QUESTION	RESPONSE	
	Level	# and %
How would you rate your activity level in ASEE on a scale of 1 to 5? (1 = no participation ... 5 = very active)	1	17 (15%)
	2	39 (34%)
	3	26 (22%)
	4	15 (13%)
	5	19 (16%)

ASEE “Activity” Survey



Campus Rep Survey - Comments

I didn't know we had a Campus Rep or that there was a Campus Rep Program (multiple responses).

Find a way to connect the Campus Rep with the college administration. The linkage here is somewhat tenuous. Perhaps there is a way to raise the prestige of the position.

We could have more frequent gatherings where we may discuss learning and teaching experiences and new research in this area. In some universities, there are one or more such activities every week.

I have been the Campus Rep, by default, for a number of years. It has been a frustrating experience. Given that promotion and tenure depend on research, not teaching, ASEE's message is not the most saleable.

Who wants to be a Campus Rep?

It is the responsibility of the Dean to appoint someone who is:

- 1) willing to serve as a Campus Rep,**
- 2) capable of performing the duties of a Campus Rep, and**
- 3) prepared to devote the required time to be an effective Campus Rep.**

Unfortunately, these three criteria are not always met.

Campus Rep Review

The responsibility of assuring that the Campus Rep is properly conducting his/her duties falls rests directly with the Dean, who should ...

Periodically review the performance of the Campus Rep

Offer suggestions to improve performance

Survey ASEE members regarding the performance of the Campus Rep

After this review, a change in Campus Reps may be warranted.

Campus Rep (Institutional Level)

The position of Campus Rep is voluntary and often underappreciated.

The Dean may want to offer some incentives (benefits that could elevate the status of the local Campus Rep:

- **Support all (or most) expenses related to attendance at ASEE conferences/meetings.**
- **Funding to support local pedagogical activities (luncheon seminars, teaching workshops, etc.) under the direction and administration of the Campus Rep (budget).**
- **Create a standing (or ad-hoc) ASEE committee, chaired by the Campus Rep, to develop and deliver local pedagogical programs and services (Campus Rep is recognized as an important aspect of the administrative network of the college and is financially supported).**

Campus Rep (Section Level)

The Section must also take a lead role in promoting and providing a strong Campus Rep Program including (but not limited to) the following items:

- **List all Section Campus Reps on the Section web site or in the Section newsletter.**
- **Sponsor a Campus Rep meeting (breakfast or lunch) at the Section Conference to discuss and share suggestions for improvement and Campus Rep activities, in general.**
- **Communicate with ASEE national to make sure Campus Rep list (and officer list) is up-to-date on the ASEE web site and the Section web site.**

Conclusions

Recruitment, retention, and involvement are all dependent on effective communication and dissemination of information.

ASEE (national) provides the information and resources for the Campus Rep Program, but a bottom-up strategy is what makes the program work.

The key player is the local Campus Rep, but the Dean plays an important role.

The Dean selects the Campus Rep and is responsible for monitoring the local Campus Rep Program.

If the Campus rep Program is not adequately performing, then this a direct reflection of the philosophy (related to teaching) or the administrative priorities of the Dean.

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