ROYAL ACADEMY OF ENGINEERING

Brunel University

Dr Evina Katsou – AC
Gordon Findley – VP
Maria Kouyoumijian – Ex-student

Visiting Professors Induction Course 2019

Experienced AC/VP Perspective and Student Feedback

Gordon Findlay, FCIBSE; FHEA; FCIEA; FCIWEM; CWEM; CEng; CEnv.

Visiting Professor at Brunel University, London

gordon41findlay@gmail.com

AC Views on VP Input

Dr Evina Katsou:

- Senior Lecturer and Course Director of the Water Engineering MSc at Brunel University, London
- Lead in Water Lab and research projects; 66 publications in journals; numerous invited talks.

a. Very important to be integrated into the University community – not just seen as a “guest lecturer”

b. We prepared the application together, taking into consideration what is really needed in order to improve the Course and to make it more beneficial for the students

c. Discussions with other colleagues in the University to have a clear view of the needs

d. Involved in activities beyond teaching and the students appreciated this. Always available!

e. Assisted upgrading modules to bring them closer to the industrial needs

f. Helped all the students, motivating even the weaker students (the design project especially)

g. Good mentor for students and staff (especially for me!).

h. Industrial oriented teaching with strong theoretical background and industrial applications

i. Brought enthusiasm and new ideas!

j. Even became friends with some of the students and we were invited to their BBQ!

VP Perspective

To supplement the VP Rough Guide, the contents of this presentation are based on a combination of my own 25 years experience of visiting lecturing, including 2 years as an RAE VP and also feedback from two new VPs I have recently assisted and students.

1. University “Welcome Pack”
2. Intranet Facilities
3. Lecture and Exam Timetable
4. Value of your input
5. Alignment with Module Outline
6. Exam and Design Project assessment
7. Additional Support
8. “Buddy Scheme”
9. Student Feedback

Questions and Discussion

My application title (or mission statement):-

“Equipping engineering students with practical industry skills and professional competence”

1 University “Welcome Pack”

a. Could be informal and low cost

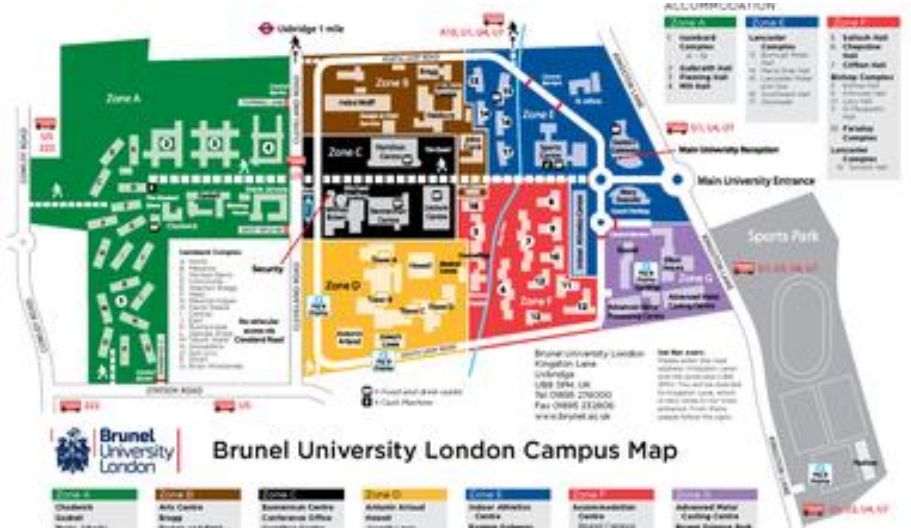
b. Map of the campus with room locations

c. Identification of VP offices and equipment for use

d. List of key individuals who can help with administration, security, finance

e. Detailed breakdown of the module content and the expected subject delivery

f. Contacts for other module lecturers



2 Intranet Facilities

a. Obtain Login and Password to the University internal systems

b. Email address and password (may be a different system to above)

c. Access to Blackboard for uploading, Class Lists etc (again, may be different system)

d. Understand Staff Level access and Student Level access

e. Login and Password for “electronic” timesheets (yet again, may be a different system)

3 Lecture and Exam Timetable

a. Timetable of lectures, tutorials, revision week (for questions and answers) and exams

b. Full timetable of class to understand their availability for your module/deadlines:-

i. Lectures

ii. Labs

iii. Design Project Hand-ins

iv. Exams

c. Adequate notice of lectures

d. Attendance Sheets ?

WEEK NUMBERS 2015/16

	Week No	Monday	to	Friday	M	T	W	Th	F
	0	14/09/2015	to	18/09/2015	Enrolment for new academic year				
Term 1 (Autumn)	1	21/09/2015	to	25/09/2015	T1 Begins				
	2	28/09/2015	to	02/10/2015					
	3	05/10/2015	to	09/10/2015					
	4	12/10/2015	to	16/10/2015					
	5	19/10/2015	to	23/10/2015					
	6	26/10/2015	to	30/10/2015					
	7	02/11/2015	to	06/11/2015					
	8	09/11/2015	to	13/11/2015	PGT Boards				
	9	16/11/2015	to	20/11/2015					
	10	23/11/2015	to	27/11/2015					
	11	30/11/2015	to	04/12/2015					
	12	07/12/2015	to	11/12/2015	Winter Examinations		Winter Grad		T1 Ends
VAC	13	14/12/2015	to	18/12/2015					
	14	21/12/2015	to	25/12/2015					C
	15	28/12/2015	to	01/01/2016	C	C	C	C	C
	16	04/01/2016	to	08/01/2016					
Term 2 (Spring)	17	11/01/2016	to	15/01/2016	T2 Begins and	Winter Examinations			
	18	18/01/2016	to	22/01/2016					
	19	25/01/2016	to	29/01/2016					
	20	01/02/2016	to	05/02/2016					
	21	08/02/2016	to	12/02/2016					
	22	15/02/2016	to	19/02/2016					
	23	22/02/2016	to	26/02/2016					
	24	29/02/2016	to	04/03/2016					
	25	07/03/2016	to	11/03/2016					
	26	14/03/2016	to	18/03/2016					T2 Ends

4 Value of Your Input

a. Industry experience – highly valued by university and students

b. Be confident in the worth of your industry-based input and make suggestions

c. Students appreciate your approachability and personal engagement

d. Topics should be interesting and relevant

e. Work with AC to understand needs

f. Practical feedback (2-way)

g. Possibly support thesis, research etc

5 Alignment with Module Outline

a. Seek out the “Module Outline” or syllabus etc if not provided in “Welcome Pack”

b. Align lectures with the assessment methods and learning outcomes

c. If appropriate, cross-refer to EC UK Spec etc

d. Understand the additional study time required of students

e. Aim towards relevant exam questions (base on Past Papers if available)

f. Understand how your contribution fits with other lecture inputs, lab reports etc

Elements of Summative Assessment		
ASSESSMENT NUMBER	SUMMATIVE ASSESSMENT METHODS WHICH ENABLE STUDENT TO DEMONSTRATE THE LEARNING OUTCOMES (please provide the length/duration of each assessment listed):	WEIGHT
1	Assignments including design exercise	40%
Final Assessment	Examination (2 hours)	60%

LEARNING OUTCOMES TO BE ASSESSED This Modular Block provides opportunities for students to demonstrate knowledge and understanding (**K**) cognitive (thinking) skills (**C**) and other skill s and attributes (**S**) in the following areas:	
Categories (**K, C , S**)	
K	• (In depth knowledge and understanding on how hydrological processes react to external and internal controls, including climatic and land use change and engineered structures.
K	• To be able to apply hydraulic principles to design water-related structures and assess the suitability and success of a range of sustainable water engineering and resource management options
C	• Appraisal and interpretation of hydrological data for design processes.
C	• Apply and assess a range of water engineering tools in theoretical and applied contexts.
S	• Apply hydrological and hydraulic principles in the design of hydraulic structures.
S	• Report writing, and practical experience.

6 Exam & Design Project Assessment

a. Tutorials, Exam Questions and Design Assignments should be fair and relevant

b. Should also align with the Module Outline and Learning Outcomes

c. Include a “stretch” element to challenge the more astute…

d. Keeps their interest and provides opportunity to distinguish

e. Fair/consistent assessment takes time, so plan for the deadlines

f. Comply with Marking Protocol

g. Green Ink checking

h. Give Student Feedback

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C	• Appraisal and interpretation of hydrological data for design processes.
C	• Apply and assess a range of water engineering tools in theoretical and applied contexts.
S	• Apply hydrological and hydraulic principles in the design of hydraulic structures.
S	• Report writing, and practical experience.

7 Additional Support

a. A VP should be considered as a staff member to be most effective

b. Assist with Module development to align with JBM course accreditation

c. Guidance on Membership and Chartership – for both students and staff !

d. Also students (and staff) appreciate support with:

   i. CV's

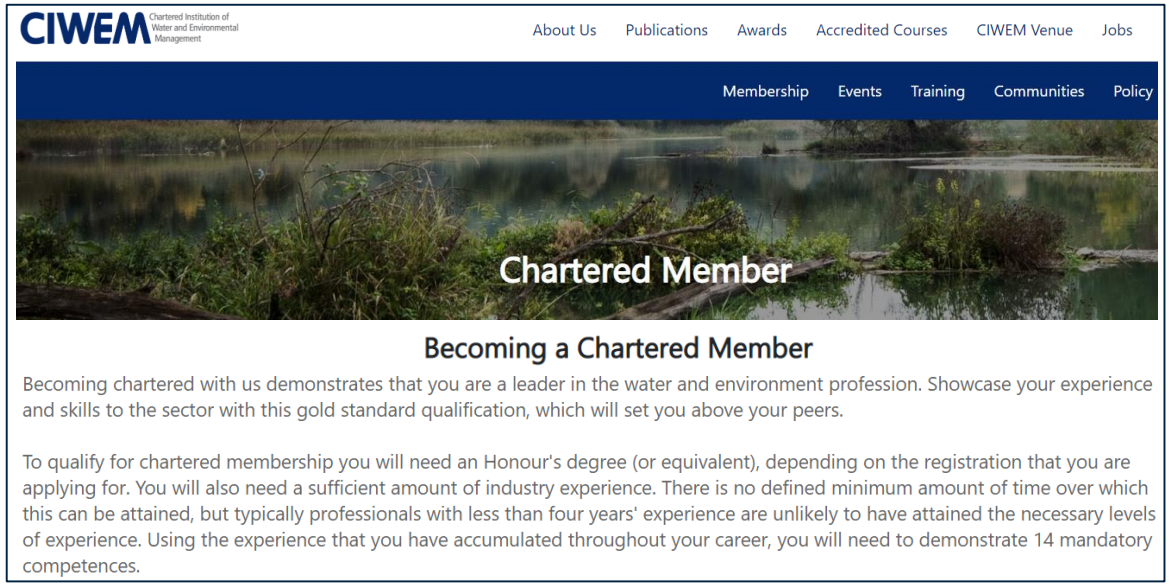
   ii. Job application letters

   iii. Interview techniques

   iv. Confidence building

   v. Reference

   vi. Continued liaison



8 VP Buddy Scheme

a. Observe/shadow an experienced VP

b. Perhaps even just for one lecture and an informal chat over a coffee

c. Not necessarily at your host University

d. Have an experienced VP as a Mentor – even just email or Yammer contact

e. This has work well on an informal basis and led to some material in this presentation

9a Current Student Feedback

Jessica Nguyen:

- Graduated from Brunel University with BEng in Civil Engineering with Sustainability
- Successfully won a good position with a Drainage Specialist Consultancy
- Keen to progress to MCIWEM; CWEM

a. *Learning how the VP has reached their position is insightful and inspiring as it shows the broad range of avenues ahead of us and the flexibility our qualifications give us.*
b. *It is also encouraging to know that if you have a passion for teaching but don't want to dedicate your career to academia, you can still work in industry and teach others.*
c. *The VP is good at giving real case studies to assist our understanding of engineering concepts.*
d. *Many students ask if the methods taught are actually used in practical in industry. An industry professional welcomes our questions on how our teaching applies in industry.*
e. *For example Gordon explained to me how EPANET includes all the basic functions for water distribution design and while other software may be used in industry, they will all relate to the skills we have learnt.*
f. *We can trust in the VP that everything we are being taught is up to date knowledge and information.*
g. *The VP is able to teach us current industry interests and directions such as greater focus on SuDS, preparing us for concepts we are sure to tackle in our careers.*

9b Former Student Feedback

Maria Kouyoumijian:

- Recently graduated from Brunel University with MSc in Water Engineering (Honours).
- Previous MSc in Finance and employed five years in the industry
- Professional Researcher in a Think Tank Canada (CIRANO)
- Now co-authoring a book entitled “Water on Wall Street” with economist Marcel Boyer

ENGINEER STUDENT'S LIFE

In class: 1+1=2

Homework: 1+2+2+1= 6

EXAM: JOHN HAS 4 APPLES. HE ATE ONE APPLE AND HE GAVE ONE APPLE
CALCULATE THE VOLUM E OF THE SUN.

www.bestimagequotes.com

Students want…	Visiting professors can offer…
Good grades	Tutorials
Understanding the subject	Real-life industry cases; share personal experiences
Knowledge of companies	Access to site visits; visits from company reps;
Career	Knowledge of the industry; set expectations; mock interviews
Professional Development	Guidance towards chartership; Trade shows; Conferences