Matthew W. Ohland

**PERSONAL DATA**

701 W. Stadium Avenue

Purdue University

West Lafayette, IN 47907

765-496-1316, ohland@purdue.edu

**EDUCATION**

PhD University of Florida 1996 Civil Engineering

MS Rensselaer Polytechnic Institute 1992 Materials Engineering

MS Rensselaer Polytechnic Institute 1991 Mechanical Engineering

BS Swarthmore College 1989 Engineering (General)

BA Swarthmore College 1989 Religion

**CERTIFICATIONS**

Engineer-in-Training certificate, Pennsylvania, April 15, 1989, ID Number 135161673.

QPR Suicide Prevention Gatekeeper, November, 2015.

PEV Recertification Training, March 19, 2020, ABET

**PROFESSIONAL EXPERIENCE**

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| **Title** | **School** | **Dates** |
| Assistant Director  | Southeastern University Coalition for Engineering Education, headquartered at University of Florida | 1996-2000 |
| Postdoctoral Fellow in STEM Education | NSF/University of Florida  | 1998-2000 |
| Assistant Professor | General Engineering, Clemson University | 2000-2005 |
| Associate Professor (tenured) | General Engineering, Clemson University | 2005-2006 |
| Associate Professor | School of Engineering Education, Purdue University | 2006-2012 |
| Professorial Research Fellow in Engineering Education | School of Engineering and Technology, Central Queensland University, Queensland, Australia | 2014-2015 |
| Professor | School of Engineering Education, Purdue University | 2012- |
| Associate Head | School of Engineering Education, Purdue University | 2018- |
| Dale & Suzi Gallagher Professor  | School of Engineering Education, Purdue University | 2020- |

**MEMBERSHIPS**

Professional Member, American Society of Engineering Education (1994-, elected Fellow 2012)

IEEE Education Society (2003-, elevated to Senior Member 2009, elected Fellow 2014)

Professional Member, American Society of Mechanical Engineers (1987-)

Associate Member, American Society of Civil Engineers (1987-)

Member, American Association for the Advancement of Science (2011-, elected Fellow 2016)

**HONORS AND AWARDS**

 ***Honorary titles and societies***

* Fellow, American Association for the Advancement of Science, 2016.
* Fellow grade recognition (Senior Member, 2009), IEEE, January 2014.
* Fellow grade recognition, American Society for Engineering Education, June 2012.
* Sigma Xi Scientific Research Society (2005)
* Tau Beta Pi Engineering Honor Society (1994)
* Alpha Sigma Mu Materials Engineering Honor Society (1992)

***National / International Awards***

* IEOM Global Engineering Education Award, Industrial Engineering and Operations Management, 2020.
* Chester F. Carlson Award for Innovation in Engineering Education, 2019.
* Major Educational Innovation Award, IEEE Educational Activities Board, 2016.
* Betty Vetter Award for Research recognizing notable achievement in research related to women in engineering, Women in Engineering Proactive Network, June 2013.
* Distinguished Member Award, IEEE Education Society, October 2012.
* Distinguished Service Award, Educational Research and Methods division of the American Society for Engineering Education, June 2012.
* Exceptional service to Tau Beta Pi (1999, 2000, 2001, 2002, 2006, 2008, 2010)
* Premier Award for Excellence in Engineering Education Courseware, awarded by Engineering Pathways / NEEDS, awarded at Frontiers in Education 2009, October, 2009.

***Best paper / presenter / symposium / session awards***

* William Elgin Wickenden Award (recognizing best paper in Journal of Engineering Education in 2019), American Society for Engineering Education, June 2020.
* Best Paper in Engineering Education track, 4th North American International Conference on Industrial Engineering and Operations Management (IEOM), Toronto, Canada, October 2019.
* Best Paper in the Innovative Teaching/Management Education Track, Southern Management Association, October, 2016
* Best Paper Award, IEEE Transactions on Education, October 2016.
* Best Presenter Award, for “Designing a data partnership to understand the engineering education system,” 2013 Australasian Association for Engineering Education Annual Meeting, Gold Coast, Australia, December 2013.
* Best Paper Award, First-year Programs Division, American Society for Engineering Education, June 2013.
* Maryellen Weimer Scholarly Work on Teaching and Learning Award from the *Teaching Professor*, recognizing outstanding scholarly contributions with the potential to advance college-level teaching and learning practices, June 2013.
* Best Paper Award, IEEE Transactions on Education, October 2012.
* William Elgin Wickenden Award (recognizing best paper in Journal of Engineering Education in 2011), American Society for Engineering Education, June 2012.
* Best Symposium in Management Education and Development (recognizing the symposium at the Academy of Management Conference that offers the most significant contribution to advance management education and development), 2011.
* Helen Plants Award for the best non-traditional session at the 2008 Frontiers in Education Conference, October 20, 2009.
* William Elgin Wickenden Award (recognizing best paper in Journal of Engineering Education in 2008), American Society for Engineering Education, June 2009.
* FIE Benjamin J. Dasher Award for Best Paper at the 2004 Frontiers in Education.
* Best Paper Award, PIC V, American Society for Engineering Education (2003)

***University recognitions***

* Engineering Education Award for Excellence in Mentoring, 2019.
* Seed for Success Award, Purdue University, 2009, 2011, 2015, 2016.
* Class of 1922 Helping Students Learn Award, for CATME Team Tools, 2016.
* Charles B. Murphy Outstanding Undergraduate Teaching Award, Purdue’s highest honor to recognize exceptional teaching at the undergraduate level by a faculty member, 2015.
* College of Engineering Staff Team Award, First Year Engineering Course Development Team. Recognizing Eric Holloway, Monica Cardella, Heidi Diefes-Dux, Lynn Hegewald, Patrick La Petina, Matthew Ohland, and James Whitford. November 2013.
* Purdue Teaching Academy, inducted September 26, 2012.
* Best Teacher Award, Engineering Education, Purdue University, 2007, 2008, 2012.
* Byar’s Prize for Excellence in Teaching, Clemson, 2006.
* Award for Faculty Excellence, Clemson University Board of Trustees (2004)

***Awards received with graduate/undergraduate students***

* Best Track Paper Award, Engineering Education Track, Industrial Engineering and Operations Management Conference 2019, Toronto. Awarded to “The difference between teams with no female students and teams with female students for peer evaluation behavior in engineering education.”
* Best Student Presenter Award, Noah Salzman’s June 2014 presentation of “Precollege Engineering Participation among First-Year Engineering Students”, First-year Programs Division, American Society for Engineering Education.
* Best Student Presenter Award, Noah Salzman’s June 2013 presentation of “Reimagining engineering diversity: A study of academic advisors’ perspectives on socioeconomic status”, First-year Programs Division, American Society for Engineering Education.

**PROFESSIONAL ACTIVITIES**

ABET Program Evaluator, sponsored by American Society for Engineering Education to evaluate general engineering programs (2006-).

American Society of Engineering Education

 Ad Hoc Duplicate Publications Committee

 Educational Research and Methods: Chair (2009-2011), Past Chair (2011-2013), Nominating Committee Chair (2012), Vice Chair/FIE programs (Program Chair for Frontiers in Education) (2008), Director (one of 6, national) (2001-03, 2008-2009)

IEEE

 Curriculum and Pedagogy Committee (CPC) of the

 Educational Activities Board (EAB), Chair (2013-2015)

 Education Society Board of Governors (2007-2013) (elected position)

 Steering Committee, Transactions on Learning Technologies, Chair (2007-2011)

 EDUCON Program Committee member (Madrid, 2010).

 IEEE Expert, Public Visibility program (2010-)

 Transactions on Education, Associate Editor (2011-2020), Reviewer (2010-).

 National Effective Teaching Institute, Co-Director, (2015-)

National Science Foundation

Workshop Facilitator, EEC Grantees Meeting, February 2-3, 2009, “Research to Inform Recruitment and Retention Efforts in Engineering.”

Facilitator, Breakout Session, HRD Joint Annual Meeting, June 17, 2008, “Joint Topics in Education Research: HBCU-UP, RDE and GSE,” with Lorraine Fleming and Lorraine Fleming and Margaret Phelps.

Facilitator, Breakout Sessions I and III, STEP Principal Investigators Meeting, March 22-23, 2007, “How do you know if your program is successful?”

Panel Chair, “STEP Type 2 Roundtable”, STEP 2013 Grantees Meeting, March 14-15, 2013, with Jon D. Miller and Connie K. Della-Piana.

Panelist, “Strategies Promoting Diversity”, STEP 2013 Grantees Meeting, March 14-15, 2013, with Wendy Bohrson (Panel Chair) and Lucy Casale.

National Society of Black Engineers, facilitator, Empowering African-American Women in STEM Collaboration Roundtable, Nashville, TN, March 27, 2014.

State Council on Higher Education of Virginia, Site Visit for the Review of Doctor of
Philosophy in Science, Technology, Engineering, and Mathematics (STEM) Education, Major in Engineering Education, June 7, 2007 (with Norman Fortenberry)

Tau Beta Pi Engineering Honor Society

 President (elected national office), (2002-2006)

 Director, District 8 (WI, IL, and IN) (National Official) (2007-2010)

 Engineering Futures Facilitator (National Official), (1996-)

Since 1997, I have delivered 114 seminars to 2377 students at US engineering colleges on various professional development topics, including: People Skills, Team Chartering, Group Process, and Analytical Problem Solving

 Engineering Futures Planning Committee, Curriculum Coordinator, (1999-2002)

***Reviewer / Session moderator service***

Advances in Engineering Education, reviewer (2009-)

 Air Force Summer Faculty Fellowship Program, reviewer (2013)

 Chemical Engineering Education, Copy Editor, (1997–2000), reviewer (2012-)

International Journal for Engineering Education, Reviewer (2011-)

 International Journal of Food Science, Reviewer (2013-)

Journal of Engineering Education, regular reviewer (2001-)

Journal of Management Education, reviewer (2014-)

 Journal of Mechanical Design, reviewer (2012-)

 Journal of Professional Issues in Engineering Education & Practice, reviewer (2010-)

 Journal of STEM Education, reviewer (2015-)

 Studies in Higher Education, reviewer (2019-)

 Journal of Chemical Education, reviewer (2019-)

 Women’s Studies International Forum, reviewer (2019-)

 International Journal of Mechanical Engineering Education (2019-)

 Studies in Higher Education, reviewer (2019-)

 Journal of Pre-College Engineering Education Research, reviewer (2018-)

 Journal of Chemical Education, reviewer (2019-)

 Journal of Hospitality, Leisure, Sport & Tourism Education, reviewer (2016-)

ASEE Annual Conference, reviewer (2000-), session moderator as needed (2001-)

Frontiers in Education, reviewer (2000-), session moderator as needed (2001-)

NSF panels: ATE (Chair), GSE, S-STEM (Chair), CCLI Phase I, Reverse site visit for Center for the Advancement of Engineering Education, STEP, ASA (twice).

*A Team Guide for Students*, Morgan and Cummins, Prentice Hall (2005)

 *Statics*, Sheppard and Tongue, Wiley, (2004)

 *A User’s Guide to Engineering*, Jensen, Prentice Hall, (2003)

 *Engineering Design and Problem Solving*, Howell, Prentice Hall (2003)

 *eGrade-Statics*, Wiley and Sons, (2002)

Premier Award for Excellence in Engineering Education, judge, (2003 and 2010)

Qatar National Research Fund, Undergraduate Research Experience Program, 2011.

Qatar National Research Fund, National Priorities Research Program, 2011, 2012.

Social Sciences and Humanities Research Council of Canada, Assessor (2010)

Associative Research Program, Chilean National Commission for Scientific and
Technological Research – CONICYT, proposal reviewer (2014-2015)

Regular review of promotion and tenure cases related to engineering education (5/year)

**PUBLICATIONS**

#### Books, Book Chapters, Encylopedia Entries, and Monographs

1. Ohland, M.W., and E.A. Stephan, “Using Laptops in Engineering Courses for Real-Time Data Collection and Analysis,” in *Enhancing Learning Using Laptops in the Classroom*, Linda B. Nilson and Barbara E. Weaver, editors. New Directions in Teaching and Learning series. San Francisco: Jossey-Bass, April 20, 2005.
2. Cardella, Monica E., Chell E. Nyquist, Matthew W. Ohland and A. Van Epps (Eds.). *Ideas to Innovation PKG Purdue University,* Boston, MA: Pearson Learning Solutions, 2010.
3. Stephan, E.A., W.J. Park, B.L. Sill, D.R. Bowman, and M.W. Ohland (2018). *Thinking Like an Engineer*. New York: Pearson. 2010 Product Team of the Year for Business and Technology, Prentice Hall. Fourth edition. Previous editions 2011, 2012, 2015. As of 4/14/2016, adopted at 117 institutions including Carnegie Mellon University, Clemson University, Michigan State University, Oregon State University, Rochester Institute of Technology, Texas A&M, University of Connecticut, University of South Florida, University of Southern California, and Virginia Tech.
4. Strutz, M.L., Orr, M.K., & Ohland, M.W. (2012). Low socioeconomic status individuals: An invisible minority in engineering. In *Engineering and Social Justice: In the University and Beyond*, Caroline Baillie, Alice L. Pawley, and Donna Riley, eds., Purdue University Press, January 15, 2012, 143-156.
5. Ricco, George D., and Matthew W. Ohland, “An Ethnographic Study of Social Justice Themes in Engineering Education,” in *Engineering and Social Justice: In the University and Beyond*, Caroline Baillie, Alice L. Pawley, and Donna M. Riley, eds., Purdue University Press, January 15, 2012, 31-56.
6. Ohland, Matthew W., Marisa K. Orr, Valerie Lundy-Wagner, Cindy P. Veenstra, and Russell A. Long, “Viewing access and persistence in engineering through a socioeconomic lens,” in *Engineering and Social Justice: In the University and Beyond*, Caroline Baillie, Alice L. Pawley, and Donna Riley, eds., Purdue University Press, January 15, 2012 , 157-182.
7. Smith, Karl A., *Teamwork and Project Management, 4th Edition*, with a contribution on peer evaluations and their interpretation by Matthew W. Ohland.
8. Ohland, Matthew W., & Madhavan, Krishna (2018). Sociometric Techniques. In *The SAGE Encyclopedia of Lifespan Human Development*. Borenstein, Marc H., ed. Sage: Thousand Oaks, CA.
9. Babajide, B., Al Yagoub, H.A., & Ohland, M.W. (2019). Exploring the rotational onboarding programs for early-career engineers in practice. In M. Abdulwahed, A. Bouras, & L.V. Veillard (Eds.), *Industry Integrated Engineering and Computing Education: Advances, Cases, Frameworks, and Toolkits for Implementation* (1st ed.). Basel, Switzerland: Springer Nature Switzerland AG.

#### Refereed Journal Publications

1. Huang, J.-S., Ohland, M.W. & Williams, W.S. (1992). Composition and mechanical properties of rf-sputtered amorphous silicon carbide coating. *Journal of the American Ceramic Society*, **75**(9), 2623-2626.
2. Hoit, M.I. & Ohland, M.W. (1998). The impact of a discipline-based introduction to engineering course on improving retention. *Journal of Engineering Education,* **87**(1), 79-86.
3. Ohland, M.W., & Zhang, G. (2002). A study of the impact of minority engineering programs at the FAMU-FSU College of Engineering. *Journal of Engineering Education,* **91**(4), 435-440.
4. Ohland, M.W., Yuhasz, A.G. & Sill, B.L. (2004). Identifying and removing a calculus pre-requisite as a bottleneck in Clemson’s General Engineering curriculum. *Journal of Engineering Education,* **93**(3), 253-257.
5. Zhang, G*.*, Anderson, T.J., Ohland, M.W., & Thorndyke, B. (2004). Identifying factors influencing engineering student graduation and retention: A longitudinal and cross-institutional study. *Journal of Engineering Education,* **93**(4), 313-320.
6. Ohland, M.W., Zhang, G., Frillman, S.A., Brawner, C.E. & Miller, T.K. (2004). The effect of an entrepreneurship program on GPA and retention. *Journal of Engineering Education,* **93**(4), 293-301.
7. Froyd, J.E., & Ohland, M.W. (2005). Integrated engineering curricula. *Journal of Engineering Education*, **94**(1), 147-164. (Invited)
8. Ohland, M.W., Layton, R.A., Loughry, M.L., & Yuhasz, A.G. (2005). Effects of behavioral anchors on peer evaluation reliability. *Journal of Engineering Education,* **94**(3), 319-326.
9. Ohland, M.W., & Summers, J.D. (2006). Teaching design using multiple hierarchical engineering education models. *International* *Journal of Engineering Education,* **22**(3), 577-583.
10. Loughry, M.L., Ohland, M.W. & Moore, D.D. (2007). Development of a theory-based assessment of team member effectiveness. *Educational and Psychological Measurement,* **67**(3), 505-525.
11. Ohland, M.W., Sheppard, S.D., Lichtenstein, G., Chachra, D., Eris, O., & Layton, R.A. (2008). Persistence, engagement, and migration in engineering. *Journal of Engineering Education,* **97**(3), 259-278. (Invited)
12. Zhang, B., & Ohland, M.W. (2009). How to assign individualized scores on a group project: An empirical evaluation. *Applied Measurement in Education,* **22**(3), 290-308.
13. Mobley, F.C., Brawner, C.E., & Ohland, M.W. (2009). The South Carolina merit scholarship: Strategies used by engineering students to keep their LIFE scholarship. *International Journal of Engineering Education,* **25**(6), 1249-1256.
14. Barry, B.E., & Ohland, M.W. (2009). Applied ethics in the engineering, health, business, and law profession: A comparison. *Journal of Engineering Education*, **98**(4), 377-388.
15. Lord, S.M., Camacho, M.M., Layton, R.A., Long, R.A., Ohland, M.W., & Wasburn, M.H. (2009). Who’s persisting in engineering? A comparative analysis of female and male Asian, Black, Hispanic, Native American and White students. *Journal of Women and Minorities in Science and Engineering*, **15**, 167–190.
16. Layton, R.A., Loughry, M.L., & Ohland, M.W., Ricco, G.D. (2010) Design and validation of a web-based system for assigning members to teams using instructor-specified criteria. *Advances in Engineering Education*, Spring, 28 pages.
17. Carberry, A.R., Lee, H.-S., & Ohland, M.W. (2010). Measuring engineering design self-efficacy. *Journal of Engineering Education*, **99**(1), 71-79.
18. Meyers, K.L., Silliman, S.E., Gedde, N., & Ohland, M.W. (2010). A comparison of engineering students’ reflections on first year experience. *Journal of Engineering Education*, **99**(2), 169-178.
19. Cardella, M.E., Hoffmann, S.R., Ohland, M.W. & Pawley, A.L. (2010). Sustaining sustainable design through ‘normalized sustainability’ in a first-year engineering course. *International* *Journal of Engineering Education*, **26**(2), 1-12.
20. Benson, L., Orr, M., Biggers, S., Moss, W., Ohland, M., & Schiff, S. (2010). Student-centered active, collaborative learning in engineering. *International Journal of Engineering Education*, **26**(5), 1097–1110.
21. Reed-Rhoads, T., Imbrie, P.K., Haghighi, K., Radcliffe, D., Brophy, S., Ohland, M. & Holloway, E. (2010). Creating the Ideas to Innovation learning laboratory: A first-year experience based on research. *International Journal of Engineering Education*, **26**(5), 1-14.
22. Verleger, M., Diefes-Dux, H., Ohland, M.W., Besterfield-Sacre, M., & Brophy, S. (2010). Challenges to informed peer review matching algorithms. *Journal of Engineering Education*, **99**(4), 397-408.
23. Meyers, K.L, Ohland, M.W., Pawley, A.L., Christopherson, C.D. (2010). The importance of formative experiences for engineering student identity. *International Journal of Engineering Education* **26**(6), 1550-1560.
24. Min, Y.K., Zhang, G., Long, R.A., Anderson, T.J., & Ohland, M.W. (2011). Nonparametric survival analysis of undergraduate engineering student dropout. *Journal of Engineering Education*, **100**(2), 349-373.
25. Ohland, M.W., Brawner, C.E., Camacho, M.M., Long, R.A., Lord, S.M., Wasburn, M.H. (2011). Race, gender, and measures of success in engineering education. *Journal of Engineering Education,* **100**(2), 225-252.
26. Lord, S.M., Layton, R.A., & Ohland, M.W. (2011). Trajectories of electrical engineering and computer engineering students by race and gender. *IEEE Transactions on Education* **54**(4), 610-618.
27. Mumford, K.J., & Ohland, M.W. (2011). Student performance in undergraduate economics courses. *Journal of Economic Education*, **42**(3), 275-282. (Invited)
28. Barry, B.E., & Ohland, M.W. (2011). Criterion 3.f: How much curriculum content is enough? *Journal of Science and Engineering Ethics* **18**(2), 369-392.
29. Meyers, K.L., Ohland, M.W., & Silliman, S.E. (2012). How self-identification and views of engineering change with time: A study of students and professionals. *International Journal of Engineering Education*, **28**(1), 103–112.
30. Ferguson, D.M., & Ohland, M.W. (2012). What is engineering innovativeness? *International* *Journal of Engineering Education* **28**(2), 253–262, 2012.
31. Brawner, C.E., Camacho, M.M., Lord, S.M., Long, R.A., & Ohland, M.W. (2012). Women in industrial engineering: Stereotypes, persistence, and perspectives. *Journal of Engineering Education*, **101**(2), 288-318.
32. Meyers, K.L., Ohland, M.W., Pawley, A.L., Silliman, S.E., & Smith, K.A. (2012). Factors relating to engineering identity. *Global* *Journal of Engineering Education*, **14**(1), 119-131.
33. Carberry, A.R., & Ohland, M.W. (2012). A review of learning-by-teaching for engineering educators. *Advances in Engineering Education*, **3**(2) 15-31.
34. Ohland, M.W., Loughry, M.L., Woehr, D.J., Bullard, L.G., Felder, R.M., Finelli, C.J., Layton, R.A., Pomeranz, H.R. & Schmucker, D.G. (2012). The Comprehensive Assessment of Team Member Effectiveness: Development of a behaviorally anchored rating scale for self and peer evaluation. *Academy of Management: Learning & Education*, **11**(4) 609-630.
35. Ferguson, D.M., Cawthorne, Jr., J.E., Ahn, B. & Ohland, M.W. (2013). Engineering innovativeness. *Journal of Engineering Entrepreneurship*, **4**(1), 1-16.
36. Rao, R., Pawley, A.L., Hoffmann, S.R., Cardella, M.E. & Ohland, M.W. (2013). An ecofeminist grounded analysis of sustainability in engineering education: Skill-set, discipline and value. *International Journal of Engineering Education*, **29**(6), 1472-1489.
37. Senkpeil, R.R., Ferguson, D.M., Ohland, M.W., & Wertz, R. (2014). Analyzing peer assessment claims for team projects in engineering courses. *Journal of Purdue Undergraduate Research*, **4**(1), 29.
38. Orr, M.K., Lord, S.M., Layton, R.A., & Ohland, M.W. (2014). Student demographics and outcomes in mechanical engineering in the U.S. *International Journal of Mechanical Engineering Education* **42**(1), 48-60, DOI: 10.7227/IJMEE.42.1.5.
39. Lundy-Wagner, V., Veenstra, C.P., Orr, M.K., Ramirez, N., Ohland, M.W., & Long, R.A. (2014). Gaining access or losing ground? Socioeconomically disadvantaged students in undergraduate engineering, 1994-2003. *Journal of Higher Education* **85**(3), March/April 2014. DOI: 10.1353/jhe.2014.0015.
40. Loughry, M.L., Ohland, M.W., & Woehr, D.J. (2014). Assessing teamwork skills for assurance of learning using CATME Team Tools. *Journal of Marketing Education*, **36**(1), 5-19, April 2014. DOI: 10.1177/0273475313499023.
41. Lord, S.M., Layton, R.A., Ohland, M.W., Brawner, C.E., & Long, R.A. (2014). A multi-institution study of student demographics and outcomes in chemical engineering. *Chemical Engineering Education* **48**(4), 231-238.
42. McNeil, J.B., & Ohland, M.W. (2015). Engineering faculty perspectives on the nature of quality teaching. *Quality Approaches in Higher Education* **6**(2), 20-30.
43. Lord, S.M., Layton, R.A., & Ohland, M.W. (2015). Multi-institution study of student demographics and outcomes in electrical and computer engineering in the U.S.A. *IEEE Transactions on Education*, **58**(3), 141-150.
44. Ohland, M.W., Lord, S.M., & Layton, R.A. (2015). Student demographics and outcomes in civil engineering in the U.S. *Journal of Professional Issues in Engineering Education and Practice* **141**(4), 1-7.
45. Orr, M.K., Lord, S.M., Ramirez, N.M., Layton, R.A., & Ohland, M.W. (2015). Student choice and persistence in Aerospace Engineering. *Journal of Aerospace Information Systems* **12**(4), 365-373.
46. Woehr, D.J., Loignon, A.C., Schmidt, P.J., Loughry, M.L. & Ohland, M.W. (2015). Justifying aggregation with consensus-based constructs: A review and examination of cutoff values for common aggregation indices. *Organizational Research Methods* **18**(4), 704-737.
47. Main, J., Mumford, K.J., & Ohland, M.W. (2015). Understanding migration patterns of engineering undergraduates: Major intent, course grades, and major choice. *International Journal of Engineering Education* **31**(6A), 1468–1475.
48. Brawner, C.E., Lord, S.M., Layton, R.A., Ohland, M.W., & Long, R.A. (2015). Factors affecting women’s persistence in chemical engineering. *International Journal of Engineering Education* **31**(6A), 1431–1447.
49. Ohland, M.W., Giurintano, D., Novoselich, B., Brackin, P., Sangelkar, S. (2015). Supporting successful teams: Research to practice in capstone courses. *International Journal of Engineering Education* **31**(6B), 1748–1759.
50. Barry, B.E., Ohland, M.W., Mumford, K.J., & Long, R.A. (2016). The influence of job market conditions on engineering cooperative education participation. *Journal of Professional Issues in Engineering Education and Practice* **142**(3): 04015017, [10.1061/(ASCE)EI.1943-5541.0000270](http://ascelibrary.org/doi/abs/10.1061/%28ASCE%29EI.1943-5541.0000270).
51. Menold, J.D., Jablokow, K.W., Purzer, S., Ferguson, D.M., & Ohland, M.W. (2016). The characteristics of engineering innovativeness: A cognitive mapping and review of instruments. *International Journal of Engineering Education* **32**(1A), 64–83.
52. McNeil, J.B., & Ohland, M.W. (2016). The influence of ABET accreditation practices on faculty approaches to teaching. *International Journal of Engineering Education* **32**(3A), 1151-1159.
53. Ohland, M.W., & Long, R.A. (Spring 2016). The Multiple-Institution Database for Investigating Engineering Longitudinal Development: An experiential case study of data sharing and reuse. *Advances in Engineering Education*, **5**(2), 25 pages.
54. McNeil, J.B., Ohland, M.W., & Brawner, C.E. (2016). Faculty perspectives and institutional climate for teaching quality in engineering. *International Journal of Engineering Education* **32**(4), 1801-1812.
55. Ramirez, N., Smith, S., Smith, C., Berg, T., Strubel, B., Ohland, M.W., & Main, J. (2016). From interest to decision: A comparative exploration of student attitudes and pathways to co-op programs in the United States and the United Kingdom. *International Journal of Engineering Education* **32**(5).
56. Ferguson, D.M., Jablokow, K.W., Ohland, M.W., & Purzer, S. (2017). The diverse personas of engineering innovators. *International Journal of Engineering Education*, **33**(1A), 19-29.
57. Pilotte, M., Ohland, M.W., Lord, S.L., Orr, M.K., & Layton, R.A. (2017). Student Demographics, Pathways, and Outcomes in Industrial Engineering. *International Journal of Engineering Education*, **33**(2A), 506-518.
58. Ferguson, D.M., Jablokow, K.W., Ohland, M.W., & Purzer, S. (2017): Identifying the characteristics of engineering innovativeness. *Engineering Studies*, DOI: 10.1080/19378629.2017.1312419, 30 pages.
59. Loignon, A.C., Woehr, D.J., Thomas, J.S., Loughry, M.L., Ohland, M.W., & Ferguson, D.M. (2017). Facilitating peer evaluation in team contexts: The impact of frame-of-reference rater training. *Academy of Management Learning & Education*. **16**(4), 562-578.
60. Simmons, D.R., Yi, Y., Ohland, M.W., & Garahan, K. (2018). Understanding students’ incentives for and barriers to out-of-class participation: Profile of civil engineering student engagement. *Journal of Professional Issues in Engineering Education and Practice,* **144**(2). Noted as Editor’s Choice on journal website, April 11, 2018.
61. Loignon, A.C., Woehr, D.J., Loughry, M.L., & Ohland, M.W. (2018). Elaborating on team-member disagreement: An approach for examining patterned dispersion in emergent states. *Group & Organization Management*, DOI: 10.1177/1059601118776750
62. Simmons, D.R., Ohland, M.W., & Van Mullekom, J. (2018). The popularity and intensity of undergraduate out-of-class activities. *Journal of Engineering Education*, **107**(4), 611-635.
63. Lord, S.M., Ohland, M.W., Camacho, M.M., & Layton, R.A. (2019). Beyond pipeline and pathways: ecosystem metrics. *Journal of Engineering Education*, **108**(1), 32-56.
64. Thomas, J.S., Loignon, A.C., Woehr, D.J., Loughry, M.L., & Ohland, M.W. (2019). Dyadic viability in project teams: The impact of liking, competence, and task interdependence. *Journal of Business and Psychology*. https://doi.org/10.1007/s10869-019-09647-6.
65. Main, J.B., Johnson, B.N., Ramirez, N.M., Ebrahiminejad, H., Ohland, M.W., & Groll, E.A. (2020). A case for disaggregating engineering disciplines in engineering education research: The relationship between co-op participation and student persistence. *International* *Journal of Engineering Education*, **36**(1A), 170–185.
66. Orr, M.K., Ohland, M.W., Lord, S.M., & Layton, R.A. (2020). Comparing the Multiple-Institution Database for Investigating Engineering Longitudinal Development with a National Dataset from the United States. *International Journal of Engineering Education*, **36**(4), 1321-1332.
67. Lunn, S., Zahedi, L., Ross, M., & Ohland, M. (2020). Exploration of intersectionality and computer science demographics: Understanding the historical context of shifts in participation. ACM Transactions on Computer Education **37**(4), Article 111.

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1. Dubikovsky, S., & Ohland, M.W. (in review). The importance of tolerance for ambiguity in engineering and recommendations for improving it.
2. Huerta-Manzanilla, E., Ohland, M.W. (to be submitted). Co-enrollment density predicts engineering students’ first year persistence and graduation at four and six years: College networks and logistic regression analysis. *Studies in Educational Evaluation*, manuscript SEE-.
3. Huerta-Manzanilla, E., Ohland, M. W., Long, R. A., & Peniche-Vera, R. (in review, February 21, 2020). Join or leave, The Impact of Classroom Proximity on Engineering Students’ Retention. *Studies in Educational Evaluation*, manuscript SEE-S-20-00006.

**Conference Proceedings (Reviewed)**

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114. Ohland, M.W., Loughry, M.L., Woehr, D.J., Layton, R.A., & Ferguson, D.M. (2013, December). Measuring team-member effectiveness in Australia and the United States. *Proc. AAEE Annual Meeting*, Gold Coast, QLD.
115. Salzman, N.B. & Ohland, M.W. (2013, December). Journeys into pre-college engineering: A comparison of practices and policies in Australia and the United States. *Proc. AAEE Annual Meeting*, Gold Coast, QLD.
116. Ohland, M.W., Brawner, C.E., Mobley, F.C., Layton, R.A., Long, R.A., Cosentino de Cohen, C., & Sullivan, M. (2014, June). Characterizing and modeling the experience of transfer students in engineering. *Proc. ASEE Annual Conference*, Indianapolis, IN.
117. Brawner, C.E., Ohland, M.W., Orr, M.K., & Chen, X. (2014, June). A comparative study of engineering matriculation practices. *Proc. Amer. Soc. Eng. Ed.*, Indianapolis, IN.
118. Main, J.B., Ohland, M.W., Ramirez, N.M., & Fletcher, T.L. (2014, June). Access to cooperative education programs and the academic and employment returns by race, gender, and discipline. *Proc. Amer. Soc. Eng. Ed.*, Indianapolis, IN.
119. Ohland, M.W., Loughry, M.L., Layton, R.A., Woehr, D.J., Ferguson, D.M., Salas, E., & Heyne, K. (2014, June). SMARTER Teamwork: System for Management, Assessment, Research, Training, Education, and Remediation for Teamwork. *Proc. Amer. Soc. Eng. Ed.*, Indianapolis, IN.
120. Ohland, M.W., & Long, R.A. (2014, June). Planning grant: Developing a national higher education student unit record database. *Proc. Amer. Soc. Eng. Ed.*, Indianapolis, IN.
121. Pawley, A.L., Cardella, M.E., Hoffmann, S.R., Ohland, M.W., & Rao, R. (2014, June). Assessing sustainability knowledge: A framework of concepts. *Proc. Amer. Soc. Eng. Ed.*, Indianapolis, IN.
122. Salzman, N.B., Ohland, M.W., & Cardella, M.E. (2014, June). Measuring the effects of precollege engineering experiences. *Proc. Amer. Soc. Eng. Ed.*, Indianapolis, IN.
123. Lord, S.M., & Ohland, M.W. (2014, June). Understanding diverse pathways: disciplinary trajectories of engineering students. *Proc. Amer. Soc. Eng. Ed.*, Indianapolis, IN.
124. Purzer, S., Jablokow, K.W., Ohland, M.W., & Ferguson, D.M. (2014, June). Collaborative research: Identifying and assessing key factors of engineering innovativeness. *Proc. Amer. Soc. Eng. Ed.*, Indianapolis, IN.
125. Salzman, N.B., Ohland, M.W., & Ricco, G.D. (2014, June). Precollege engineering participation among first-year engineering students. *Proc. Amer. Soc. Eng. Ed.*, Indianapolis, IN.
126. Bushey-McNeil, J., Ohland, M.W., & Long, R.A. (2014, June). Nontraditional student access and success in engineering. *Proc. ASEE Annual Conference*, Indianapolis, IN.
127. Ferguson, D.M., Purzer, S., Jablokow, K.W., & Ohland, M.W. (2014, June). The traditional engineer vs. the innovative engineer. *Proc. Amer. Soc. Eng. Ed.*, Indianapolis, IN.
128. Brawner, C.E., Orr, M.K., & Ohland, M.W. (2014, June). The accidental engineer. *Proc. Amer. Soc. Eng. Ed.*, Indianapolis, IN.
129. Jablokow, K.W., Menold, J., Purzer, S., Ferguson, D.M., & Ohland, M.W. (2014, June). A critical review of measures of innovativeness. *Proc. Amer. Soc. Eng. Ed.*, Indianapolis, IN.
130. Orr, M.K., Lord, S.M., Layton, R.A., & Ohland, M.W. (2014, June). Student demographics and outcomes in mechanical and aerospace engineering including their exchange of students. *Proc. Amer. Soc. Eng. Ed.*, Indianapolis, IN.
131. Froyd, J.E., Dicht, B., Lindsay, E.D., Lord, S.M., Ohland, M.W., & Prahallad, K. (2014, October). Scenario planning to envision potential futures for engineering education. *Proc. Frontiers in Education*, Madrid, Spain.
132. McNeil, J.B., Ohland, M.W. & Brawner, C.E. (2014, October). An examination of the climate for quality teaching in engineering. *Proc. Frontiers in Education*, Madrid, Spain.
133. McNeil, J.B., Ohland, M.W., & Long, R.A. (2014, October). Getting better with age: Older students achieve higher grades and graduation rates. *Proc. Frontiers in Education*, Madrid, Spain.
134. Lord, S.M., Layton, R.A., & Ohland M.W. (2014, October). A disciplinary comparison of trajectories of U.S. engineering students. *Proc. Frontiers in Education*, Madrid, Spain.
135. Layton, R.A., Ohland, M.W., House, R.A., & Ricco, G.D. (2014, October). Promoting more effective communication of stories in the data. *Proc. Frontiers in Education*, Madrid, Spain.
136. Purzer, S, Jablokow, K.W., Ferguson, D.M., & Ohland, M.W. (2014, October). Work in Progress: Characterizing engineering innovativeness through a Delphi study. *Proc. Frontiers in Education*, Madrid, Spain.
137. Cosentino, C., Sullivan, M.D., Gahlawal, N., Ohland, M.W., & Long, R.A. (2014, October). Black engineering transfer students: What explains their success? *Proc. Frontiers in Education*, Madrid, Spain.
138. Ramirez, N., Main, J.B., Fletcher, T., & Ohland, M.W. (2014, October). Academic predictors of cooperative education participation. *Proc. Frontiers in Education*, Madrid, Spain.
139. Fletcher, T., Main, J.B., Ramirez, N. & Ohland, M.W. (2014, October). From interest to decision in cooperative education programs. *Proc. Frontiers in Education*, Madrid, Spain.
140. Salzman, N.B., Cardella, M.E., & Ohland, M.W. (2014, October). Work in Progress: A qualitative study on the effects of participation in pre-college engineering programs on first-year engineering students. *Proc. Frontiers in Education*, Madrid, Spain.
141. Thomas, J.S., Loignon, A.C., Woehr, D.J., Loughry, M.L., & Ohland, M.W. (2015, April). The relative effects of warmth and competence for team viability. *Society for Industrial & Organizational Psychology (SIOP) Annual Conference*. Philadelphia, PA.
142. Lord, S.M., Layton, R.A., & Ohland, M.W. (2015, June). Understanding diverse pathways: Disciplinary trajectories of engineering students: Year 3- NSF REE Grant 1129383. *Proc. Amer. Soc. Eng. Ed.*, Seattle, WA.
143. Main, J.B., Ohland, M.W., Ramirez, N.R., Fletcher, T.L., & Davis, J.A. (2015, June). Factors associated with student participation in co-ops. *Proc. Amer. Soc. Eng. Ed.*, Seattle, WA.
144. Jablokow, K.W., Purzer, S., Ohland, M.W., Ferguson, D.M., Menold, J. (2015, June). Identifying key factors of engineering innovativeness. *Proc. Amer. Soc. Eng. Ed.*, Seattle, WA.
145. McNeil, J.B., Ohland, M.W., & Long, R.A. (2015, June). Engineering pathways of nontraditional students—an update on NSF Award 1361058. *Proc. Amer. Soc. Eng. Ed.*, Seattle, WA.
146. Ohland, M.W., Cosentino de Cohen, C., Brawner, C.E., Mobley, F.C., & Long, R.A. (2015, June). Characterizing and modeling the experience of transfer students in engineering—progress on NSF Award 0969474. *Proc. Amer. Soc. Eng. Ed.*, Seattle, WA.
147. Ohland, M.W., Ferguson, D.M., Layton, R.A., Loughry, M.L., Pomeranz, H.R., & Woehr, D.J. (2015, June). Optimizing student team skill development using evidence-based strategies—NSF award 1431694. *Proc. Amer. Soc. Eng. Ed.*, Seattle, WA.
148. Salzman, N.B., Cardella, M.E., & Ohland, M.W. (2015, June). Measuring the effects of pre-college engineering experiences. *Proc. Amer. Soc. Eng. Ed.*, Seattle, WA.
149. Ohland, M.W., Ferguson, D.M., Layton, R.A., Loughry, M.L., & Woehr, D.J. (2015, June). The rapid adoption of SMARTER Teamwork tools: the System for Management, Assessment, Research, Training, Education, and Remediation for Teamwork. *Proc. Amer. Soc. Eng. Ed.*, Seattle, WA.
150. Jablokow, K.W., Menold, J., Purzer, S., Ohland, M.W., & Ferguson, D.M. (2015, June). Using an instrument blueprint to support the rigorous development of new surveys and assessments in engineering education. *Proc. Amer. Soc. Eng. Ed.*, Seattle, WA.
151. Ramirez, N.R., Main, J.B., & Ohland, M.W. (2015, June). Academic outcomes of cooperative education participation. *Proc. Amer. Soc. Eng. Ed.*, Seattle, WA.
152. Lord, S.M., Froyd, J.E., Lindsay, E.D., and Ohland, M.W. (2015, June). An international exploration of electrical and computer engineering education practices. *Proc. Amer. Soc. Eng. Ed.*, Seattle, WA.
153. Jimenez-Useche, I.C., Hoffmann, S.R., Ohland, M.W. (2015, June). Multicultural team dynamics in a First-Year Engineering class in the U.S. *Proc. Amer. Soc. Eng. Ed.*, Seattle, WA.
154. Ferguson, D.M., Purzer, S., Jablokow, K.W., & Ohland, M.W. (2015, June). Using a Delphi study to confirm the characteristics of an engineering innovator. *Proc. Amer. Soc. Eng. Ed.*, Seattle, WA.
155. Lord, S.M., Layton, R.A., & Ohland, M.W. (2015, July). Disciplinary comparison of engineering student outcomes in the USA. *Research in Engineering Education Symposium (REES),* Dublin, Ireland.
156. Ohland, M.W., Loughry, M.L., Layton, R.A., Woehr, D.J., & Ferguson, D.M. (2015, August). Patterns of team-member effectiveness ratings in eleven countries. *Research in Engineering Education Symposium (REES),* Dublin, Ireland.
157. Salzman, N., & Ohland, M.W. (2015, August). Differences in pre-college engineering participation between engineering majors. *First-Year Engineering Education Conference,* Roanoke, VA.
158. Jimenez-Useche, I., Hoffmann, S.R., & Ohland, M.W. (2015, August). The role of culture in the performance of students in a first-year engineering class. *First-Year Engineering Education Conference,* Roanoke, VA.
159. Thomas, J.S., Loignon, A.C., Woehr, D.J., Loughry, M.L., & Ohland, M.W. (2015, August). Warmth and competence perceptions as predictors of desired relationship continuance among teammates. *Annual Meeting of the Academy of Management,* Vancouver, BC.
160. Ramirez, N., Smith, S., Smith, C., Berg, T., Strubel, B., Ohland, M.W., & Main, J.B. (2015, August). Making co-op work for you: A comparative exploration of student attitudes to co-op programs in the United States and the United Kingdom. *WACE World Conference on Cooperative & Work-Integrated Education,* Kyoto, JP.
161. De Urquidi, K., Verdin, D., Hoffmann, S.R., & Ohland, M.W. (2015, October). Outcomes of accepting or declining advanced placement calculus credit. *Proc. Frontiers in Education*, El Paso, TX.
162. Salzman, N.B., & Ohland, M.W. (2015, October). Effects of pre-college engineering participation on first-year engineering outcomes. *Proc. Frontiers in Education*, El Paso, TX.
163. Strubel, B., Main, J.B., Ramirez, N., Davis, J., & Ohland, M.W. (2015, October). Modeling student perceived costs and benefits to cooperative education programs (co-ops) and pathways to participation. *Proc. Frontiers in Education*, El Paso, TX.
164. McNeil, J.B., Ohland, M.W., & Long, R.A. (2015, October). Nontraditional pathways for nontraditional students in engineering. *Proc. Frontiers in Education*, El Paso, TX.
165. Ohland, M.W., Long, R.A., Lord, S.M., Orr, M.K., Brawner, C.E., & Layton, R.A. (2016, June). Expanding access to and participation in the Multiple Institution Database for Investigating Engineering Longitudinal Development. *Proc. Amer. Soc. Eng. Ed.*, New Orleans, LA.
166. Salzman, N., Cardella, M.E., & Ohland, M.W. (2016, June). Measuring the effects of pre-college engineering, Year 3. *Proc. Amer. Soc. Eng. Ed.*, New Orleans, LA.
167. Ferguson, D.M., Lally, C., Somnooma, H.I., Murch, O. & Ohland, M.W. (2016, October). Using frame-of-reference training to improve the dispersion of peer ratings in teams. *Proc. Frontiers in Education*, Erie, PA.
168. McNeil, J.B., Ohland, M.W., & Long, R.A. (2016, October). Entry pathways, academic performance, and persistence of nontraditional students in engineering by transfer status. *Proc. Frontiers in Education*, Erie, PA.
169. Loignon, A., Woehr, D.J., Thomas, J.S., Loughry, M.L., Ohland, M.W., & Ferguson, D.M. (2016, October). Facilitating peer evaluation in team contexts: The impact of frame-of-reference rater training. *Annual Meeting of the Southern Management Association*, Charlotte, NC.
170. De Urquidi, K., Ohland, M.W., & Godwin, A. (2017, March). The benefits and costs of shortening time to graduation. *Proc. Amer. Soc. Eng. Ed.* *Zone 2 Conference*, San Juan, PR.
171. Lord, S.M., Ohland, M.W., & Layton, R.A. (2017, June). Comparing student outcomes for women and men in electrical engineering to civil, chemical, industrial, and mechanical engineering in the USA. *Proceedings of the 2017 EAEEIE (European Association for Education in Electrical and Information Engineering Conference,* Grenoble, France.
172. Ohland, M.W., Loughry, M.L., Woehr, D.W., & Ferguson, D.M. (2017, June). Progress toward optimizing student team skill development using evidence-based strategies. *Proc. Amer. Soc. Eng. Ed.*, Columbus, OH.
173. Buffinton, K., Manno, V., Lord, S.M., McKenna, A., & Ohland, M.W. (2017, June). Catalyzing a research agenda for enhancing engineering education through institutional collaborations. *Proc. Amer. Soc. Eng. Ed.*, Columbus, OH.
174. Salzman, N., Ohland, M.W., & Cardella, M.E. (2017, June). Building alignment between pre-college and first-year engineering programs. *Proc. Amer. Soc. Eng. Ed.*, Columbus, OH.
175. Loignon, A., Loughry, M.L., Woehr, D.J., & Ohland, M.W. (2017, October). Peer control: Outcomes and measure equivalence in work-units versus teams. *Annual Meeting of the Southern Management Association*, St. Petersburg Beach, FL.
176. Murch, O., Cao, Y., Brawner, C.E., Ferguson, D.M., & Ohland, M.W. (2018, March). The Peer evaluation behavior of K-12 students and first-year engineering (FYE) students. *Proc. Amer. Soc. Eng. Ed. Indiana/Illinois Section Conference*, West Lafayette, IN.
177. Williams, C.E., Woehr, D.J., Loignon, A.C., Loughry, M.L., & Ohland, M.W. (2018, April). Men behaving badly or gender bias? An examination of gender effects in peer assessment ratings. *33rd Annual Conference of the Society for Industrial and Organizational Psychology (SIOP)*, Chicago, IL.
178. Lord, S.M., Orr, M.K., Long, R.A., Layton, R.A., Brawner, C.E., Ramirez, N., & Ohland, M.W. (2018, June). Expanding access to and participation in MIDFIELD (Year 2). *Proc. Amer. Soc. Eng. Ed.*, Salt Lake City, UT.
179. Murch, O., Brawner, C.E., Ferguson, D.M., & Ohland, M.W. (2018, June). Comparing peer-to-peer written comments and teamwork peer evaluations. *Proc. ASEE Annual Conference*, Salt Lake City, UT.
180. Ferguson, D.M., Ohland, M.W., & Cao, Y. (2018, June). Comparing peer evaluations of teamwork behavior by K12 students vs. first year engineering students. *Proc. ASEE Annual Conference*, Salt Lake City, UT.
181. Ohland, M.W., Loughry, M.L., Woehr, D.W., Ferguson, D.M., & Brawner, C.E. (2018, June). Optimizing Student Team Skill Development using Evidence-Based Strategies: Year 3: NSF Award 1431694. *Proc. Amer. Soc. Eng. Ed.*, Salt Lake City, UT.
182. Ferguson, D.M., Shu, E., Cao, Y., & Ohland, M.W. (2018, October). Examining the effect of a game-like practice tool on the quality of student peer evaluations. *Proc. Frontiers in Education*, San Jose, CA.
183. Lord, S.M., Ohland, M.W., Layton, R.A.., & Camacho, M.C. (2018, October). “All who wander are not lost.” Examining outcomes for migrating engineering students using ecosystem metrics. *Proc. Frontiers in Education*, San Jose, CA.
184. Layton, R.A., Long, R.A., Lord, S.M., Ohland, M.W., Orr, M.K., Ramirez, N. (2018, October). Making MIDFIELD more accessible: An R package for beginners. *Proc. Frontiers in Education*, San Jose, CA.
185. Ferguson, D.M., Ohland, M.W., Lally, C., Ibriga Somnooma, H., & Cao, Y. (2018, October). Evaluating the effect of different teamwork training interventions on the quality of peer evaluations. *Proc. Frontiers in Education*, San Jose, CA.
186. Ferguson, D.M., Thompson, M., Navin, D., Phillips, A., Ohland, M.W., & Jablokow, K.W. (2018, October). Using Bayesian analysis to refine the measurement of the innovative capacities of engineers. *Proc. Frontiers in Education*, San Jose, CA.
187. Beigpourian, B., & Ohland, M.W. (2019, June). Systematic literature review: Gender and race in teamwork in undergraduate engineering classrooms. *ASEE Annual Conference*, Tampa, FL.
188. Beigpourian, B., Ferguson, D.M., & Ohland, M.W. (2019, June). Using CATME to document and improve the effectiveness of teamwork in capstone courses. *Proc. ASEE Annual Conference*, Tampa, FL.
189. Beigpourian, B., Ferguson, D.F., Luchini, F. & Ohland, M.W. (2019, June). Psychological safety as an effective measurement in engineering classrooms. *Proc. ASEE Annual Conference*, Tampa, FL.
190. Al Yagoub, H.A., Ebrahiminejad, H., & Ohland, M.W. (2019, June). Learning to be a student: GPA trajectories and their relationship to persistence in engineering. *Proc. ASEE Annual Conference*, Tampa, FL.
191. Ohland, M.W., Lord, S.M., Orr, M.K., Layton, R.A., Al Yagoub, H.A., Ebrahiminejad, H., & Long, R.A. (2019, June). Expanding Access to and Participation in MIDFIELD (Year 3). *Proc. ASEE Annual Conference*, Tampa, FL.
192. Benner, M.C., Ferguson, D.M., & Ohland, M.W. (2019, June). Analyzing changes in the individual dimensions of a behaviorally anchored scale rating for teamwork. *Proc. ASEE Annual Conference*, Tampa, FL.
193. Ohland, M.W., Loughry, M.L., Woehr, D.W., Ferguson, D.M., Brawner, C.E., Beigpourian, B., Luchini, F., & Wei, S. (2019, June). Optimizing student team skill development using evidence-based strategies: Year 4: NSF Award 1431694. *Proc. ASEE Annual Conference*, Tampa, FL.
194. Wei, S., Ferguson, D.M., & Ohland, M.W. (2019, June). Examining the relationship of teaming behaviors among international and domestic students. *Proc. ASEE Annual Conference*, Tampa, FL.
195. Beigpourian, B., Ferguson, D.M., & Ohland, M.W. (2019, July 28). The influence of percentage of female or international students on the psychological safety of teams. 2019 First-Year Engineering Education Conference, State College, PA.
196. Wei, S., Ferguson, D.M., & Ohland, M.W. (2019, July 28). Comparing teamwork peer evaluations between culturally homogenous teams and culturally diverse teams. 2019 First-Year Engineering Education Conference, State College, PA.
197. EbrahimiNejad, H., Al Yagoub, H., Ricco, G.D., & Ohland, M.W. (2019, July 28). Analyzing and comparing first-year engineering course requirements among institutions. 2019 FYEE Conference.
198. Meulbroek, D., Ferguson, D.M., & Ohland, M.W. (2019, October 16). Forming more effective teams using CATME Team-Maker and the Gale-Shapley algorithm. *Proc. IEEE/ASEE Frontiers In Education*, Cincinnati, OH.
199. Beigpourian, B., Ferguson, D.M., & Ohland, M.W. (2019, October 16). Cohesiveness in engineering student teams: Effect of gender, race, year of study, GPA, previous course grade, and selected prerequisite knowledge. *Proc. IEEE/ASEE Frontiers In Education*, Cincinnati, OH.
200. Beigpourian, B., Ferguson, D.M., & Ohland, M.W. (2019, October 16). Effect of preferred leadership role and preferred team leadership structure on students perception of team process outcomes. *Proc. IEEE/ASEE Frontiers In Education*, Cincinnati, OH.
201. Benner, M.C., Ferguson, D.M., & Ohland, M.W. (2019, October 16). A comparison of peer rating behavior between students in hard vs. soft disciplines. *Proc. IEEE/ASEE Frontiers In Education*, Cincinnati, OH.
202. Ebrahiminejad, H., Al Yagoub, H.A., & Ohland, M.W. (2019, October 16). Pathways and outcomes of rural students in engineering. *Proc. IEEE/ASEE Frontiers In Education*, Cincinnati, OH.
203. Zhou, C., Choi, S., Beigpourian, B., Wei, S., Ferguson, D.M., Ohland M.W. (2019, October 23-25). The Difference between Teams with No Female Students and Teams with Female Students for Peer Evaluation Behavior in Engineering Education. 4th North American International Conference on Industrial Engineering and Operations Management (IEOM), Toronto, Canada.
204. Wang, R., Wei, S., Ohland, M.W., & Ferguson, D.M. (2019, October 23-25). Natural Language Processing System for Self-Reflection and Peer-Evaluation. 4th North American International Conference on Industrial Engineering and Operations Management (IEOM), Toronto, Canada.
205. Cheoh, J.L., Wang, J., Hou, Z., Wei, S., Ferguson, D.M., & Ohland, M.W. (2019, October 23-25). User Experiences of the General Population on Accessible Web Interface. 4th North American International Conference on Industrial Engineering and Operations Management (IEOM), Toronto, Canada.
206. Beigpourian, B., & Ohland, M.W. (2019, December 8-11). Documenting Engineering Students Counterproductive Teamwork Behaviors through Peer Evaluation. Australasian Association for Engineering Education, Brisbane, NSW, Australia.
207. Ohland, M.W., Loughry, M.L., Woehr, D.W., Ferguson, D.M., Brawner, C.E., Beigpourian, B., & Wei, S. (2020, June). Optimizing student team skill development using evidence-based strategies: Year 5: NSF Award 1431694. *Proc. ASEE Annual Conference*, Virtual.
208. Zahedi, L., Lunn, S.J., Pouyanfar, S., Ross, M.S., & Ohland, M.W. (2020, June 22). Leveraging machine learning techniques to analyze computing persistence in undergraduate programs. *Proc. ASEE Annual Conference*, virtual.
209. Ohland, M.W., Lord, S.M., Orr, M.K., Layton, R.A., Al Yagoub, H.A., Ebrahiminejad, H., & Long, R.A. (2020, June). Expanding access to and participation in MIDFIELD (Year 4). *Proc. ASEE Annual Conference*, virtual.
210. Beigpourian, B., & Ohland, M.W. (2020, June). Effect of psychological safety on the interaction of students within the teams.  *Proc. ASEE Annual Conference*, virtual.
211. Wei, S., & Ohland, M.W. (2020, June). Cultural diversity and teamwork effectiveness: A systematized literature review.  *Proc. ASEE Annual Conference*, virtual.
212. Wei, S., & Ohland, M.W. (2020, June). WIP: Automating anonymous Processing of peer evaluation comments.  *Proc. ASEE Annual Conference*, virtual.
213. Beigpourian, B., & Ohland, M.W. (2020, June). The effect of different dimensions of conflict on measures of team-member effectiveness. *Proc. ASEE Annual Conference*, virtual.
214. EbrahimiNejad, H., Al Yagoub, H., Ricco, G.D., & Ohland, M.W. (2020, June). Switching into and out of engineering: Trends and patterns (Work-In-Progress).  *Proc. ASEE Annual Conference*, virtual.
215. Clayton, E.D., Woehr, D.J., Loughry, M.L., & Ohland, M.W. (2020, July). An examination of the joint role of team psychological safety and team conflict on team viability. International Society for the Study of Work and Organizational Values.
216. Clayton, E.D., Woehr, D.J., Loughry, M.L., & Ohland, M.W. (2020). Examination of psychometric isomorphism in team conflict. INGRoup 2020.
217. EbrahimiNejad, H., Al Yagoub, H., & Ohland, M.W. (2020). Retention rates of first year engineering student populations affected by institutional grading policies. 2020 FYEE Conference.
218. Lord, S.M., & Ohland, M.W. (2020, October 24). Expanding access to MIDFIELD: Strategies for sharing data infrastructure for research. IEEE/ASEE Frontiers in Education, virtual.
219. Ohland, M.W., & Lord, S.M. (2020, October 24). The role of introductory course grades in engineering disciplinary cultures. IEEE/ASEE Frontiers in Education, Uppsala, Sweden.
220. EbrahimiNejad, H., Brawner, C.E., & Ohland, M.W. (2020, October 24). WIP: Demographic and financial trends among southeastern universities in the U.S.A. IEEE/ASEE Frontiers in Education, virtual.
221. Cheoh, J.L., Beigpourian, B., Wang, J., Wei, S., Ohland, M.W., & Hou, Z. (2020, October 24). Examining the perceptions of people with disabilities on accessible web interface. IEEE/ASEE Frontiers in Education, virtual.
222. Clayton, E., Woehr, D.J., Loughry, M.L., & Ohland, M.W. (2020, October). Examining psychometric isomorphism in measures of team conflict and cohesion. *Annual Meeting of the Southern Management Association*, virtual.
223. Wei, S., Beigpourian, B., & Ohland, M.W. (2021). Understanding the impact of forced online learning caused by COVID19 on first-year engineering students’ psychological safety in teamwork for 2021.
224. Lord, S.M., Ohland, M.W., Long, R.A., & Layton, R.A. (2021, ). Quantitative exploration of international female and male students in undergraduate engineering programs in the USA. *EDUCON 2021*.
225. Wei, S., & Ohland, M. (2021, ). Design and validation of a system to assign students to projects based on student preferences. ASEE
226. Wei, S., & Ohland, M. (2021, ). Longitudinal effects of team-based training on students’ peer rating quality. ASEE
227. Wei, S., & Ohland, M. (2021, ). The effect of the emergency shift to virtual instruction on student team dynamics, task performance, and team satisfaction. ASEE
228. Dickerson, D., Masta, S., Ohland, M., Pawley, A. (2021, ). How can we identify teams at risk of marginalizing minoritized students, at scale? ASEE
229. Lord, S.M., Orr, M.K., Layton, R.A., Long, R.A., EbrahimiNejad, H., Al Yagoub, H., Osman, H. & Ohland, M. (2021, ). Expanding access to and participation in MIDFIELD (Year 5). ASEE
230. EbrahimiNejad, H., (2021, ). The effect of institutional characteristics on students’ graduation. ASEE
231. Al Yagoub, H.A., (2021, ). Work-In-Progress: Do English proficiency exams matter for engineering success? ASEE
232. Al Yagoub, H.A., (2021, ). Investigating GPA trajectories across intersectional demographics beyond the first year in engineering programs. ASEE
233. EbrahimiNejad, H., (2021, ). The effects of high school dual enrollment and AP credits on engineering undergraduate success. ASEE
234. Pantoja, C., (2021, ). Based on prelimish document. ASEE
235. Waller, D., Maeda, Y., Tay, S., & Ohland, M. (2021, ). The impact of program diversity on student persistence and success in engineering. ASEE

#### Electronic Short Courses

1. Ohland, M.W. (2013). Managing student teams. *IEEE XPlore Digital Library*, Module EW1365, published 10/2/2013, http://ieeexplore.ieee.org/servlet/opac?mdnumber=EW1365, ISBN: 1-4673-3216-X146733216X.
2. Ohland, M.W. (2013). Motivation in the college classroom. IEEE XPlore Digital Library, Module EW1367, 10/2/2013, http://ieeexplore.ieee.org/servlet/opac?mdnumber=EW1367, ISBN: 1-4673-3218-61467332186.
3. Nathans-Kelly, T., Brewer, P.E., Ohland, M.W., & Serrano, V. (2020). Managing remote student teams. Webinar as part of *Effective remote instruction: Reimagining the engineering student experience.* IEEE Educational Activities and IEEE Education Society, July 27-31, 2020, <https://event.on24.com/wcc/r/2436084/2015A15269DCF8A052E5ABB346731884/1165074?mr=s>.

#### Electronic Publications

1. Ohland, M.W., G. Zhang, S.A. Frillman, and T.K. Miller, “Summary and Reflections on ‘The Effect of an Entrepreneurship Program on GPA and Retention,’” *Annals of Research on Engineering Education*, Karl D. Smith, Ed., National Academy of Engineering.
2. Froyd, J.E., and Ohland, M.W., “Summary and Reflections on ‘Integrated Engineering Curricula,’” *Annals of Research on Engineering Education*, Karl D. Smith, Ed., National Academy of Engineering.
3. Zhang, G., T.J. Anderson, Ohland, M.W., R. Carter, and B. Thorndyke, “Summary and Reflections on ‘Identifying Factors Influencing Engineering Student Graduation and Retention: A Longitudinal and Cross-Institutional Study,’” *Annals of Research on Engineering Education*, Karl D. Smith, Ed., National Academy of Engineering.
4. Ohland, M.W., Layton, R.A., M.L. Loughry, and A.G. Yuhasz, “Effects of Behavioral Anchors on Peer Evaluation Reliability. *Annals of Research on Engineering Education*, Karl D. Smith, Ed., National Academy of Engineering.

#### Research Reports and Monographs

1. Ohland, M.W., Editor, Continuation Proposal of the Southeastern University and College Coalition for Engineering Education (SUCCEED), SUCCEED—University of Florida, Gainesville, Florida, November 1, 1996, 84 pages plus appendices.
2. Ohland, M.W., and T.J. Anderson, Editors, Southeastern University and College Coalition for Engineering Education (SUCCEED), Strategic Plans, Annual Reports, and Final Report, SUCCEED—University of Florida, Gainesville, Florida, (ERIC: ED434003, ED434004, ED434005, ED434006, ED454071, ED454072, ED454073, ED454074, ED482943), Final Report, February 8, 2004, 159 pages.
3. Oakes, W.C., and M.W. Ohland, “Why Engineering Fails to Attract Students from Other Disciplines, and What to Do About It,” American Society for Quality Higher Education Brief, February 2009.
4. Brawner, Catherine E., Sharron A. Frillman, and Matthew W. Ohland, “A Comparison of Nine Universities’ Academic Policies from 1988 to 2005.” (ERIC: ED508293), February 2010, 42 pages.
5. Ohland, M.W., “Engineering Retention Studies using the MIDFIELD Database.” Esource for College Transitions, newsletter of the National Resource Center for The First-Year Experience & Students in Transition. Toni Vakos, Editor. Vol. 7, No. 4, March 2010.
6. Stephan, E.A., D.R. Bowman, W.J. Park, B.L. Sill, and M.W. Ohland, “Ethical Decision Making in Today’s Engineering Classrooms”, *The Bent of Tau Beta Pi*, Spring 2012.
7. University College London Centre for Engineering Education. Report to the Royal Academy of Engineering. *Inclusive Engineering Education*. Contributions from Andrews, J., Barnard, S., Bouffier, A, Godwin, A., Leicht-Scholten, C., Mills, J.E., Mitchell, J.E., Nortcliffe, A., Patterson, E.A., Schiebinger, L., Ohland, M., Tilley, E., Wilson-Medhurst, S. (Ed. J. Peters), 52 Pages.

#### Other Scholarly Publications

Ohland, M.W., “Engineering By Design: A Methodology for Designing Creative Engineering Activities,” doctoral dissertation, Civil Engineering, University of Florida, UMI Dissertations, # 9709286, August 1996. http://www.archive.org/details/engides00ohla

Ohland, M.W., “Radiation-Induced Electrical Conductivity of Silicon Carbide and Its Impact on Fusion Reactor Design,” master’s thesis, Materials Engineering, Rensselaer Polytechnic Institute, December 1992.

**PRESENTATIONS (not listed in publications)**

1. Ohland, M.W. (presenting for R. Felder and M. Hoit) in Al-Holou, N., N. Bilgutay, C. Corleto, J. Demel, R. Felder, K. Frair, J. Froyd, M. Hoit, J. Morgan, and D. Wells, “First-Year Integrated Curricula Across Engineering Education Coalitions,” Tempe, AZ, (November 5, 1998).
2. Ohland, M.W., presenting for SUCCEED Coalition in Agogino, A., “A Hands-on Discussion of ‘Dissection’: Coalition Lessons Learned,” *FIE 1998,* Tempe, AZ, (November 5, 1998).
3. Ohland, M.W., “Poster: The SUCCEED Longitudinal Database,” *SUCCEED 1999 Annual Meeting,* Raleigh, NC, (April 9, 1999).
4. Ohland, M.W., and T.J. Anderson, “Studying the Contribution of Programs at Eight Engineering Colleges toward Student Success,” *ASEE 1999,* Charlotte, NC, (June 20-23, 1999).
5. Ohland, M.W., “Studying the Contribution of Programs at Eight Engineering Colleges toward Student Success,” *Meeting of NSF Postdoctoral Fellows,* Washington, DC, (September 16-17, 1999).
6. Ohland, Matthew W., “Assessing Engineering Education Research,” *Share the Future II: A Working Conference*, Clemson, March 20, 2001. [invited]
7. Ohland, Matthew W., “Assessing Engineering Education Research,” *2001* *American Society of Engineering Education Annual Conference*, June 24, 2001. [invited]
8. Ohland, Matthew W., “Assessing Engineering Education Research,” Virginia Beach Higher Education Center, Old Dominion University, January 8, 2002. [invited]
9. Zhang, G., R. Carter, B. Thorndyke, T. Anderson, and M. Ohland, “Identifying Factors Influencing Engineering Student Retention through a Longitudinal and Cross-Institutional Study Using Quantitative and Qualitative Methods,” Share the Future III Conference, Gainesville, Florida, (March 4, 2002).
10. Ohland, Matthew W., “Assessing Engineering Education Research,” *Share the Future III Conference*, Gainesville, Florida, March 5, 2002. [invited]
11. Ohland, Matthew W., “Planning the Assessment of Engineering Education Research,” *American Society of Engineering Education Annual Conference*, Montreal, QC, Canada, June 19, 2002. [invited]
12. Ohland, Matthew W., “Planning the Assessment of Engineering Education Research,” University of Puerto Rico at Mayagüez, October 26, 2002. [invited]
13. Ohland, Matthew W., “Planning the Assessment of Engineering Education Research,” *American Institute of Chemical Engineers 2002 Annual Meeting*, Indianapolis, Indiana, November 3, 2002. [invited]
14. Lasser, S.J.S., and M.W. Ohland, “Beating the National Average at Clemson University” and “Math Excellence Workshop at Clemson University,” presentation in Best Practices in Recruitment and Retention session, National Conference on Best Practices in Black Student Achievement, Clemson, SC, (January 27, 2003). [invited]
15. Ohland, Matthew W., “Planning the Assessment of Engineering Education Research,” *Share the Future IV Conference*, Tempe, Arizona, March 17, 2003. [invited]
16. Ohland, Matthew W., “Planning the Assessment of Engineering Education Research,” Kettering University, Flint, Michigan, April 2, 2003. [invited]
17. Ohland, Matthew W., “Planning the Assessment of Engineering Education Research,” *American Society of Engineering Education Conference*, Nashville, TN, June 22, 2003. [invited]
18. Ohland, Matthew W., “Freshman Engineering Programs,” *American Society of Engineering Education Annual Conference*, Nashville, TN, June 22, 2003. [invited]
19. Ohland, Matthew W., “Planning the Assessment of Engineering Education Research,” University of Vermont Civil Engineering Department, July 2, 2003. [invited]
20. Ohland, Matthew W., “Freshman Engineering Programs,” University of Vermont Civil Engineering Department, July 2, 2003. [invited]
21. Law, L.B., E.R. Crockett, R.E. Collins, and M.W. Ohland, “A Novel Approach to Survey Question Design Using the Awareness-Interest-Decision-Action Model,” Sixteenth International Conference on the First-Year Experience, Vancouver, British Columbia, Canada, Wednesday, (July 9, 2003, 9:45-10:45, session 52).
22. Ohland, M.W., M.L. Loughry, B.L. Sill, R.M. Felder, R.A.Layton, C.J. Finelli, D.G. Schmucker, L.G. Bullard, R.L. Carter, “Poster: Designing A Peer Evaluation Instrument that is Simple, Reliable, and Valid,” Engineering & Computing Education Grantee Meeting, Washington, DC, (September 21-23, 2003).
23. Ohland, M.W., E.A. Stephan, B.L. Sill, A.G. Yuhasz, “Poster: Clemson University’s EXPerimental Engineering in Real Time (EXPERT) Program: Assessing the benefit of real-time sensors in the curriculum,” Engineering & Computing Education Grantee Meeting, Washington, DC, (September 21-23, 2003).
24. Ohland, M.W., and R.E. Collins, “Investigating a Relationship between Grade Point Average and Selection of a Major for Students Leaving Engineering,” *National Academic Advising Association Annual Conference*, Dallas, Texas, concurrent session 119, October 3, 2003, 9 pages.
25. Ohland, Matthew W., *Using Real-Time Sensors in the Classroom*, sponsored by the Educational Research & Methods division, *American Society of Engineering Education Annual Conference*, Salt Lake City, UT, June 20, 2004.
26. Ohland, Matthew W., “Freshman Engineering Programs,” *International Conference on Engineering Education 2004*, Gainesville, FL, October 18, 2004. [invited]
27. Ohland, M.W., & Summers, J.D. (2005). Teaching design using multiple hierarchical engineering education models. *Mudd Design Workshop V*.
28. Ohland, Matthew W., *Junior Faculty Breakout*, designed and led session at National Effective Teaching Institute*, American Society of Engineering Education Annual Conference*, Portland, Oregon, June 2005. [invited]
29. Ohland, M.W., “Lessons from Engineering Education Research: Ten things every faculty member should know,” keynote at the Rose-Hulman Symposium, Rose-Hulman Institute of Technology, Terre Haute, Indiana, August 26, 2005. [invited]
30. Ohland, Matthew W., “Freshman Engineering Programs,” Southern Illinois University, Carbondale, Illinois, October 27, 2005. [invited]
31. Ohland, M.W., & Stephan, E.A. (2006, June). Studying the Learning Benefits of using Real-Time Sensors in the Engineering Classroom. Poster presented at *Amer. Soc. Eng. Ed.*, Chicago, IL.
32. Bullard, L.F., C.J. Finelli, R.A. Layton, M.L. Loughry, M.W. Ohland, and H.R. Pomeranz, *Conducting Peer Evaluations using the Comprehensive Assessment of Team Member Effectiveness*, Educational Research & Methods division, workshop at *American Society of Engineering Education Annual Conference*, Chicago, June 18, 2006.
33. Ohland, M.W., T.J. Anderson, C.E. Brawner, R.A. Long, Y.K. Min, F.C. Mobley, and G. Zhang. “Poster: A Model for Expanding Access to and the Study of MIDFIELD, the Multiple-Institution Database for Investigating Engineering Longitudinal Development,” REESE (and other evaluation research programs) PI Meeting, December 7 – 8, 2006.
34. Ohland, M.W., T.J. Anderson, R.E. Chrestman, C.E. Brawner, R.A. Long, Y.K. Min, F.C. Mobley, and G. Zhang. “Poster: The Multiple-Institution Database for Investigating Engineering Longitudinal Development (MIDFIELD),” STEP PI Meeting, March 22-23, 2007.
35. Loughry, Misty L., Peter Bamberger, Neal P. Mero, Matthew W. Ohland, and Greg L Stewart, *Doing Well in Peer Evaluation of Team-Member Contributions*. Professional Development Workshop, Academy of Management Annual Meeting, Management Education Division, Friday, August 3, 2007, 1:00 - 2:30PM, Philadelphia, PA.
36. Ohland, Matthew W., *Creating Citizen Engineers through Curriculum Development*, designed and led, University of Wisconsin, Platteville, August 24, 2007. [invited]
37. Ohland, M.W., R.A. Long, and R.A. Layton, “Poster: What You Didn’t Know About Matriculation, Persistence, and Migration in Engineering,” with S.D. Sheppard, G. Lichtenstein, D. Chachra, and O. Eris, Engineering Education PI meeting, September 26-28, 2007.
38. Layton, R.A., M.L. Loughry, M.W. Ohland, and H.R. Pomeranz, *Tools for Team Assignments and Peer Evaluations*, Frontiers in Education Milwaukee, October 9, 2007.
39. Ohland, M.W., “Using Hierarchical Linear Modeling in Engineering Education research,” Chemical Education and Science Education Seminar Series, Purdue University, December 5, 2007. [invited]
40. Ohland, M.W., R.A. Long, and R.A. Layton, “Poster: What You Didn’t Know About Matriculation, Persistence, and Migration in Engineering,” STEP PI meeting, March 6-7, 2008.
41. Moss, W., L. Benson, E. Stephan, S. Schiff, S. Biggers, M. Orr, M. Ohland, “Enhancing Student Learning Using SCALE-UP Format,” *SoTL Commons: An International Conference for the Scholarship of Teaching & Learning*, 2 pages, <http://digitalcommons.georgiasouthern.edu/sotl-com/261>
42. Ohland, M.W., “Managing Teams,” Project-Centered Learning Symposium 2008, Cambridge-MIT Institute Project-Based Symposium, <http://techtv.mit.edu/videos/234-day-2-pcl2008-workshop-managing-teams-b-blair-m-ohland-s-orr> [Ohland presentation starting at time stamp 33:52], March 18, 2008. [invited]
43. Layton, R.A., M.L. Loughry, M.W. Ohland, and H.R. Pomeranz, *Assigning Students to Teams: Scholarship, Practice, and the Team-Maker Software System*, IEEE/ASEE Frontiers in Education Saratoga, NY, October 22, 2008.
44. Ohland, M.W., “Using Research to Inform Recruitment and Retention Efforts in Engineering,” EEC PI meeting, invited workshop February 1-2, 2009. [invited]
45. Ohland, M.W., “Ten things every faculty member should know about Engineering Education Research,” invited talk, University of Notre Dame, South Bend, Indiana, February 18, 2009. [invited]
46. Ohland, M.W., R.A. Long, and R.A. Layton, “Investigating the Critical Mass of Women and Minorities in Engineering using Longitudinal Student Records,” Research on Engineering Education Symposium (REES), Davos, Switzerland, July 7-10, 2008.
47. Lord, Susan M., Michelle Madsen Camacho, Richard A. Layton, Russell A. Long, Matthew W. Ohland, and Mara H. Wasburn, “Framing Persistence: Race and Gender in Undergraduate Engineering,” *American Education Research Association (AERA) 2009 Annual Meeting*, San Diego, CA, April 2009.
48. Min, YoungKyoung, G. Zhang, M.W. Ohland, and T.J. Anderson, “Nonparametric Survival Analysis of Undergraduate Engineering Student Dropout,” *American Educational Research Association 2009 Annual Meeting*.
49. Barry, B.E., and M.W. Ohland, “Applied Ethics in the Engineering, Health, Business, and Law Professions: A Comparison,” *American Educational Research Association 2009 Annual Meeting*.
50. Cardella, M.E., Hoffmann, S.R., Ohland, M.W. & Pawley, A.L. (2009, May). Sustaining sustainable design through ‘normalized sustainability’ in a first-year engineering course. *Mudd Design Workshop VII*.
51. Layton, R.A., M.L. Loughry, M.W. Ohland, H.R. Pomeranz, “Resources for Student Teams: The Team-Maker and CATME systems (and why they work),” Academy of Process Educators Conference, Gaston College, July 9, 2009. [invited]
52. Lord, Susan M., Michelle Madsen Camacho, Richard A. Layton, Russell A. Long, Matthew W. Ohland, and Mara H. Wasburn, “Engineering Communities: A Longitudinal, Comparative Analysis of Persistence among Undergraduate Engineering Students,” *American Sociological Association Annual Meeting*, San Francisco, CA, August 8-11, 2009, 33 pages.
53. Ohland, M.W., “MIDFIELD: Retention, migration, critical mass,” webinar delivered to WEPAN Board of Directors, October 1, 2009. [invited]
54. Ohland, M.W., “Tools for Teams,” invited workshop, Wichita State University, October 30, 2009. [invited]
55. Ohland, M.W., “Teams: creating a community of learning through peer accountability,” November 20, 2009, Clemson University Environmental Engineering and Environmental Science. [invited]
56. Pawley, Alice L., Monica E. Cardella, Stephen R. Hoffmann, Matthew W. Ohland, Abigail R. Jahiel, David F. Radcliffe, Ruth Streveler, Ranjani Rao, “Poster: Assessing Sustainability Knowledge (ASK): Development of a framework to assess engineering undergraduate students’ knowledge of sustainability concepts.” Engineering Education and Centers PI meeting, January 31-February 2, 2010.
57. Ohland, Matthew W., Russell A. Long, Catherine E. Brawner, Sharron E. Frillman, “Poster: The Effect of Academic Policies on the Effectiveness and Efficiency of Achieving Student Outcomes.” Engineering Education and Centers PI meeting, January 31-February 2, 2010.
58. Evangelou, Demetra, Matthew W. Ohland, Russell A. Long, Ida Ngambeki, George D. Ricco, “Poster: Examining the Migratory Patterns of Engineering Students using Social Psychological Theories.” Engineering Education and Centers PI meeting, Jan 31-Feb 2, 2010.
59. Ohland, Matthew W., and Russell A. Long, “Poster: Socioeconomic Factors in Engineering Pathways.” Engineering Education and Centers PI meeting, Jan 31-Feb 2, 2010.
60. Ohland, M.W., “Producing High Quality Educational Research,” Room 144, Thayer Hall, invited talk, United States Military Academy at West Point, Co-Sponsored by the USMA Center for Teaching Excellence and the USMA Center for STEM Education, February 19, 2010. [invited]
61. Long, R.A., M.W. Ohland, C.E. Brawner, M.M. Camacho, R.A. Layton, S.M. Lord, and M.H. Wasburn, “Race, Gender, and Measures of Success in Engineering Education,” Gender and Science, Technology, Engineering and Mathematics (STEM) Research Symposium, February 18-19, 2010, hosted by ADVANCE-Purdue and the Center for Faculty Success.
62. Ohland, M.W., S.M. Lord, C.E. Brawner, M.M. Camacho Walter, R.A. Layton, R.A. Long, “Retention, Migration, and Critical Mass: Conversations with researchers using the MIDFIELD database,” panel presentation at *NAMEPA/WEPAN Conference*, April 12-14, 2010, Baltimore, MD.
63. Ohland, Matthew W., “Thirteen Things All Faculty Should Know About Engineering Education Research,” Center for Engineering Education Research and Assessment, April 16, 2010, Boulder, CO. [invited]
64. Layton, R.A., M.L. Loughry, M.W. Ohland, “The Effective Management of Student Teams Using the CATME/Team-Maker System: Practice Informed by Research,” Capstone Design Conference 2010, June 7-9, 2010: Boulder, CO. [invited]
65. Layton, R.A., M.L. Loughry, M.W. Ohland, “Research Into Practice: Tools for Effective Management of Student Teams,” workshop at *American Society for Engineering Education 2010 Annual Conference*.
66. Layton, R.A., M.L. Loughry, M.W. Ohland, H.R. Pomeranz, “Poster: Effective Management of Student Teams Using the CATME/Team-Maker System,” Interdisciplinary Network for Group Research Conference, Arlington, July 22-24, 2010.
67. Ohland, Matthew W., Lisa G. Bullard, Richard M. Felder, Cynthia J. Finelli, Richard A. Layton, Misty L. Loughry, Hal R. Pomeranz, Douglas G. Schmucker, David J. Woehr, “The Comprehensive Assessment of Team Member Effectiveness: Development of a Behaviorally Anchored Rating Scale for Self and Peer Evaluation,” *Academy of Management 2010 Annual Meeting*.
68. Ohland, Matthew W., and Russell A. Long, “A Logit Model for Studying Engineering Transfer Students,” Creating Pathways for STEM Transfer Student Success, Asheville, NC, September 21, 2010.
69. Long, Russell A., and Matthew W. Ohland, “Defining Pockets of Success for Women and Underrepresented Minorities in Engineering Education,” Session 25, Southern Association for Institutional Research 2010, September 27, 2010 11:00-11:45 a.m.
70. Long, Russell A., and Matthew W. Ohland, “Metrics Matter: Race, Gender and Measures of Success in Engineering Education,” Session 50, Southern Association for Institutional Research 2010, September 27, 2010, 2:00-2:45 p.m.
71. Long, Russell A., and Matthew W. Ohland, “Using Survival Analysis to Better Understand Factors that Determine Student Attrition,” Session 87, Southern Association for Institutional Research 2010, September 28, 2010, 9:15-10:00 a.m.
72. Ohland, Matthew W., “Research Into Practice: Tools for Effective Management of Student Teams,” Institute for Operations Research and Management Science (INFORMS) Teaching Effectiveness Colloquium, Austin, TX, November 5, 2010. [invited]
73. Ohland, M.W., “Measurement bias in the study of persistence of engineering students,” invited talk, November 19, 2010, Clemson University Environmental Engineering and Environmental Science and Virginia Polytechnic Institute and State University by videoconference. [invited]
74. Ohland, Matthew W., Alessio Gaspar, and Cen Li, “Building Teams and Learning Communities,” Workshop W55, Pedagogy Track, 2011 CCLI PI Conference, Session B, January 27, 2011, 3:30-4:45 p.m. [invited]
75. Ohland, Matthew W., Facilitator, University of Colorado College of Engineering and Applied Science, Fifth Engineering Education Retreat, February 4-5, 2011.
76. Pawley, Alice L., Monica E. Cardella, Stephen R. Hoffmann, Matthew W. Ohland, Abigail R. Jahiel, David F. Radcliffe, Ruth Streveler, Ranjani Rao, “Poster: Assessing Sustainability Knowledge (ASK): Development of a framework to assess engineering undergraduate students’ knowledge of sustainability concepts.” Engineering Education and Centers PI meeting, March 13-15, 2011.
77. Ohland, Matthew W., Russell A. Long, Catherine E. Brawner, “Poster: A Comparative Study of Engineering Matriculation Practices.” Engineering Education and Centers PI meeting, March 13-15, 2011.
78. Ohland, Matthew W., Russell A. Long, Catherine E. Brawner, “Poster: The Effect of Academic Policies on the Effectiveness and Efficiency of Achieving Student Outcomes.” Engineering Education and Centers PI meeting, March 13-15, 2011.
79. Evangelou, Demetra, Matthew W. Ohland, Russell A. Long, Ida Ngambeki, George D. Ricco, and Marisa K. Orr, “Poster: Examining the Migratory Patterns of Engineering Students using Social Psychological Theories.” Engineering Education and Centers PI meeting, March 13-15, 2011.
80. Ohland, Matthew W., Marisa K. Orr, Russell A. Long, Nichole Ramirez, Valerie Lundy-Wagner, and Cindy P. Veenstra, “Poster: Socioeconomic Factors in Engineering Pathways.” Engineering Education and Centers PI meeting, March 13-15, 2011.
81. Long, Russell A., and Matthew W. Ohland, “NSF’s New Data Management Policy: A Conversation for Engineering Education Research,” at NSF Engineering Education and Centers PI meeting, March 14, 2011, 9:45-10:45 a.m. and 2:45-4:15 p.m. [unable to attend, presented by Russell Long] [invited]
82. Ohland, Matthew W., “Team Formation: Alternative Methods for Assigning Students to Teams,” in “Applying Science to Improve the Teaching of Teamwork in Classrooms,” a Symposium Chaired by Rebecca Lyons and Ron Piccolo, Society for Industrial and Organizational Psychology (SIOP) Annual Meeting, Chicago, IL, April 14, 2011.
83. Ferguson, Daniel M., and Matthew W. Ohland, “What is Engineering Innovativeness?” *Mudd Design Workshop VIII*, May 2011.
84. Brawner, Catherine E., Michelle Camacho Walter, Richard A. Layton, Russell A. Long, Susan M. Lord, and Matthew W. Ohland, “MIDFIELD Researchers Discuss Pockets of Success for Women,” Panel discussion, Women in Engineering Division, *American Society for Engineering Education 2011 Annual Conference*.
85. Layton, R.A., and M.W. Ohland, “Effective management of student teams using the CATME system: Practice informed by research,” workshop at *How to Engineer Engineering Education*, Bucknell University, July 21, 2011.
86. Ohland, Matthew W., Misty L. Loughry, “Assigning Students to Teams,” in “Team-Based Learning and Peer Evaluation in Management Education: Issues, Challenges, and Solutions,” a Symposium at the Academy of Management Annual Conference, San Antonio, TX, August 16, 2011.
87. Ohland, M.W., multi-day faculty development workshop and seminar series, including “Active and Cooperative Learning and Why They Are Important,” “Designing Active and Cooperative Learning Experiences,” “Managing Student Teams: Team Formation and Peer Evaluation,” “Managing Student Teams: Diagnosing and Remediating Team Issues,” “Success and Attrition of Engineering Students,” “Undergraduate Research – Benefits and Approaches,” King Fahd University of Petroleum and Mining, Dammam, Saudi Arabia, September 5-7, 2011. [invited]
88. Ohland, Matthew W., and Daniel M. Ferguson, “Ensuring the Success of Student Teams,” Center for Instructional Excellence, Purdue University, November 2, 2011.
89. Ohland, M.W., “Classroom Management and Knowing Your Students,” Purdue University Engineering Education. Teaching Undergraduates for Learning Investment Program (TULIP), November 3, 2011.
90. Brawner, C. E., Layton, R. A., Ohland, M. W., Long, R. A., Lord, S. M. and Camacho, M. M., “How Data Displays Can Show Pockets of Success for Women in Engineering.” Invited presentation to the Research Triangle Park Evaluators Quarterly Meeting, Research Triangle Park, NC, November 18, 2011.
91. Ohland, Matthew W., “Improving Student Teams without Increasing Instructor Work,” workshop for Chemical Engineering faculty, Purdue University, December 8, 2011.
92. Ohland, Matthew W., Discussion of “Trajectories of Electrical Engineering and Computer Engineering Students by Race and Gender,” ECE Instructional Innovation Group, December 16, 2011.
93. Ohland, Matthew W., and Daniel M. Ferguson, “Improving Management and Monitoring of Student Teams,” Krannert School of Management, Purdue University, January 5, 2012.
94. Ohland, Matthew W., “How institution policy, curricular structure and program culture affect students.” In Symposium “Connecting Education and Research on Retention in Engineering,” Organizers Suzanne G. Brainard, Elizabeth Litzler, and AAAS 2012, Vancouver, BC, Canada, February 17-20, 2012. [invited]
95. Ohland, M.W., D. Scherer, A. VanEpps, “Disseminating your work: What you need to know about publishing,” talk and panel discussion, sponsored by the Purdue University Student Chapter of the American Society for Engineering Education (ASEE), March 1, 2012.
96. Pawley, Alice L., Stephen R. Hoffmann, Matthew W. Ohland, Monica E. Cardella, Ranjani Rao, “Poster: Assessing Sustainability Knowledge (ASK): Gateway Concepts to Drive Sustainability Content Exploration.” Engineering Education and Centers PI meeting, March 5-6, 2012.
97. Ohland, Matthew W., Catherine E. Brawner, Marisa K. Orr, and Russell A. Long, “Poster: A Comparative Study of Engineering Matriculation Practices.” Engineering Education and Centers PI meeting, March 5-6, 2012.
98. Ohland, Matthew W., V. Lundy-Wagner, Marisa K. Orr, and Russell A. Long, Cynthia J. Veenstra, Nichole Ramirez, Xingyu Chen, “Poster: Socioeconomic Factors in Engineering Pathways.” Engineering Education and Centers PI meeting, March 5-6, 2012.
99. Lord, Susan M., Matthew W. Ohland, Russell A. Long, and Richard A. Layton, “Poster: Understanding Diverse Pathways: Disciplinary Trajectories of Engineering Students.” Engineering Education and Centers PI meeting, March 5-6, 2012.
100. Evangelou, Demetra, Matthew W. Ohland, Russell A. Long, Ida Ngambeki, George D. Ricco, and Marisa K. Orr, “Poster: Examining the Migratory Patterns of Engineering Students using Social Psychological Theories.” Engineering Education and Centers PI meeting, March 5-6, 2012.
101. Ohland, Matthew W., “Getting Started with Team-Based Learning,” IMPACT Faculty Develfergusonopment Program, March 20, 2012.
102. Ohland, Matthew W., “Getting Started with Team-Based Learning,” IMPACT Faculty Development Program, March 22, 2012.
103. Ohland, M.W., “Improving Classroom Collaboration,” Physics Education Research Seminar, April 27, 2012.
104. Ohland, M.W., multi-day faculty development workshop and seminar series, including “Student-Centered Active Learning Environments: Design and Implementation” and “Learning and Communication through Graphs,” King Fahd University of Petroleum and Mining, Dammam, Saudi Arabia, April 30-May 2, 2012. [invited]
105. Jablokow, K.W., D.M. Ferguson, and M.W. Ohland, “Identifying Factors Enabling Engineering Innovativeness,” Special session at the 2012 American Society of Engineering Education Annual Conference, San Antonio, TX, June 2012.
106. Loughry, M.L., M.W. Ohland, D.J. Woehr, R.A. Layton, W.L. Bedwell, R. Lyons, “Effective Management of Student Teams Using the CATME System: Practice Informed by Research,” Professional Development Workshop at Academy of Management August 2012, Boston MA.
107. Meyers, K.L., H. Matusovich, M.W. Ohland, “First-Year Engineering Programs,” First-Year Engineering Experience Conference, August 9, 2012.
108. Ohland, M.W., Keynote Address at the First-Year Engineering Experience Conference, August 10, 2012.
109. Ohland, M.W., “CATME and Team-Maker software for managing student teams,” Management Distinguished Lecture, UNC Charlotte, September 28, 2012.
110. Layton, R.A., M.W. Ohland, M.L. Loughry, H.R. Pomeranz, “Training students to become better raters: Raising the quality of self- and peer-evaluations using a new feature of the CATME system,” *Proc. 2012 IEEE/ASEE Frontiers in Education Conference*, Seattle, WA, October 3-6, 2012.
111. Ohland, M.W., “Students in Teams,” talk at Science and Engineering Teaching Lunch, hosted by the Center for Teaching and Learning, Stanford University, October 11, 2012.
112. Ohland, M.W., “Considering Motivation in Instructional Design,” keynote lecture at the 2nd Annual ASEE Engineering Education Colloquium, sponsored by the student chapter of the American Society for Engineering Education, Stanford University, October 12, 2012.
113. Ohland, M.W., “How Institutional Policy, Curricular Structure and Program Culture Affect Engineering (and Other) Students”, Learning and Teaching Education Research Centre, Central Queensland University, 3:00 pm, November 8, 2012.
114. Ohland, M.W., “Writing Grant Proposals”, workshop for the School of Engineering and the Built Environment, Central Queensland University, 9:00 am, November 15, 2012.
115. Ohland, M.W., “Poster: SMARTER Teamwork: System for the Management, Assessment, Research, Training, Education, and Remediation of Teamwork”, TUES/CCLI PI Conference Pre-Conference Poster Session in NSF Atrium. Sponsored by AAAS, and NSF (EHR), January 23, 2013, Arlington, VA.
116. Ohland, M.W., “Poster: SMARTER Teamwork: System for the Management, Assessment, Research, Training, Education, and Remediation of Teamwork”, TUES/CCLI PI Conference. Sponsored by AAAS, and NSF (EHR), January 23-25, 2013, Washington, DC.
117. Ohland, M.W., C.E. Brawner, F.C. Mobley, and R.A. Long, “A Mixed-method Approach to Characterizing the Experience of Transfer Students in Engineering”, National Institute for the Study of Transfer Students Annual Meeting, Frisco, TX, January 31, 2013.
118. Ohland, M.W., “Developing, Studying, and Sharing a Longitudinal Database of Student Educational Records”, Engineering Education Seminar Series, Purdue University, February 14, 2013.
119. Ohland, M.W., C.A. Mobley, C. Cosentino, C.E. Brawner, M. Sullivan, R.A. Long, M.K. Orr, and R.A. Layton, “Poster: Characterizing and Modeling the Experience of Transfer Students in Engineering.” NSF STEP Grantees Meeting, March 13-15, 2013, Washington DC.
120. Ohland, M.W., “Developing Multi-Institutional Research Efforts,” in panel “Multi-Institution Research Best Practices”, 2013 American Society of Engineering Education Annual Conference, Student Division, Atlanta, GA, June 2013.
121. Meyers, K.L., H. Matusovich, M.W. Ohland, “Addressing Key Issues Relating to the Execution of First-Year Engineering Programs,” workshop at the 2013 American Society of Engineering Education Annual Conference, First-Year Programs Division, Atlanta, GA, June 2013.
122. Ohland, M.W., multi-day faculty development workshop, including “Creating a Syllabus,” “Writing Learning Objectives,” “Teaching and Learning Styles,” “Motivation and the College Classroom,” “Active and cooperative learning and why they are important,” “Managing Student Teams: Team Formation and Peer Evaluation,” “Managing Student Teams: Diagnosing and Remediating Team Issues,” Jawaharlal Nehru Technological University Kakinada, at Kakinada campus and repeated at Vizianagaram campus, Andhra Pradesh, India, July 13-17, 2013. Sponsored by the India-US Collaboration for Engineering Education. [invited]
123. Salzman, N.B, and M.W. Ohland, “Extended Abstract - Precollege Engineering Participation among First-Year Engineering Students,” First-Year Engineering Experience Conference, August 8-9, 2013, Pittsburgh, PA.
124. Loughry, M.W., D.J. Woehr, and M.W. Ohland, “Assessing Teamwork Skills for Assurance of Learning Using CATME Team Tools”, *Academy of Management Annual Meeting*, Management Education Division, August 2013.
125. Meyers, K.L., M.W. Ohland, K. Reid, Focus Workshop: First-Year Engineering Programs, First-Year Engineering Education, First-Year Engineering Experience Conference, August 8-9, 2013, Pittsburgh, PA. [invited]
126. Ohland, M.W., “Teaching Assistant Responsibilities: Supporting Learning Processes,” Teaching Assistant Orientation, Center for Instructional Excellence, August 14, 2013.
127. Ohland, Matthew W., Ramirez, Nichole, Salzman, Noah B., Chen, Xingyu, and Long, Russell A., “The Impact of Socioeconomic Status on Access and Persistence in Engineering”, ICASN: Indiana College and Success Network. Reconstructing Success Through the Pipeline - Identifying Leaks and Creating Solutions, Indiana University-Purdue University Indianapolis, September 20, 2013.
128. Ohland, M.W., and D.M. Ferguson, “CATME Demonstration and Discussion,” representatives of Pearson, October 28, 2013.
129. Ohland, Matthew W., “Tools for Managing Student Teams: The Team-Maker and CATME Systems (and why they work)”, Frontiers of Engineering Education - Educational Innovation Seminar Series, Worcester Polytechnic Institute, November 6, 2013.
130. Bohrson, W., Casale, L., and Ohland, M. Promoting Diversity in STEM Students. Webinar offered through STEM Central. January 28, 2014, 1:00 PM - 2:00 PM EST.
131. Mobley, F. Catherine, Brawner, Catherine E., Orr, Marisa K., Long, Russell A., and Ohland, Matthew W., “STEM Transfer Pathways: Transfer Student Capital, Parental Education and Transfer Shock”, National Institute for the Study of Transfer Students 2014 Conference, February 5-7, 2014, Atlanta, GA.
132. Chen, Xingyu, Orr, Marisa K., Brawner, Catherine E., and Ohland, Matthew W., “Concurrent Research, A Taxonomy of Engineering Matriculation Practices and Introductory Engineering Courses”, poster at the 33rd annual Conference on the First-Year Experience, San Diego, CA, February 15-18, 2014.
133. Senkpeil, Ryan, Ferguson, Daniel, and Ohland, Matthew, “Analyzing Peer Assessment Student Reactions in a First Year Engineering Course,” American Society for Engineering Education Illinois-Indiana Section Conference, Rose-Hulman Institute of Technology, Terre Haute, IN, March 8, 2014.
134. Ohland, Matthew, “Tools for managing student teams: The Team-Maker and CATME Systems (and why they work),” Research and Scholarship in Engineering Education Symposium, University of Michigan, March 17, 2014.
135. Ohland, Matthew, “Student persistence, performance and disciplinary pathways: The effects of race, class, gender, institution, and discipline,” Research and Scholarship in Engineering Education Symposium, University of Michigan, March 17, 2014.
136. Ohland, Matthew W., Layton, Richard A., and Loughry, Misty L., “Tools for Managing Student Teams: The Team-Maker and CATME Systems (and Why They Work),” invited workshop at The Teaching Professor Conference, Boston, MA, May 30, 2014.
137. Layton, Richard A., Loughry, Misty L., and Ohland, Matthew W., “Using CATME to Assign Students to Capstone Teams,” at the Capstone Design Conference, June 3, 2014.
138. Ohland, Matthew W., and Salzman, Noah B., “Supporting Student Motivation in the Classroom and the Curriculum,” invited workshop for visiting delegation from King Fahd University of Petroleum and Minerals, June 10, 2014.
139. Lord, Susan M., and Ohland, Matthew W., “Student Demographics and Outcomes in Electrical and Computer Engineering,” panel presentation at *2014 American Society of Engineering Education Annual Conference*, Indianapolis, IN, June 2014. Moderated by Diane T. Rover.
140. Ohland, M.W. Student persistence, performance, and pathways: The effects of race, class, gender, institution, and discipline. Invited seminar, Charles Sturt University, Australia. August 7, 2014.
141. Brawner, C.E., Ohland, M.W., Orr, M.K., and Chen, X. A Comparative Study of Engineering Matriculation Practices. NSF EEC Grantees Meeting, Arlington, Virginia. September 29-30, 2014.
142. Salzman, N.B., Ohland, M.W., and Cardella, M.E. Measuring the Effects of Precollege Engineering Experiences. NSF EEC Grantees Meeting, Arlington, Virginia. September 29-30, 2014.
143. Lord, S.M., Ohland, M.W., and Layton, R.A. Understanding Diverse Pathways: Disciplinary Trajectories of Engineering Students. NSF EEC Grantees Meeting, Arlington, Virginia. September 29-30, 2014.
144. Jablokow, K.W., Purzer, S., Ohland, M.W., and Ferguson, D.M. Identifying and Assessing Key Factors of Engineering Innovativeness. NSF EEC Grantees Meeting, Arlington, Virginia. September 29-30, 2014.
145. Main, J.B., Ohland, M.W., Ramirez, N.M., Fletcher, T.L., and Davis, J. Access to Cooperative Education Programs and the Academic and Employment Returns by Race, Gender, and Discipline. NSF EEC Grantees Meeting, Arlington, Virginia. September 29-30, 2014.
146. Ohland, M.W., Long, R.A., and McNeil, J. Nontraditional Student Access and Success in Engineering. NSF EEC Grantees Meeting, Arlington, Virginia. September 29-30, 2014.
147. Panel Discussion with Education Researchers, Developing student team skills, Purdue Engineering Advisory Council, October 10, 2014.
148. Froyd, Jeffrey E., Burton Dicht, Euan D. Lindsay, Susan M. Lord, Matthew W. Ohland, and Kishore Prahallad, “Special Session: Potential Futures for Engineering Education through Scenario Planning,” workshop at *Proc. 2014 IEEE/ASEE Frontiers in Education Conference*, Madrid, Spain, October 22-25, 2014.
149. Ohland, M.W. Tools for Managing Student Teams: The Team-Maker and CATME Systems (and why they work). Invited seminar, University of Massachusetts Amherst. November 7, 2014.
150. Ohland, M.W. The Effects of Race, Class, Gender, Institution, and Discipline in Engineering Education. Invited, inaugural seminar in Engineering Education Research Seminar Series, University of Massachusetts Amherst. November 7, 2014.
151. Ohland, M.W., and Ferguson, D.M. Tools for Managing Student Teams: The Team-Maker and CATME Systems. Tech Tuesdays workshop, Information Technology at Purdue, Purdue University, November 18, 2014.
152. Ohland, M.W., and Lord, S.M. MIDFIELD: The Multiple-Institution Database for Investigating Engineering Longitudinal Development—Results and a Plan for Data Sharing. Invited talk, National Science Foundation, January 7, 2015.
153. Ohland, M.W. Why (and How) We Need to Teach (and Evaluate) Teamwork Skills. Invited workshop, Western Kentucky University. January 30, 2015.
154. Ohland, M.W. Managing Dysfunctional Student Teams. Invited workshop, Western Kentucky University. January 30, 2015.
155. Ohland, M.W. Tools for Managing Student Teams: The Team-Maker and CATME Systems (and why they work). Invited workshop, Syracuse University. April 10, 2015.
156. Ohland, M.W. Managing Student Teams: Diagnosing and Remediating Team Dysfunction. Invited workshop, Syracuse University. April 10, 2015.
157. Ohland, M.W. The Effects of Race, Class, Gender, Institution, and Discipline in Engineering Education. Invited seminar, Syracuse University. April 10, 2015.
158. Ohland, M.W., & DeBoer, J. Pedagogy supporting MOOCs. Invited talk, as part of workshop on Developing the Scholarship of Teaching and Learning through MOOCs. University of Johannesburg, April 15, 2015.
159. Ohland, M.W. Student persistence, performance, and pathways: The effects of race, class, gender, institution, and discipline. Invited presentation, 11° Congreso Internacional de Ingeniería (11th International Congress on Engineering Education), Querétaro, Mexico. May 11-15, 2015.
160. Ohland, M.W., Loughry, M.L., Layton, R.A., Woehr, D.W., and Ferguson, D.M. Optimizing Student Team Skill Development using Evidence-Based Strategies *Industrial and Systems Engineering Research Sessions at the Institute of Industrial Engineering Annual Conference & Exposition 2015*, Nashville, TN, May 30 – June 2, 2015.
161. Pilotte, M., Orr, M.K., Lord, S.M, Ohland, M.W., Layton, R.A. Industrial Engineering - Uncovering unique student pathways and gender diversity. *Industrial and Systems Engineering Research Sessions at the Institute of Industrial Engineering Annual Conference & Exposition 2015*, Nashville, TN, May 30 – June 2, 2015.
162. Layton, R.A., and Ohland, M.W. Communicating data visually: A workshop to extend your graphical repertoire. Workshop at 2015 ASEE Annual Conference, Seattle, WA, June 14-17, 2015.
163. Lord, S.M., Ohland, M.W., Layton, R.A., Pilotte, M., and Orr, M.K. Student Demographics and Outcomes in Industrial Engineering. Panel at 2015 ASEE Annual Conference, Seattle, WA, June 14-17, 2015.
164. Lord, S.M., Brawner, C.E., Layton, R.A., and Ohland, M.W. Student Demographics and Outcomes in Chemical Engineering. Panel at 2015 ASEE Annual Conference, Seattle, WA, June 14-17, 2015.
165. Orr, M.K., Lord, S.M., Layton, R.A., and Ohland, M.W. Attracting, Developing and Retaining Diverse Talent in Mechanical Engineering. Panel at 2015 ASEE Annual Conference, Seattle, WA, June 14-17, 2015.
166. Ferguson, D.M., Purzer, S., Jablokow, K.W., Ohland, M.W., and Menold, J. (2015). A Modified Delphi Study Ranking Characteristics of Engineering Innovators in the Phases of the Innovation Process. Research in Engineering Education Symposium 2015, Dublin, Ireland, July 13-15, 2015.
167. Lord, S.M., Layton, R.A., and Ohland, M.W. (abstract accepted). Disciplinary Comparisons of Stickiness of Engineering Students in the USA. Research in Engineering Education Symposium 2015, Dublin, Ireland, July 13-15, 2015.
168. Ohland, M.W. Invited speaker (one of three), special session, Research on Teamwork, American Association of Physics Teachers (AAPT) summer 2015 meeting, July 25-29, 2015, University of Maryland, College Park, MD.
169. Ohland, M.W. Learning your students names and other ways to communicate caring. Presentation as part of Teaching Academy Day, September 29, 2015.
170. Ohland, M.W. “The spectrum of research in Purdue’s School of Engineering Education,” “INSPIRE Research Institute for Pre-College Engineering,” and “From Classroom Impact to Research Tool: CATME Team Tools.” Presentation to G8 delegation of Rectors from universities in Colombia. October 9, 2015.
171. Ohland, M.W. one of three panelists discussing Team Learning and Teaming Research Methods, American Society for Engineering Education Purdue University Student Chapter, October 15, 2015.
172. Ohland, M.W. Tools for Managing Student Teams: The Team-Maker and CATME Systems (and why they work). Invited workshop, South Dakota School of Mines and Technology, November 23, 2015.
173. Ohland, M.W. Managing Student Teams: Diagnosing and Remediating Team Dysfunction. Invited workshop, South Dakota School of Mines and Technology, November 23, 2015.
174. Ohland, M.W. The Effects of Race, Class, Gender, Institution, and Discipline in Engineering Education. Invited seminar, South Dakota School of Mines and Technology, November 23, 2015.
175. Ohland, M.W. invited panelist on “Optimizing student team skill development using evidence-based strategies and SMARTER Teamwork”. Symposium on Assessing Hard-to-Measure Cognitive, Intrapersonal and Interpersonal Competencies. National Academies Board on Science Education, Washington, DC. December 16, 2015.
176. Lord, S.M., Ohland, M.W., & Prince, M. (2016, January 6-8). National Effective Teaching Institute (NETI 1-A). San Diego, CA.
177. Ohland, M.W. Optimizing Student Team Skill Development using Evidence-Based Strategies. AAAS Symposium, “Envisioning the Future of Undergraduate STEM Education: Research and Practice,” Washington, DC. April 27-29, 2016.
178. Lord, S.M., Ohland, M.W., & Prince, M. (2016, May 31-June 1). National Effective Teaching Institute, Advanced (NETI 2). Washington, DC.
179. Lord, S.M., Ohland, M.W., & Prince, M. (2016, June 11-13). National Effective Teaching Institute (NETI 1-B). Seattle, WA.
180. Lord, S.M., and Ohland, M.W. Exploring and learning from longitudinal student unit-record data. Interactive session at American Society for Engineering Education 2016 Annual Conference. New Orleans, LA, June 26, 2016.
181. Ohland, M.W. (2016, August 31). Forming and managing student teams. Agricultural & Biological Engineering faculty meeting, Purdue University.
182. Ohland, M.W. (2016, September 14). Managing student teams. Purdue Engineering Undergraduate Advisory Council, Purdue University.
183. Ohland, M.W. (2016, September 24). Managing student teams: CATME SMARTER Team Tools. Industrial Engineering and Operations Management Conference, Detroit, MI.
184. Ohland, M.W. (2016, September 26). Developing, Studying, and Sharing a Longitudinal Database of Student Educational Records. invited presentation at ASEE Midwest Section Conference, Manhattan, KS.
185. Ohland, M.W. (2016, October 6). Forming and managing student teams. Invited keynote webinar in Pearson’s *Learning Makes Us* webinar series.
186. Ohland, M.W., Brawner, C.E., Layton, R.A., Long, R.A., Lord, S.M., & Orr, M.K. (2016, October 12-15). Making the Multiple Institution Database for Investigating Engineering Longitudinal Development (MIDFIELD) more accessible to researchers. Special session at *Proc. 2016 IEEE/ASEE Frontiers in Education Conference*, Erie, PA.
187. Ohland, M.W. (2016, November 1). The effects of race, class, gender, institution, and discipline in engineering education. Invited talk in the Ohanian Lecture Series, University of Florida.
188. Loughry, M. L., Ohland, M. W., Ferguson, D. M., & Woehr, D. J. (2016, November 9-13). Managing teams using the CATME system: Practice informed by research. Workshop to be presented at the *41st Annual POD Conference* (Professional and Organizational Development Network in Higher Education), Louisville, KY.
189. Ohland, M.W. (2016, November 16). Forming and managing student teams. Electrical Engineering Instructional Innovation Group, Purdue University.
190. Lord, S.M., Ohland, M.W., & Prince, M. (2017, January 7-9). National Effective Teaching Institute (NETI 1-A). San Diego, CA.
191. Ohland, M.W. (2017, January 10). Forming, teaching, and managing student teams. University of San Diego.
192. Ohland, M.W. (2017, March 10). Tools for Managing Student Teams: The Team-Maker and CATME Systems (and why they work). KU-C21 course redesign consortium. University of Kansas.
193. Ohland, M.W. (2017, March 10). Managing dysfunctional student teams. KU-C21 course redesign consortium. University of Kansas.
194. Woehr, D.J., & Ohland, M.W. (2017, March 21). Managing teams using the CATME system: Practice informed by research. NEOMA Business School, Reims, France.
195. Woehr, D.J., Ohland, M.W., Loughry, M.L., Loignon, A. (2017, March 23). Poster: Facilitating and assessing teamwork skills in psychology education, International Convention on Psychological Sciences, Vienna, Austria.
196. Ohland, M.W. (2017, April 19). Creating and managing student teams. Electrical Engineering Instructional Innovation Group, Purdue University.
197. Ohland, M.W. (2017, April 21). Creating and managing effective student teams. Scholarship of Teaching and Learning Community, Center for Innovative Teaching and Learning, Indiana University.
198. Lord, S.M., Ohland, M.W., & Prince, M. (2017, May 21-23). National Effective Teaching Institute (NETI 1-B). Philadelphia, PA.
199. Lord, S.M., Ohland, M.W., & Prince, M. (2017, June 23-24). National Effective Teaching Institute, Advanced (NETI 2). Columbus, OH.
200. Salzman, N., & Ohland, M.W. (2017, August 6-8). Building alignment between pre-college and first-year engineering programs. Workshop at *First-Year Engineering Education Conference*. Boca Raton, FL.
201. Ohland, M.W. (2017, August 16). Creating and managing student teams. Entrepreneurship Certificate Faculty, Purdue University.
202. Ohland, M.W. (2017, September 16). Team management skills for transportation professionals. Midwest/Great Lakes Student Leadership Summit, Purdue University.
203. Ohland, M.W. (2017, October 6). Forming and managing engineering teams. Chemical Engineering Seminar, University of Pittsburgh.
204. Ohland, M.W. (2017, October 6). Forming and managing student teams. Engineering Education Research Center, University of Pittsburgh.
205. Lord, S.M., Ohland, M.W., Long, R.A., Orr, M.K., Brawner, C.E., & Layton, R.A. (2017, October 18-21). Engaging with the Multiple Institution Database for Investigating Engineering Longitudinal Development (MIDFIELD): A special session. *Proc. 2017 IEEE/ASEE Frontiers in Education Conference*, Indianapolis, IN.
206. Ohland, M.W. (2017, November 29). Forming and managing student teams. Rochester Institute of Technology Center for Advancing STEM Teaching, Learning & Evaluation.
207. Lord, S.M., Ohland, M.W., & Prince, M. (2018, January 3-5). National Effective Teaching Institute (NETI 1-A). San Diego, CA.
208. Ohland, M.W. (2018, January 18-19). Principles and criteria for forming teams; The CATME model of teamwork and the CATME peer evaluation instrument; Principles of conducting peer evaluations that are accurate; Feedback from peer evaluations; Managing team dysfunction; Using data from CATME and Team-Maker holistically to document student outcomes; Opportunities for research and Scholarship of Teaching and Learning using CATME data. University of Mississippi Center for Excellence in Teaching and Learning.
209. Murch, O., Cao, Y., Ferguson, D.M., & Ohland, M.W. (2018, April). Poster: Examining the effect of peer-to-peer written comments on the quality of teamwork peer evaluations. *Proc. Amer. Soc. Eng. Ed. Regional Conference*, West Lafayette, IN.
210. Ohland, M.W. (2018, April 9). Educating the Engineer of 2020: Best Practices. Panelist at the ASEE Engineering Deans Institute. https://www.asee.org/documents/conferences/edi/2018/2018-EDI-Program-(tentative).pdf.
211. Shu, E., Collins, A., Cao, Y., [Napiorkowski](https://www.asee.org/public/conferences/106/papers/23716/authors/61670), J., Ferguson, D.M., & Ohland, M.W. (2018, June). Poster: Examining the effect of a game-like tool on the quality of student peer evaluations. *Proc. Amer. Soc. Eng. Ed. Regional Conference*, West Lafayette, IN.
212. Ohland, M.W. (2018, June). Forming and Managing Teams: A Review of the Research. *Innovations in Engineering Education*, Higher Colleges of Technology, Abu Dhabi. Conference keynote, http://www.aset.hct.ac.ae/innovations-in-engineering-education/keynote-speaker/
213. Ohland, M.W. (2018, July 6). Forming and Managing Student Teams. Purdue CISTAR Research Experiences for Teachers
214. Lord, S.M., Ohland, M.W., & Prince, M. (2018, June 21-23). Advanced National Effective Teaching Institute (NETI 2). Salt Lake City, UT.
215. Layton, R.A., Long, R.A., Ohland, M.W., Ramirez, N. (2018, July 11). midfieldr: Data, methods, & metrics for studying student persistence. useR! 2018, Brisbane, QLD, Australia.
216. Ohland, M.W. (2018, July 17). Working in teams. Workshop, TED talk, and Panel presentation/discussion at International Conference on Transformations in Engineering Education, SRM University, Amaravati, Andhra Pradhesh, India. [Invited by Indo Universal Collaboration for Engineering Education].
217. Ohland, M.W. (2018, July 17). Working in teams. TED talk at Indo Universal Collaboration for Engineering Education Leadership Summit, Calangute, Goa, India.
218. Lord, S.M., Ohland, M.W., & Prince, M. (2018, August 1-3). National Effective Teaching Institute (NETI-1B). Philadelphia, PA.
219. Layton, R.A., Long, R.A., Lord, S.M., Ohland, M.W., Orr, M.K., Ramirez, N.R. (2018, October 4). Making MIDFIELD more accessible: A workshop for R beginners. Frontiers In Education, San Jose, CA.
220. Lord, S.M., Ohland, M.W., & Prince, M. (2019, January 3-5). National Effective Teaching Institute (NETI-1A). San Diego, CA.
221. Lord, S.M., & Ohland, M.W. (2019, May 28-29). National Effective Teaching Institute (NETI-1S). Hosted by Fresno State University. Fresno, CA.
222. Woehr, D., Clayton, E., & Williams, C., Loughry, M., & Ohland, M. (2019, June 1). *Does team diversity affect team process outcomes?* European Association of Work and Organizational Psychology (EAWOP), Turin, Italy.
223. Lord, S.M., Orr, M.K., Layton, R.A., Long, R.A., & Ohland, M.W. (2019, June 3-4). MIDFIELD Institute 2019. West Lafayette, IN.
224. Lord, S.M., Ohland, M.W., & Prince, M. (2019, June 13-14). Advanced National Effective Teaching Institute (NETI-2). Tampa, FL.
225. Ohland, M.W., (2019, June 25). Panelist, Practical Tips for Multi-Institutional Research Partnerships, Joyce Main, American Society for Engineering Education 2019, Tampa, FL.
226. Ohland, M.W. (2019, June 28). Forming and Managing Student Teams. Purdue CISTAR Research Experiences for Teachers.
227. Lord, S.M., & Ohland, M.W. (2019, August 20-21). National Effective Teaching Institute (NETI-1W). Hosted by University of Wisconsin – Platteville, WI.
228. Ohland, M.W. (2019, September 27). Managing and improving student team experiences. International Conference on Information Technology Based Higher Education and Training. Magdeburg, Germany. Invited talk.
229. Layton, R.A., Long, R.A., Lord, S.M., Ohland, M.W., Orr, M.K., Ramirez, N.R. (2019, October 16). Accessing MIDFIELD: A workshop for R beginners. Frontiers In Education, Cincinnati, OH.
230. Wei, S., Ferguson, D.M., Ohland, M.W., Beigpourian, B., & Zhou, C. (2019, October 23-25). Longitudinal Effects of Team-Based Training on Students’ Peer Rating Quality. 4th North American International Conference on Industrial Engineering and Operations Management (IEOM), Toronto, Canada.
231. Beigpourian, B., Ferguson, D.M., Ohland, M.W., & Wei, S. (2019, October 23-25). Cohesiveness in engineering student teams: Effect of gender, race, year of study, GPA, previous course grade and some prerequisite knowledge. 4th North American International Conference on Industrial Engineering and Operations Management (IEOM), Toronto, Canada.
232. Ohland, M.W. (2019, November 13). We value what we measure: Exploring data quality and the challenges of working with pre-existing data structures. Florida International University, School of Universal Computing, Construction, and Engineering Education.
233. Ohland, M.W. (2019, December 3). CATME workshop and Q&A session. Monash University, Melbourne, VIC, Australia.
234. Ohland, M.W. (2019, December 4). Lessons from longitudinal student data
in engineering education research. University of Technology Sydney.
235. Ohland, M.W. (2019, December 6). Forming and Managing Student Teams. Wellington Institute of Technology and Massey University, Wellington, New Zealand.
236. Ferguson, D.M., Beigpourian, B., & Ohland, M.W. (2019, December 10). Raising the quality of self-and peer evaluations using tools of the CATME system. Australasian Association for Engineering Education, Brisbane, NSW, Australia.
237. Ohland, M.W. (2019, December 13). Forming and Managing Student Teams. The Ohio State University, Columbus, OH.
238. Lord, S.M., Ohland, M.W., & Prince, M. (2020, January 3-5). National Effective Teaching Institute (NETI-1A). San Diego, CA.
239. Ohland, M.W. (2020, January 21). Forming and Managing Student Teams. The College of New Jersey.
240. Ohland, M.W. (2020, May 23). Managing and improving student team experiences. International Conference on Distance Education and Learning 2020 & International Conference on Education Research and Policy 2020. Beijing, China. Invited talk given virtually because of pandemic.
241. Lord, S.M., Ohland, M.W., & Prince, M. (2020, June 4-5). National Effective Teaching Institute—Online (NETI-3 Alpha). Virtual workshop.
242. Lord, S.M., Ohland, M.W., & Prince, M. (2020, June 11-12). National Effective Teaching Institute—Online (NETI-3 Beta). Virtual workshop.
243. Ohland, M.W. (2020, June 23). Faculty advancement panel. Sponsored by the Engineering Management and Faculty Development Divisions. American Society for Engineering Education Annual Meeting, conference held virtually due to COVID-19 pandemic.
244. Lord, S.M., Ohland, M.W., & Prince, M. (2020, June 20). National Effective Teaching Institute—Online (NETI-3). Virtual workshop.
245. Ohland, M.W. (2020, June 23). Interpreting and acting on peer evaluations. American Society for Engineering Education. Rescheduled as a virtual conference.
246. Lord, S.M., Ohland, M.W., & Prince, M. (2020, July 23-24). National Effective Teaching Institute—Online (NETI-3B). Virtual workshop.
247. Brewer, P.E., Nathans-Kelly, T., Ohland, M.W., Serrano, V. (2020, July 29). Managing Remote Student Teams. Webinar as part of Effective Remote Instruction: Reimagining the Engineering Student Experience. IEEE Educational Activities and IEEE Education Society. Invited. Webinar had 994 attendees with more viewing on demand.
248. Lord, S.M., Ohland, M.W., & Prince, M. (2020, July 30-31). National Effective Teaching Institute—Online (NETI-3C). Virtual workshop.
249. Lord, S.M., Ohland, M.W., & Prince, M. (2020, August 10-11). National Effective Teaching Institute—Online (NETI-3D). Virtual workshop.
250. Ohland, M.W. (2020, August 21). Forming and managing engineering student teams. Online Workshop on Engineering Education Research (EER) Presented by the University of Glasgow and UK and Ireland Education Society Chapter as part of the UK China Emerging Technologies (UCET) Conference, Glasgow, Ireland (virtual).
251. Ohland, M.W. (2020, October 24). Managing and improving student team experiences. International Conference on Education Technology and Computers 2020 & International Conference on Distance Learning and Education 2020. London, UK (virtual).
252. Ohland, M.W. (2021, May 21-24). Monitoring and improving student team experiences. International Conference on Distance Education and Learning & International Conference on Education Research and Policy, Shanghai, China.

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“A Longitudinal Study of Eight Engineering Colleges Using the SUCEED Longitudinal Database: Postdoctoral Fellowship in Science, Mathematics, Engineering, and Technology Education,” NSF DGE PFSMETE 9896381, Principal Investigator, $102,000, (August 1, 1998—July 31, 2000).

“A Longitudinal Study of Eight Engineering Colleges Using the SUCEED Longitudinal Database: A Starter Grant following a PFSMETE Fellowship,” NSF DGE PFSMETE 0118073, Principal Investigator, $49,840, (June 1, 2001—May 31, 2002).

“SUCCEED Administrative Support,” Subcontract of NSF EEC-9727411, Principal Investigator, $46,176, (September 1, 2000—August 31, 2003).

“Assessment and Evaluation: Longitudinal Database Studies,” Subcontract of NSF EEC-9727411, Principal Investigator, $126,069, (September 1, 1998—August 31, 2003)

“Freshman Programs,” Subcontract of NSF EEC-9727411, Principal Investigator, $177,495, (September 1, 2000—August 31, 2003).

“Clemson’s Experimental Engineering in Real-Time (EXPERT) Program,” NSF DUE CCLI EMD 0127052, Principal Investigator, $459,542, (May 1, 2002 – April 30, 2005).

“Designing a Peer Evaluation Instrument that is Simple, Reliable, and Valid,” NSF DUE-ASA 0243254, Principal Investigator, $644,590 (w/ supplements), (June 1, 2003 – May 31, 2006).

“Studies using the Multiple-Institution Database For Investigating Engineering Longitudinal Development (MIDFIELD),” NSF REC-ROLE / STEP 0337629/0729596, Principal Investigator, $1,470,391, (June 1, 2004 – April 30, 2010).

“Adapting and Implementing the SCALE-UP Approach in Statics, Dynamics, and Multivariate Calculus,” NSF DUE CCLI A&I, Principal Investigator, $180,000 (August 1, 2005—July 31, 2008).

“CU-STEP: Enhancing Recruiting and the Undergraduate Experience through Research and Curriculum Development,” NSF ENG STEP, $1,998,102, (Co-PI, $259,753.26), (July 1, 2005—June 30, 2010).

“SGER: Proof of Concept of a New Business Model for the Multiple-Institution Database for Investigating Engineering Longitudinal Development,” NSF EEC SGER 0646441, Principal Investigator, $199,714 (September 1, 2006—August 31, 2007).

“The Effect of Climate and Pedagogy on Persistence: A Longitudinal Study of Women in Undergraduate Engineering Programs,” NSF GSE 0734062, Principal Investigator in Collaborative Research effort, $499,755 ($289,279 + $29,102 supplement to me at Purdue) (September 1, 2007—February 29, 2012).

“Graphical Representations to Assess System Performance (GRASP): Assessment for Engineering Education,” NSF DUE 0817486 (CCLI-Phase 2), Co-PI with PI Sean Brophy and Co-PIs Daniel Delaurentis and James Mohler, $500,000 (Co-PI, $50,000) (September 1, 2008—August 31, 2011).

“SMARTER Teamwork: System for Management, Assessment, Research, Training, Education, and Remediation for Teamwork,” NSF DUE 0817403 (CCLI-Phase 3), PI with Co-PIs Richard A. Layton, Misty L. Loughry, Eduardo Salas, and David Woehr, $2,000,000 (August 15, 2008—June 30, 2015).

“The Effect of Academic Policies on the Effectiveness and Efficiency of Achieving Student Outcomes,” NSF EEC 0835914, Principal Investigator, $150,000, (January 1, 2009—December 31, 2010).

“Exploring Participating in Engineering Cooperative Education as a Leading Indicator or Engineering Labor Market Dynamics,” Sloan grant #2009-5-06SEW, Principal Investigator, $44,703, (April 1, 2009—December 31, 2010).

“Using SI and SCCT to explore MIDFIELD,” NSF EEC 0935157 (IEECI), Co-PI with PI Demetra Evangelou, $395,439 (September 1, 2009—August 31, 2011).

“Assessing Sustainability Knowledge (ASK): Development of a Framework to Assess Undergraduate Students' Knowledge of Sustainability Concepts,” NSF EEC 0935066 (IEECI), Co-PI with PI Alice Pawley, $150,000 (October 1, 2009—September 30, 2011).

“Socioeconomic Factors in Engineering Pathways,” NSF EEC 0935058 (IEECI), PI, $301,915 (October 1, 2009—September 30, 2011).

“Characterizing and Modeling the Experience of Transfer Students in Engineering,” NSF DUE 0969474 (STEP-Type 2), $1,500,000 (May 1, 2010—April 30, 2014).

“A Comparative Study of Engineering Matriculation Practices,” NSF EEC 1025171 (IEECI), PI, $400,000 (October 1, 2010—September 30, 2013).

“Understanding Diverse Pathways: Disciplinary Trajectories of Engineering Students,” NSF EEC 1129383 (REE), Co-PI with PI Susan M. Lord, $237,452 (September 1, 2011—December 31, 2016).

“Planning Grant: Developing a National Higher Education Student Unit Record Database,” NSF EEC 1232740 (REE), $219,185 (August 1, 2012—July 31, 2013).

“Collaborative Research: Identifying and Assessing Key Factors of Engineering Innovativeness,” NSF EEC 1264901 (REE), Co-PI with PI Senay Purzer, $302,396 (February 1, 2013 - January 31, 2016).

“Measuring the Effects of Precollege Engineering on the Experience of Engineering Students,” NSF EEC 1265216 (REE), PI, $271,081 (March 1, 2013 – February 29, 2016).

“Application for the Non-laboratory Research Infrastructure and Equipment Program - Tier 2”, PI, Office of the Vice Provost for Research $15,446.96, (November 6, 2012).

“Access to Cooperative Education Programs and the Academic and Employment Returns by Race, Gender, and Discipline”, Co-PI with Joyce Main, NSF EEC 1329283 (REE), $304,757, (August 15, 2013 – July 31, 2016).

“Characterizing Non-Traditional Student Access and Success in Engineering,” NSF EEC 1361058 (REE), PI, $293,969 (March 1, 2014 – February 28, 2017).

“Optimizing Student Team Skill Development using Evidence-Based Strategies,” NSF 1431694 (IUSE), PI, $1,861,627 (October 1, 2014 – September 30, 2021).

“Expanding Access to and Participation in the Multiple Institution Database for Investigating Engineering Longitudinal Development,” NSF 1545667 (ENG, MPS, EHR, OIA), PI, $4,260,978 (March 1, 2016 – February 28, 2022).

“EAGER: BIGDATA: SMART Data - Academic Success Made Affordable, Rapid, and Timely through Integrated Data Analytics,” NSF 1552288 (IIS), Co-PI, $300,000 (October 1, 2015 – September 30, 2016).

“Identifying Marginalization and Allying Tendencies to Transform Engineering Relationships (I-MATTER),” NSF 1936778 (BPE), Co-PI, $630,386 (October 1, 2019 – September 30, 2022).

**OTHER SPONSORED ACTIVITY**

##### Fuji-Clemson General Engineering 2nd Annual “Fuji Challenge” design competition for CES 102. Fuji supplied 400 disposable cameras, T-shirts for all finalists, gift certificates for winners in each of six sections, and a grand prize package. (Total value $4850.)

##### Fuji-Clemson General Engineering 1st Annual “Fuji Challenge” design competition for CES 101. Fuji supplied 200 disposable cameras, film developing, and T-shirts for section winners, and prizes for the top three teams in the competition. (Total value over $4000.)

##### Lockheed-Martin Dilbert Challenge Ethics materials, 13 sets for use with ENGR 120 ethics curriculum, valued approximately $500.

Teaching Academy Educational Grant, $1500, June 2013.

**NATIONAL ADVISORY BOARD SERVICE**

##### S-STEM: Virginia Tech Network for Engineering Transfer Students (VT-NETS), NSF Award #1644138, PI Catherine Amelink (2017-)

##### Investigating Co-Curricular Participation of Students Underrepresented in Engineering, NSF CAREER, PI Denise Simmons (July 2014 – June 2019).

##### Collaborative Research: Helping Engineering Students Transform Their Thinking about Quantum Phenomena and Devices, NSF TUES-2 program on ontologies and quantum mechanics, PIs Ayush Gupta and Noah Finkelstein (January 2015 – December 2018).

##### Games and Professional Simulations (GAPS) International Advisory Board, David W. Shaffer. (December 2011 - )

##### First-year Virtual Internships to Increase Persistence of Underrepresented Groups in Engineering: RescuShell and its parent company RescuTek, funded by TUES/NSF. Naomi C. Chesler and David W. Shaffer. (September 2012 – August 2015)

##### Measuring Complex STEM Thinking Using Epistemic Network Analysis, funded by REESE/NSF. David W. Shaffer, Naomi C. Chesler, Michael L. Gleicher, Kenneth A. Frank. (September 2012 – August 2017)

##### Outreach Programs and Science Career Intentions (OPSCI), funded by NSF/STEP Type 2, Phil Sadler and Gerhard Sonnert. (September 2012 – August 2015)

##### Review of Binghamton University First-Year Engineering program. In the style of an ABET accreditation visit, October 21-23, 2018.

**TEACHING**

The scores below are on a 5.0 base with 5 as the highest and 1 as the lowest

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **SEM** | **COURSE****TITLE** | **COURSE****NUMBER** | **# RESPONSES/****# IN COURSE** | **COURSE EVAL****SCORE** | **PROF EVAL SCORE** | **AVG\*****DEPT****SCORE** |
| F00 | Intro Engr Prob Solv & Des | ENGR 120 | 31/33 | 4.6 | 4.26 | 3.64 |
| F00 | Introduction to Engineering | ENGR 101 x3 a | 226 | NA b | NA | NA |
| S01 | Intro Engr Prob Solv & Des | ENGR 120 | 25/33 | 4.2 | 3.88 | 3.54 |
| F01 | Intro Engr Prob Solv & Des | ENGR 120 | 26/28 | 4.1 | 3.60 | 3.75 |
| F01 | Introduction to Engineering | ENGR 101 x3 | 233 | NA | NA | NA |
| S02 | Intro Engr Prob Solv & Des | ENGR 120 x2 | 61/69 | 4.3 | 3.6 | 4.0 |
| F02 | Intro to Engr and Science | CES 101 x7 | 552/697 | 4.1 | 4.2 | 4.2 |
| S03 | Intro Engr Prob Solv & Des | ENGR 120 x2 | 64/74 | 4.3 | 4.2 | 4.2 |
| F03 | Intro Engr Disc & Skills | CES 102 x6 | 292/652 | 3.7 | 3.4 | 3.8 |
| F03 | Intro Engr Disc & Skills Lab | CES 102 L x2 | 25/72 | 3.8 | 3.1 | 3.8 |
| S04 | Engr Fundamentals  | ENGR 130 x2 | 150/173 | 3.9 | 3.6 | 3.9 |
| S04 | Engr Fundamentals Lab | ENGR 130 L x2 | 70/75 | 4.2 | 3.7 | 4.1 |
| F04 | Intro Engr Disc & Skills | CES 102 x6 | 484/787 | 4.2 | 3.8 | 4.0 |
| F04 | Intro Engr Disc & Skills Lab | CES 102 L | 55/57 | 4.0 | 3.5 | 4.1 |
| S05 | Mech Eng Fundamentals | ENGR 130 x2 | 213/235 | 4.2 | 4.0 | 4.1 |
| S05 | Mech Eng Fund Lab | ENGR 130 L | 54/58 | 4.3 | 3.9 | 4.1 |
| F05 | Intro Engr Disc & Skills Lab | CES 102 L x2 | 127/137 | 4.6 | 4.5 | 4.0 |
| S06 | Mech Eng Fundamentals | ENGR 141 | 119/132 | 3.7 | 3.8 | 4.1 |
| S06 | Mech Eng Fundamentals | ENGR 141 | 105/115 | 3.7 | 3.5 | 4.1 |
| S06 | Mech Eng Fund Lab | ENGR 141L | 42/47 | 4.3 | 4.3 | 4.0 |
| **Courses above taught at Clemson University; Courses below taught at Purdue University** |
| F06 | Engr Prb Solv&Cmp Tool | ENGR126R | 189/245 | 3.8 | 4.4 | 3.57 |
| S07 | Engr Prb Solv&Cmp Tool | ENGR126 x2 | 301/357 | 3.8 | 4.3 | NA |
| F07 | Engr Prb Solv&Cmp Tool | ENGR126 | 389/441 | 3.4 | 4.2 | 3.5 |
| S08 | Engr Prb Solv&Cmp Tool | ENGR126 | 77/110 | 3.9 | 4.2 | 4.2 |
| F08 | Engr Prb Solv&Cmp Tool | ENGR126 x3 | 328/358 | 3.9 | 4.5 | 3.7 |
| S09 | Engr Prb Solv&Cmp Tool | ENGR126 x2 | 130/207 | 3.5 | 4.3 | 3.7 |
| F09 | Engr Prb Solv&Cmp Tool | ENGR126 x2 | 125/176 | 3.7 | 4.2 | 3.7 |
| F09 | Trans Ideas to Innovation I | ENGR 19500 | 110/112 | 2.8 | 4.1 | 3.7 |
| S10 | Trans Ideas to Innovation II | ENGR 19500 | 111/118 | 3.4 | 4.4 | 3.7 |
| F10 | Trans Ideas to Innovation I | ENGR 13100 | 111/119 | 3.1 | 4.4 | 3.7 |
| S11 | Trans Ideas to Innovation II | ENGR 13200 x2 | 185/232 | 3.2 | 4.3 | 3.7 |
| F11 | Trans Ideas to Innovation I | ENGR 13100 | 111/119 | 3.3 | 4.3 | 3.7 |
| S12 | Trans Ideas to Innovation II | ENGR 13200 | 79/82 | 3.2 | 4.7 | 3.7 |
| F13 | Trans Ideas to Innovation I | ENGR 13100 | 88/108 | 3.6 | 4.7 | 3.7 |
| S14 | Honors Engr Design II | ENGR 14200 | 53/63 | 3.5 | 4.4 | 3.7 |
| F14 | Trans Ideas to Innovation I | ENGR 13100 | 67/98 | 3.6 | 4.5 | 3.7 |
| F14 | Trans Ideas to Innovation I | ENGR 13100 | 78/118 | 3.6 | 4.7 | 3.7 |
| S15 | Trans Ideas to Innovation II | ENGR 13200 | 70/111 | 3.1 | 4.7 | 3.7 |
| F15 | Trans Ideas to Innovation II | ENGR 13200 | 83/94 | 4.0 | 4.6 | 3.7 |
| S16 | Trans Ideas to Innovation II | ENGR 13200 | 110/115 | 3.8 | 4.7 | 3.7 |
| S16 | Trans Ideas to Innovation II | ENGR 13200 | 109/115 | 3.8 | 4.3 | 3.7 |
| F16 | Trans Ideas to Innovation II | ENGR 13200 | 72/79 | 4.0 | 4.4 | 3.7 |
| F16 | Developing Prof Skills thru Engr Futures Program of TBP | ENGR 10300 | 45/87 | 3.7 | 4.4 | 3.7 |
| S17 | Trans Ideas to Innovation II | ENGR 13200 | 110/115 | 3.8 | 4.7 | 3.7 |
| S17 | Educational Methods in Engineering (3 CR) | ENE 68500 | 11/19 | 4.8 | 4.6 |  |
| F17 | Trans Ideas to Innovation II | ENGR 13200 | 32/40 | 3.4 | 4.7 | 3.7 |
| S18 | Trans Ideas to Innovation II | ENGR 13200 | /120 | 3.3 | 4.6 |  |
| S18 | Trans Ideas to Innovation II | ENGR 13200 | /120 | 3.4 | 4.6 |  |
| S19 | Trans Ideas to Innovation II | ENGR 13200 | 59/70 | 3.7 | 4.7 |  |
| S19 | Trans Ideas to Innovation II | ENGR 13200 | 87/103 | 3.5 | 4.6 |  |

\*School Average Professor Scores for Engineering Education are the average from Fall 2008 to Spring 2013 based on type and level of courses. (a) “x3” is the number of sections taught. Scores are weighted averages. (b) Evaluations not collected in ENGR 101.

**Courses Taught**

|  |  |  |  |
| --- | --- | --- | --- |
| **Semester** | **Course** | **Course Title** | **Enrollment** |
| Fall 2000 | ENGR 120 | Intro to Engr Problem Solving and Design | 33 |
| Fall 2000 | ENGR 101 x 3 | Intro to Engr (1 CR) | 226 |
| Spring 2001 | ENGR 120 | Intro to Engr Problem Solving and Design | 33 |
| Fall 2001 | ENGR 120 | Intro to Engr Problem Solving and Design | 28 |
| Fall 2001 | ENGR 101 x 3 | Intro to Engr (1 CR) | 233 |
| Spring 2002 | ENGR 120 x 2 | Intro to Engr Problem Solving and Design | 69 |
| Fall 2002 | CES 101 x 7 | Intro to Engr and Science (1 CR) | 697 |
| Spring 2003 | ENGR 120 x 2 | Intro to Engr Problem Solving and Design | 74 |
| Fall 2003 | CES 102 x 6 | Intro to Engr Disciplines and Skills | 652 |
| Fall 2003 | CES 102 L x 2 | Intro to Engr Disciplines and Skills Lab | 72 |
| Spring 2004 | ENGR 130 x 2 | Engr Fundamentals  | 173 |
| Spring 2004 | ENGR 130 L x 2 | Engr Fundamentals Lab | 75 |
| Fall 2004 | CES 102 x 6 | Intro to Engr Disciplines and Skills | 787 |
| Fall 2004 | CES 102 L | Intro to Engr Disciplines and Skills Lab | 57 |
| Spring 2005 | ENGR 130 x 2 | Mech Eng Fundamentals | 235 |
| Fall 2005 | CES 102 L x 2 | Intro to Engr Disciplines and Skills Lab | 137 |
| Spring 2005 | ENGR 130 L | Mech Eng Fundamentals Lab | 58 |
| Spring 2006 | ENGR 141 x 2 | Mech Eng Fundamentals | 247 |
| Spring 2006 (a) | ENGR 141 L | Mech Eng Fundamentals Lab | 47 |
| Fall 2006 | ENGR 126 | Eng Prob Solv & Comp Tools | 245 |
| Spring 2007 | ENGR 126 x 2 \* | Eng Prob Solv & Comp Tools | 393 |
| Fall 2007 | ENGR 126 | Eng Prob Solv & Comp Tools | 441 |
| Spring 2008 | ENGR 126 | Eng Prob Solv & Comp Tools | 120 |
| Fall 2008 | ENGR 126 x 3 | Eng Prob Solv & Comp Tools | 360 |
| Spring 2009 | ENGR 126 x 2 | Eng Prob Solv & Comp Tools | 210 |
| Fall 2009 | ENGR 126 x 2 (b) | Eng Prob Solv & Comp Tools | 176 |
| Fall 2009 | ENGR 19500 (I) | Transforming Ideas to Innovation I | 112 |
| Spring 2010 | ENGR 19500 (II) | Transforming Ideas to Innovation II | 118 |
| Fall 2010 | ENGR 13100 | Transforming Ideas to Innovation I | 119 |
| Spring 2011 | ENGR 13200 x 2 | Transforming Ideas to Innovation II | 232 |
| Fall 2011 | ENGR 13100 | Transforming Ideas to Innovation I | 120 |
| Spring 2012 | ENGR 13200 | Transforming Ideas to Innovation II | 82 |
| Fall 2013 | ENGR 13100 | Transforming Ideas to Innovation I | 108 |
| Spring 2014 | ENGR 14200 | Honors Engineering Design II (3.5 CR) | 63 |
| Fall 2014 | ENGR 13100 | Transforming Ideas to Innovation I | 98 |
| Fall 2014 | ENGR 13100 | Transforming Ideas to Innovation I | 118 |
| Spring 2015 | ENGR 13200 | Transforming Ideas to Innovation II | 116 |
| Spring 2015 | ENGR 13200 | Transforming Ideas to Innovation II | 111 |
| Fall 2015 | ENGR 13200 | Transforming Ideas to Innovation II | 94 |
| Spring 2016 | ENGR 13200 x2 | Transforming Ideas to Innovation II | 230 |
| Fall 2016 | ENGR 13200 | Transforming Ideas to Innovation II | 79 |
| Fall 2016 | ENGR 10300 | Developing Prof. Skills through the Engr. Futures Program of Tau Beta Pi (1 CR) | 87 |
| Spring 2017 | ENGR 13200 | Transforming Ideas to Innovation II | 120 |
| Spring 2017 | ENE 68500 | Educational Methods in Engineering (3 CR) | 20 |
| Fall 2017 | ENGR 13200 | Transforming Ideas to Innovation II | 40 |
| Spring 2018 | ENGR 13200 x2 | Transforming Ideas to Innovation II | 240 |
| Spring 2019 | ENGR 13200 x2 | Transforming Ideas to Innovation II | 173 |

All courses are 2 credit hours except as noted. (a) Course numbers Spring 2006 and earlier refer to courses at Clemson University. (b) “x 2” in the Course Number indicates two sections were taught.

\* starting in Spring 2007, Prof. Ohland was course coordinator of ENGR 126, enrolling over 2000 students per year.

**Curriculum Development**

CES 101, Introduction to Engineering and Science (Fall 2002, part of a team)

CES 102, Engineering Disciplines and Skills (Fall 2003, part of a team) (2 credits)

ENGR 130, Engineering Fundamentals (Mechanical version) (Spring 2004) (2 credits)

ENGR 141, Mechanical Engineering Fundamentals (Spring 2006) (3 credits)

Significant revisions to ENGR 126, Engineering Problem Solving and Computer Tools (3 cr.)

Leadership presentation (one class) in IDE 301, delivered in various semesters.

Forming and managing teams (one class) in ENE 685, delivered in various semesters.

ENGR 13100 and 13200, Transforming Ideas to Innovation I and II, course coordinator and part of a large course development team. Each Fall / Spring semester, explain / review team formation and management procedures for new and returning instructors and teaching assistants.

Ohland, M.W., “Managing Student Teams”, online module, IEEE, Piscataway, NJ.

 <http://ieeexplore.ieee.org/xpl/articleDetails.jsp?arnumber=EDP365>, October 2013. [invited]

Ohland, M.W., “Motivation in the College Classroom”, online module, IEEE, Piscataway, NJ.

 <http://ieeexplore.ieee.org/xpl/articleDetails.jsp?arnumber=EDP367>, October 2013. [invited]

ENGR 10300, Developing Professional Skills through the Engineering Futures Program of Tau Beta Pi, adapted Engineering Futures curricular materials of Tau Beta Pi to a one-credit, 50-minute-per-week format.

### Mentoring of Graduate and Undergraduate Students

### *Ph.D and M.S. thesis based committees chaired*

| **NAME** | **DEGREE** | **GRAD DATE** | **TITLE** |
| --- | --- | --- | --- |
| Brock E. Barry | PhD | 5/2009 | Methods of Incorporating Understanding of Professional and Ethical Responsibility in the Engineering Curriculum and Results from the Fundamentals of Engineering Examination |
| Kerry L. Meyers | PhD | 12/2009 | Engineering Identity as a Developmental Process |
| Michele L. Strutz | PhD | 5/2012 | Influences on Low-SES First Generation Students’ Decision to Pursue Engineering: A Study through a Hermeneutic Phenomenological Lens |
| Daniel M. Ferguson | PhD | 12/2013 | Co-Chair with Senay PurzerHow Engineering Innovators Characterize Engineering Innovativeness: A Qualitative Study |
| George D. Ricco | PhD | 12/2013 | Degree Program Changes and Curricular Flexibility: Addressing Long Held Beliefs about Student Progression |
| Noah B. Salzman | PhD | 8/2014 | Understanding the Effects of Precollege Engineering Activities on the Experiences of First-Year Engineering Students |
| Anne Lucietto | PhD | 8/2014 | The Role of Academic Ability in Choice of Major and Persistence in STEM Fields |
| Xingyu Chen | PhD | 12/2014 | The Composition of First-Year Engineering Curricula and their Relationship to Matriculation Models and Institutional Characteristics |
| Jacqueline B. McNeil | PhD | 12/2014 | Teaching Practices, Teaching Climate, and Definition of Quality Teaching over a 17-year Period. |
| Nichole Ramirez | PhD | 5/2016 | Co-Chair with Joyce MainMotivation of students who switch from engineering to engineering technology |
| Canek Phillips | PhD | 8/2016 | Co-Chair with Alice PawleyRace, class and gender in engineering education: quantitative investigation of first-year enrollment and admissions in tertiary engineering education applying occupational segregation theory |
| Sergey Dubikovsky | PhD | 12/2016 | Social anxiety as a dominant factor for lack of tolerance for ambiguity in engineering capstone courses |
| Ralph Rivera | MS | 5/2018 |  |
| Karen DeUrquidi | PhD | 12/2018 | Examining the Pathway of Rural Students into the Engineering Field |
| Behzad Beigpourian | PhD | 8/2020 | Started in Spring 2018; passed Readiness Fall 2019. |
| David Waller | PhD | RA 9/2020 | Started PhD program Fall 2017. Joined research group in Fall 2019. |
| Siqing Wei | PhD | RA 9/2020 | Admitted PhD program in Spring 2018 while completing MS in ECE. |
| Christina Pantoja | PhD | RA 10/2020 | Co-Chair with Joyce Main |
| Franklin Luchini | PhD |  | Started in Fall 2018; earned MS Summer 2019; on leave Fall 2019; shifted to part-time Spring 2020 |
| Hossein EbrahimiNejad | PhD | Expected 5/2021 | Started PhD program in Fall 2016. Joined research group in Summer 2018. |
| Hassan Al Yagoub | PhD | RA expected 10/2020 | Started PhD program in Fall 2017. Joined research group in Fall 2018. MS Spring 2019. |
| Hayaam Osman | PhD | RA expected 12/2021 | Started PhD program Fall 2019. |

### *Committee Member or Mentor*

|  |  |  |  |
| --- | --- | --- | --- |
| **NAME** | **DEGREE** | **GRAD DATE** | **SUPPORT PROVIDED** |
| Guili Zhang | PhD, University of Florida | 5/2003 | Mentored and funded when Assistant Director of SUCCEED |
| Matthew Verleger | PhDPurdue | 5/2010 | Committee Member |
| Adam R. Carberry | PhDTufts | 5/2010 | External graduate committee member |
| Greg Bucks | PhDPurdue | 8/2010 | Committee Member |
| Sharron Frillman | PhDPurdue | 8/2011 | Mentor and primary source of support |
| Daphne Duncan | PhD Educational Studies Purdue | 5/2012 | Committee member |
| Jeremi London | MS Industrial Engineering Purdue | 5/2012 | Committee Member |
| Sensen Li | PhDPurdue | 5/2013 | Committee Member |
| Ruth Wertz | PhD Purdue | 12/2013 | Committee Member |
| Kristi Selden | PhD Civil Engineering Purdue | 8/2014 | Committee Member |
| Paul Mathis | MS Purdue (started in PhD program) | 5/2015 | Committee Member |
| Francesca Polo | MS Purdue (started in PhD program) | 5/2015 | Committee Member |
| Farshid Marbouti | PhD Purdue | 5/2016 | Committee Member |
| Lee Rynearson | PhD Purdue | 8/2016 | Committee Member |
| Trina Fletcher | PhD Purdue | 5/2017 | Committee Member |
| Ryan Senkpeil | PhD Purdue | 4/2018 | Committee Member |
| Lara Cheng | PhD Industrial Engineering Purdue |  | Committee Member |
| Matilde Sanchez-Peña | PhD Purdue | 8/2018 | Committee Member |
| Janice Mejia | PhD Curriculum and Instruction, University of Illinois Chicago | 9/2018 | Committee Member |
| David Reeping | PhD Engineering Education, Virginia Tech | 10/2019 | Committee Member |
| Dina Verdin | PhD Purdue | 2/2020 | Committee Member |
| Yuchen Cao | PhD, Statistics |  | Source of support |
| Jamie Gurganus | PhD University of Maryland Baltimore County | 3/2020 | Committee Member |
| Amanda Johnston | PhD Purdue | 4/2020 | Committee Member |
| Jiachun (Cindy) Huang | PhD Monash | 2/2021 | Examiner |
| Jacqueline Rohde | PhD Purdue | Preliminary Examination 10/2019 | Committee Member |
| Justin Major | PhD Purdue | Preliminary Examination 2/2020 | Committee Member |
| Taylor Williams | PhD Purdue | Preliminary Examination Fall 2019 | Committee Member |
| Peter Wesley Odom | PhD Purdue | Passed Readiness assessmentSummer 2019 | Committee Member |
| Ahmed Ashraf Butt | PhD Purdue | Readiness assessmentFall 2020 | Committee Member |
| Mallory Claypool | PhD Purdue Technology Leadership and Innovation | Qualifying Exam expected | Committee Member |

### *Postdoctoral and visiting scholars*

| **NAME** | **LAST DEGREE / DATE** | **PRIOR****AFFILIATION** | **POSITION****TITLE/****DATES** | **PROJECT TITLE** |
| --- | --- | --- | --- | --- |
| Amy Yuhasz | PhD / 2004 | Clemson University | Postdoc 5/30/03 – 8/30/04 | Experimental Engineering in Real-Time |
| Jonathan Maier | PhD / 2005 | Clemson University | Partial support of postdoc 1/4/06 – 8/31/06 | Designing a Peer Evaluation Instrument that is Simple, Reliable, and Valid |
| Richard Layton | PhD / 1991 | Rose-Hulman Institute of Technology | Visiting Scholar 8/15/07 – 8/14/08 | Studies Using MIDFIELD |
| Valerie Lundy-Wagner | PhD / 2009 | University of Pennsylvania | Postdoc 6/1/09 – 7/31/09 | Socioeconomic Factors in Engineering Pathways |
| Marisa K. Orr | PhD / 2010 | Clemson University | Postdoc 8/15/2010 – 8/14/2011 | Socioeconomic Factors in Engineering Pathways |
| Eric Huerta Manzanilla | PhD in progress | Universidad Autónomo de Querétaro | Fulbright Graduate Fellow, 8/7/12-7/15/13 | The Social Integration Impact on Engineering Students Persistence, MIDFIELD Longitudinal, Inter-Institutional Database Analysis |
| Isabel Jimenez-Useche | PhD / 2013 | Purdue University, Biomedical Engineering | Postdoc under Stephen R. Hoffmann. Mentored in research projects. 4/2014. | The Effect of Internationalizing First-Year Engineering Teams |

###

### *Undergraduate researchers supported*

Since Spring 2003, I’ve supported a large number of undergraduate students in various phases of my research. In summer 2019, the CATME project supported 30 students and the MIDFIELD project supported 6 undergraduates.

**UNIVERSITY AND PUBLIC SERVICE**

**Committees and service roles**

Department: (Clemson) Curriculum Committee (2000-2006)

 (Clemson) Assessment Committee, (2000-2006, Chair 2002-2006)

 (Clemson) Advising Committee (2000-2006)

 (Clemson) Orientation Committee (2000-2006)

 First-Year Engineering Course Coordinator (2007-)

 ABET (IDE/MDE) Committee (2007-2008)

 ENE First-Year Engineering Curriculum Committee (Chair, 2006-2009)

 ENGR 100 Redesign Committee (2006-2008)

 ENGR 126 Redesign Committee (Chair, 2006-2008)

 Director, First-Year Engineering (2007-2008)

 New First-Year Experience (2008-2009)

 Graduate Student Recruiting Committee (2006-2011)

 Curriculum Challenge Committee (2010-2011)

 ENE Faculty Search Committee (2013-2014)

 Primary Committee (2006-)

 Undergraduate Curriculum Committee (2006-), Co-Chair (2014-2015)

 Graduate Committee (2011-)

 Safety Committee (2013-)

 ENGR 132 Curator Team (2017-)

 Faculty Development and Recognition (2015-)

 Committee for Advising Space Allocation (2015-), Chair

 ENE Faculty/Visiting Assistant Professor Search Committee (2018-2019)

College: (Clemson) Dean’s Faculty Advisory Council (2002-2006)

 (Clemson) Dean’s Selection Criteria Task Force (2004)

 (Clemson) Murray Stokely Award selection (2002-2003, Chair 2003)

 Faculty Affairs Committee (2006-2009)

 Junior Faculty Council, Chair (2008-2010)

 College of Engineering Strategic Planning,

 Steering Committee, Developing a Leadership Culture (2009)

 Engineering Education Head Search Committee (2009-2010)

Learning Community instructor, First-Year Engineering Band and Orchestra Learning Community, Global Engineering Cultures and Practice Learning Community, and Integrating Diversity through Education and Service (IDEAS) Learning Community (Fall 2013, Fall 2014).

Engineering Curriculum Committee, Alternate (2015-2017)

 Foundational Courses Committee, Alternate (2015-2016)

 First-Year Engineering Curriculum Committee (2006-)

Engineering Area Promotions Committee (2014-)

Facilities Committee (2017-)

University: (Clemson) Academic Grievance Committee (2001-2004),

 (Clemson) Collaborative Learning Environment Advisory Bd. (2001-04)

 (Clemson) Council on Undergraduate Studies (2001-2004)

 (Clemson) Search Committee, Dean for Undergraduate Studies (Spring

 2004, chair of prescreening subcommittee),

 (Clemson) Council on the Freshman Year (2005-2006)

 F&A Distribution Working Group (2010-2013)

 Business Process Improvement Initiative (2012-2014)

 Student Growth Initiative Task Force (2015-2017)

 Helping Students Learn selection committee (2017)

 Advisory Committee on Equity (2017-)

 Teaching Academy Executive Committee (2017-), on leave 2019-2020

 Maximizing Student Potential Phase I Task Force leader (2019-)

**Other Service**

Department: (Clemson) Orientation Advising, freshman (20) and (8)

Graduate student brown bag lunch discussion: led “The Art of Storytelling: Writing a Journal Article So That It’s Easy to Read,” December 5, 2008, 12:30-1:25 p.m.

Interviewed by many engineering students assigned by English classes (106/108) to interview “someone in their field.”

Telefund kickoff for Engineering Education, October 20, 2008.

IDE 301, deliver lecture on leadership each semester offered.

ASEE Student Chapter, Learn from Experience: Teaching Stories and Advice from Veteran Faculty, panelist, December 4, 2014, 6-7 PM.

College: (Clemson) College Level Judge, Research Forum, Tuesday, April 8, 2003.

 (Clemson) PEER Sneak Preview for incoming students (2003, 2004)

 (Clemson) College of Engineering and Science phonathon (2001-2005)

 (Clemson) Anderson/Oconee/Pickens Science Fair Judge (March 3, 2005)

 (Clemson) Presentations to prospective students

 Engineering and Science Tour Q&A (18 sessions, 2000-2005)

 Sneak-a-Peek presentation to prospectives (July 22, 2003)

 Discover Clemson, 2004, 2005.

 Junior Academy of Science workshop (November 2004)

 (Clemson) National Scholars Weekend 2005

 Chief Advisor, Tau Beta Pi Chapter, (2000-)

 Purdue’s for Me, frequent panelist (2007-)

 Boiler Gold Rush Picnic, annually 2007-2013 (when the format changed).

 Tours of First-Year Engineering facilities for prospective students, alumni,

 and other visitors.

 NSBE Freshman Council Fundraiser (2009)

 2009 Academic Boot Camp Closing Luncheon, August 7, 2009.

 New Trier High School Counseling Staff Visit

 College Mentors for Kids, hosted a hands-on activity for

 13 fifth-grade students and their Purdue buddies (2011 and 2012)

 Internal proposal reviewer for limited submission grant programs

 Engineering Projects in Community Service design reviewer, Fall 2011

 First Lego League Competition Judge, December 3, 2011.

 Engineering focus group on global learning, February 13, 2012.

 Purdue Engineering Student Council Scholarship Reviewer (2014-2017).

 Boiler Gold Rush Faculty Mentor (2014, 2015).

 Advisor, National Organization of Gay and Lesbian Scientific and

 Technical Professionals (NOGLSTP / QSTEM) (2016-)

 Advisor, Purdue Lutheran Ministry (2018-)

University: Freshman Academic Success Program, pilot participant, Fall 2003

 Laptop Class Visit participant (2003-)

 Orientation Ambassador reception (2001, 2003, 2005)

 Faculty Fellow, Harrison Hall (2012-2013)

 Purdue Graduate Student Government Faculty Panel, Graduate Student

 Appreciation Week, April 8, 2014, 5:30 PM.

**MISCELLANEOUS**

**Professional Development**

MAA (Mathematics Association of America) National Workshop. Engineering needs in undergraduate mathematics, May 4-7, 2000, Clemson University. Civil Engineering Workshop, part of the CUPM Curriculum Foundations Workshop in Engineering, July, 2000.

“Campus One” laptop computing conference, sponsored by Dell and the University of Central Florida, February 1-2, 2001, Orlando, Florida.

SUCCEED Freshman Programs Conference, Charlotte, NC, May 11, 2000.

Frontiers in Education, Reno, NV (2001)

NSF Fastlane Presentation, November 15, 2000, sponsored by Clemson’s Office of Research and Graduate Studies.

Forum for Engineering Education Leadership, prior to ASEE Annual Meeting, June 23-24, 2001.

Orientation advisor training, May 9, 2001, Clemson University.

“Interactive Web-based Forms to Enhance Student Learning,” by Dr. William Junkin, sponsored by the Office of Teaching Effectiveness and Innovation, May 10, 2001.

Student Data Warehouse training, September, 2001, sponsored by Clemson’s Division of Computing and Information Technology.

“Effective, Efficient Teaching,” Phillip Wankat, School of Chemical Engineering, Purdue University, CoES Teaching Effectiveness Committee and OTEI, Sept 27, 2001.

“Fast but Fair Methods to Grade Writing,” workshop by Linda Nilson, OTEI Director, sponsored by the Office of Teaching Effectiveness and Innovation, February 1, 2002.

National Science Foundation Regional Grants Conference, October 15-16, 2002, Charleston, South Carolina.

“Respecting Diversity in Distance Higher Education Conference” June 5-6, 2003, Northern Arizona University. <http://www4.nau.edu/ifwfd/diversity/>

“Five Decisions Students Make About You,” conducted by Daryl Wiesman, Clemson University, Office of Teaching Effectiveness and Innovation, November 7, 2003.

“Pedagogically Sound Ideas for Using Laptops in Class,” conducted by Linda Nilson, hosted by OTEI, Clemson University, April 23, 2004, 10:30-12:30 p.m.

The 7th International Conference on Computers and Advanced Technology in Education (CATE 2004), Kauai, Hawaii, August 16-18, 2004.

Multicultural Forum, Purdue University, October 16-18, 2006.

Gender Forum, Purdue University, October 26-27, 2006.

“Classroom Assessment: Finding Out How Well Students are Learning,” workshop conducted by Tom Angelo, November 7, 2006, hosted by the Center for Instructional Excellence, Purdue University, Stewart Hall 214, 9:30 AM - 11:30 AM.

Diversity Forum Reunion Luncheon Discussion, hosted by the Engineering Diversity Action Committee, March 28th, 2007, at 11:30 a.m.-1:00 p.m.

Funding Opportunities in NSF's CISE Directorate, hosted by J.T. Clark, National Science Foundation, Tuesday, August 26, 2008, 10:00 a.m.

REESE Outreach, hosted by Jeff Harris, National Science Foundation, Wednesday, September 10, 2008, 12:30 p.m.

National Symposium on Creating Engineering Education Opportunities: Why? How? March 4-6, 2009.

“Incorporating Sustainability Concepts into the Engineering Curriculum,” 07/21-22/2009. Hosted by Stephen Hoffmann, Inez Hua, Larry Nies, and Chip Blatchley, Purdue.

“Engineering and Social Justice,” Caroline Baillie, November 4, 2009.

“Data Management Plan Workshop,” Purdue, January 6, 2011.

“Mentoring & Supporting New Faculty Members Workshop,” Richard M. Felder and Rebecca Brent, March 21, 2012, Purdue University College of Engineering.

“Continuing the Discussion: A National Benchmark of Student Retention and Time to Graduation at Engineering Colleges,” ASEE / Sloan, April 25-26, 2013, Arlington, Virginia. Invited participant.

Mapping the Field of Engineering Education Research Conference, May 20-21, 2013, Ann Arbor, Michigan. Invited participant.

Artificial Intelligence in Education, Moocshop conference, July 9, 2013.

Safe Zone Training, Purdue University, July 31, 2013.

QPR (Question, Persuade, Refer) Suicide Prevention Training and Certification (2015).

ADVANCE search committee workshop, December 12, 2017

**Press and Public Relations**

Photograph and caption, announcement of election as President of Tau Beta Pi for 2002-2006, Class Notes, Swarthmore College Bulletin (June 2002)

Election as President of Tau Beta Pi listed in Alumni Achievements, Florida Engineer, Fall 2002, p. 27, http://www.eng.ufl.edu/home/pubs/FE/FE-Fa-02.pdf.

Photograph and article about new General Engineering facilities, “Holtzendorff is now home to General Engineering” *Earnest*, The Alumni Magazine of the College of Engineering and Science, Spring/Summer 2003, http://www.ces.clemson.edu/earnest/spr\_sum\_03/features/holtzendorffHomeToGE.htm.

Photograph and article about class project (CES 101), “Say, ‘Cheese!’” *Earnest*, The Alumni Magazine of the College of Engineering and Science, Spring/Summer 2003, http://www.ces.clemson.edu/earnest/spr\_sum\_03/student/sayCheese.htm.

Featured Alumnus, Nuclear Engineering and Engineering Physics (NEEP) Newsletter, Fall 2003.

Photograph of student and description of class project (CES 102), “Coin Camera Challenge,” The Greenville News, November 18, 2003, p. B1.

Photograph of award presentation, Best Paper Award and runner-up ASEE New Faculty Research Award, *Earnest*, The Alumni Magazine of the College of Engineering and Science, Spring/Summer 2004, http://www.ces.clemson.edu/earnest/spr\_sum\_04/facStaff/honors\_awards.htm.

Photo presenting Tau Beta Pi Distinguished Alumnus Award, “Tau Beta Pi Recognizes Reneau,” *Earnest*, The Alumni Magazine of the College of Engineering and Science, Winter 2004.

Description of class involvement in canoe artifact recovery project, including multiple photos taken during recovery, “After More Than Two Centuries, Canoe Retrieved from Chattooga,” Anderson Independent-Mail, April 30, 2004.

Description of EXPERT project benefits to learning, “Laptops and related technology improve learning experience of this student,” Student Directions, **1**(1), August 2004, p. 4.

Description of document to guide classroom design for educational technology, “Designing classrooms for students with laptops,” Faculty Directions, **5**(1), August 2004, p. 7.

“SCALE-UP: Clemson begins implementing classroom design developed by North Carolina State University,” Faculty Directions, **5**(1), August 2004, p. 7.

Interviewed, featured, and quoted in ASEE Prism cover story. Clemson’s General Engineering program is featured in the article as well. “Hands-On Mentoring: Helping Engineering Students Over the Rough Spots,” by Margaret Loftus, American Society for Engineering Education, Volume 14, No. 5, January 2005.

Interviewed, featured, and quoted in “Engineers make a world of difference,” a supplement to The Greenville News, February 20, 2005. Story by Kondria Woods, “What exactly is engineering? It’s an area of study, but also a multitude of disciplines.”

Interviewed and quoted in “Invest in science, math, and engineering,” Milwaukee Journal Sentinel, February 27, 2006. Story by Charles Orlowek, last accessed March 10, 2006, at http://www.jsonline.com/story/index.aspx?id=404005. Cited in “Tax incentives for math and science” as part of Newt Gingrich’s *Winning the Future with Newt Gingrich*, August 4. 2006.

Assorted columns, features, and photos in ***The Bent***, during term as President of Tau Beta Pi (2002-2006).

PASCO Physics catalog each year (2006-) and PASCO Engineering Catalog each year (2008-). Experiment designed for “Force Distribution Laboratory” highlighted in catalog with website for further information.

 “Research findings contradict myth of high engineering dropout rate,” Purdue News Release, August 4, 2009, Last accessed March 19, 2010, at <http://news.uns.purdue.edu/x/2009b/090804OhlandEngineering.html>

* Basken, Paul. (2009). Female Students Just as Persistent as Men in Engineering, Database Shows. Chronicle of Higher Education, August 4, 2009. Last accessed March 19, 2010, at <http://chronicle.com/article/Female-Students-Just-as/47933/#lastComment>
* “Research Disputes Drop-Out Myths,” in Communities section, PE: The Magazine for Professional Engineers **31**(8), NSPE: Alexandria, October 2009, p. 15.
* In all, Purdue press release picked up by 62 media outlets including UPI, ACM, Chicago Tribune, Higher Ed NewsWeekly, InformationWeek, Inside Higher Education, R&D Mag, US News & World Report

Featured in “Appointments, honors, activities,” Campus Notebook, Journal & Courier, Sunday, November 8, 2009, C6.

Engineering Impact Magazine, Spring 2010

Vertical News, Research News on Education and Technology, Findings from Purdue University broaden understanding of education and technology accessed August 12, 2010. <http://www.verticalnews.com/article.php?articleID=3892004>

Engineering Education’s Role in the New Economy, in which I was quoted and Purdue was mentioned. Picked up in over 200 media outlets, including Reuters, Education News Today, Tec Trends, Nanotechnology News Today, and CRN, November 17, 2010.

The Principal Investigators Garnering Useful Instruction on Developing [Project] Effectiveness (PI GUIDE), featured in video scenarios that provide peer guidance on building key skills in project management and change leadership, facilitated by Norman Fortenberry, http://govpiguide.org/scenarios.

Journal publication highlighted in *JEE Selects:* *Race, Gender, and Measures of Success in Engineering Education*, in ASEE Prism, September 2011, ASEE: Washington DC.

Quoted in “Re-Engineering Engineering Education to Retain Students, Chronicle of Higher Education,” http://chronicle.com/blogs/percolator/re-engineering-engineering-education-to-retain-students/28745

Master of Ceremonies, “Where Did I Leave My Chariot? The curious history of parking from ancient Rome to tomorrow's megacities: a sociotechnical exploration of a pervasive cultural artifact.” 2nd Annual Interdisciplinary Engineering Colloquium, Engineering Education, Purdue University, November 2, 2012. <http://www.youtube.com/watch?v=69lRtk-X9IA&feature=youtu.be>

Insights, Spring/Summer 2014 Newsletter of the Engineering School of Sustainable Infrastructure & Environment. University of Florida. Alumnus profile.

Purdue Today, Large grant funds study of student pathways, institutional policies. Story by Brian L. Huchel. September 16, 2015.

Purdue Exponent, ME program develops new engineering techniques, http://www.purdueexponent.org/campus/article\_e6427f88-86f3-5844-bc3e-d1d069d8f12f.html