

<u>Question</u>	<u>Answer</u>
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Title of Paper	Had I But Known: Transitioning from Engineering Practice to Academia
Abstract	<p>As an applied discipline, engineering benefits from experienced engineers returning to the class room. Some engineers find the transition bewildering. This article describes key lessons and concepts for the transition. The article is based on the recent experience of the author and interviews. Three main concepts are included: the professor as entrepreneur, the academic cycle, and practical tips.</p> <p>The idea that professors are really entrepreneurs, responsible for building their own positions, classes, and research comes as a shock. A professor's primary interactions may be with students, rather than colleagues. For engineers accustomed to working in teams, this can be a difficult adjustment. This paper explores ways to cushion that shock.</p> <p>Most engineers are used to working in fiscal year and project cycles. In teaching, the academic cycle of classes drives daily life much more than the fiscal year cycle. New teachers who do not understand the cycle are continually caught off-guard. The academic cycle is described along with the key tasks for the new professor at each stage.</p> <p>The goal of this article is to help engineers and faculty mentors ease the transition from practicing engineering to teaching engineering.</p>