

Dr. Pamela Hammond
Provost of Hampton University
Hampton, Virginia 23668
USA

Dear Dr. Hammond,

I am writing in strong support of Dr. Shannon Chance's application for promotion to the rank of full professor at Hampton University. I met Shannon in September 2012 at the conference of SEFI, the European Society of Engineering Education. Since that time, I hosted and coordinated Shannon's visit to four campuses in Portugal as part of the Fulbright Inter-Country Lecturing Program. She followed this up with a Fulbright visit to Belgium, where she was hosted by the president of SEFI, Dr. Wim van Petegem.

Her first speaking engagement in the Inter-Country Lecturing Program was at my institution, the Setubal Polytechnic Institute. Together, Shannon and I led a professional development seminar on the topic of Problem-Based Learning. In this experience, I found Shannon to be an effective and creative teacher. She was attuned to the needs, language ability, and prior experience of the audience and she tailored her delivery for maximum effect. After the seminar various colleagues and graduate students made a point of telling me how Shannon's enthusiasm and powers of communication, as well as her online blog, had motivated them to learn more about PBL which for me was very gratifying as we are still at an early stage in this area.

Because I recently published a book titled *Engineering Practice in a Global Context: Understanding the Technical and the Social*, I feel that I am in a good position to assess the contribution Shannon is making in the field of Engineering Education Research. The scholarly work that she presented to my colleagues—which included qualitative analysis of student reflections in a multi-disciplinary Problem-Based Learning course in addition to a phenomenological study of college professors' experiences of peer-to-peer learning—is interesting as well as timely. Engineering Education Research is an emerging field that can benefit from diverse perspectives like the ones Shannon brings to the arena.

The authors of a special focus issue of the *Journal of Engineering Education (JEE)* had requested the phenomenological study. This is the foremost journal in the field and the study has already undergone two review processes—it was one of more than 60 proposals initially considered for inclusion in the special focus issue. Over the winter, the paper underwent rigorous review. In the meantime, I noted that her name appeared on three more SEFI papers at the Louven conference last September. She has served as a peer reviewer for *JEE* and a project founded in Portugal, PAEE (Project Approaches in Engineering Education), to which I steered her.

Shannon also co-authored a study on the identity of engineering and engineering technology students that is being published in a Springer text. That book, much talked about at the Louven conference, is being edited by a number of the most prominent names in the field: Steen Hyldgaard Christensen, Christelle Didier, Andrew Jamison, Martin Meganck, Carl Mitcham, and Byron Newberry.

These are highly noteworthy accomplishments for someone so new to the field of engineering education research. Although she has researching engineering education little



more than a year, Shannon's work is already having a global reach. Her new work builds on a healthy record of research about learning/pedagogy, design and diversity.

Moreover, Shannon has been more than willing to share her experiences and findings with widely diverse audiences, including visitors to her blog and the students and teachers she worked with at Portugal's Setubal Polytechnic Institute (IPS), Instituto Superior Técnico (IST), University of Aveiro, and University of Minho as well as the Catholic University of Leuven in Belgium.

I hope that you will see fit to affirm Shannon's achievements, not the least of which is the Fulbright fellowship itself, with promotion to the rank of professor.

Sincerely,

A handwritten signature in blue ink that reads "Bill Williams".

Bill Williams,

Head of Technical Communication

Escola Superior de Tecnologia do Barreiro - Instituto Politécnico de Setúbal

CEG - IST Research Centre, Lisbon