

Engineering Education & Excellence (E³) Fellows Program

Program Handbook

2026–27 Academic Year

Department of Engineering Education
Herbert Wertheim College of Engineering
University of Florida

Inaugural Cohort

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1. About the E³ Fellows Program

Program Overview

The Engineering Education & Excellence (E³) Fellows Program is a nine-month, mentorship-driven professional development program led by the Department of Engineering Education (EEd) in the Herbert Wertheim College of Engineering at the University of Florida. The program prepares recent Ph.D. recipients, postdoctoral scholars, and early-career faculty for careers as engineering educators by combining supervised teaching, faculty mentorship, structured professional development, instructional innovation, and scholarly teaching. During the fellowship, participants are appointed as Visiting Instructional Assistant Professors and gain direct experience teaching engineering courses while working closely with experienced faculty mentors and participating in professional development through the University of Florida's Center for Teaching Excellence (CTE). The 2026–27 fellowship is the inaugural E³ cohort and runs from Fall 2026 through Spring 2027.

Program Purpose

The E³ Fellows Program provides emerging engineering educators with an opportunity to develop the knowledge, skills, experience, and reflective practices needed to become effective engineering faculty.

- Develop effective teaching practices through supervised classroom experience.
- Receive formative feedback on course planning, instruction, assessment, and student engagement.
- Develop reflective teaching practices through sustained faculty mentorship and classroom observation.
- Build a foundation in evidence-based teaching and learning.
- Explore instructional approaches and technologies that support student learning.
- Design, implement, and evaluate an instructional innovation.
- Connect teaching practice with evidence and scholarship.
- Communicate their teaching and learning work through a scholarly contribution.

Program Duration

The E³ fellowship is a nine-month appointment spanning two academic semesters. The program progresses from teaching preparation and professional development in the fall to instructional innovation, evaluation, and scholarly sharing in the spring.

2. Program Structure

The E³ Fellows Program consists of five integrated components:

- Supervised Teaching
- Faculty Mentorship
- Structured Professional Development
- Monthly E³ Workshops
- Scholarly Teaching and Scholarship of Teaching and Learning (SoTL)

These components are designed to connect classroom experience with mentorship, professional development, instructional innovation, and scholarly reflection.

2.1 Supervised Teaching

Teaching is at the center of the E³ experience. Each fellow teaches three courses across two semesters:

- One course during the fall semester
- Two courses during the spring semester

Fellows gain direct experience teaching engineering courses while receiving formative guidance and feedback from their faculty mentors. Teaching development includes attention to:

- Course planning and preparation
- Syllabus and course design
- Classroom instruction
- Student engagement
- Assessment
- Reflection and continuous improvement

2.2 Faculty Mentorship

Each E³ Fellow is paired with an experienced faculty mentor. Mentors provide individualized guidance throughout the fellowship, including support with:

- Course planning and syllabus design
- Classroom observation and instructional feedback
- Assessment and student engagement
- Professional growth and career development
- Instructional innovation
- Scholarly teaching

Mentoring begins before the fall semester. Mentoring meetings occur biweekly during the fall and transition to monthly check-ins during the spring. At the conclusion of the fellowship, the faculty mentor(s) participate with the fellow's Department or Unit Chair in a structured evaluation of the fellow's development as an engineering educator. Detailed meeting plans, worksheets, observation protocols, and other mentoring resources are provided through the E³ Mentor & Program Toolkit.

2.3 Structured Professional Development

Fellows participate in a formal teaching-development program through the University of Florida's Center for Teaching Excellence (CTE). For the 2026–27 cohort, fellows select one of three CTE options:

- Teaching Excellence Academy
- Harnessing AI for Teaching & Learning Faculty Learning Community
- Leveraging AI to Create Quality Accessible Course Materials Faculty Learning Community

These programs provide opportunities to develop knowledge and skills related to evidence-based teaching, student learning, instructional strategies, assessment, inclusive educational practices, and instructional technology. CTE offerings may change from year to year. Program leadership will provide current options and requirements for each cohort.

2.4 Monthly E³ Workshops

The Department of Engineering Education hosts a monthly workshop series throughout the nine-month fellowship. Workshops provide cohort-based professional development related to teaching, educational technology, computing, educational research, and academic practice. Topics may include:

- Course and learning-management-system development
- Accessible course materials
- Educational technology
- Computing and HiPerGator
- Student engagement
- Educational research
- Research data practices
- IRB and research compliance

- Other topics relevant to fellows' development as engineering educators

Workshop topics and schedules may vary by cohort.

2.5 Scholarly Teaching and SoTL

The E³ Fellows Program connects teaching practice with evidence, reflection, and scholarship. Fellows observe exemplary engineering teaching, identify an area of teaching and learning to explore, develop an instructional innovation, and evaluate its impact. Through this process, fellows develop a scholarly approach to teaching and gain experience communicating their work to an academic audience.

3. Fellow Responsibilities and Expectations

Participation in the E³ Fellows Program requires active engagement across all five program components.

Teaching

- Teach one course during the fall semester and two courses during the spring semester.
- Prepare effectively for each course.
- Take responsibility for course planning, instruction, assessment, and student engagement.
- Participate in classroom observation and formative feedback.
- Reflect on their teaching and apply feedback to improve their instructional practice.

Mentorship

- Establish a productive mentoring relationship with their assigned faculty mentor.
- Participate in biweekly mentoring meetings during the fall.
- Participate in monthly mentoring check-ins during the spring.
- Come prepared to mentoring meetings and participate actively in discussions.
- Share teaching questions, challenges, and evidence of student learning with their mentor.
- Participate in classroom observations and feedback.
- Work with their mentor to develop and evaluate their instructional innovation.
- Complete the mentoring compact and growth reviews used as part of the mentoring process.

Professional Development

- Complete one approved CTE teaching-development program.
- Participate in the E³ monthly workshop series.
- Apply relevant professional-development learning to their teaching practice.

Scholarly Teaching

- Observe two exemplary engineering class sessions.
- Reflect on the teaching practices observed.
- Identify an area of teaching or learning to explore.
- Develop and submit an instructional innovation proposal.
- Implement the instructional innovation in a spring course.
- Collect and examine appropriate evidence.
- Evaluate and reflect on the innovation.
- Prepare and present a scholarly teaching contribution at the CTE Interface Conference.

Program Participation

- Meet program deadlines.
- Communicate proactively with mentors, program leadership, and relevant Department or Unit representatives.
- Participate in formative and summative evaluation activities.

- Maintain appropriate documentation of program activities and deliverables.

4. Faculty Mentor Responsibilities

Faculty mentors play a central role in supporting fellows' development as engineering educators.

- Establish a productive mentoring relationship with their fellow.
- Meet regularly according to the program's mentoring schedule.
- Support course planning and preparation.
- Observe teaching and provide formative feedback.
- Discuss instruction, assessment, student engagement, and teaching challenges.
- Support the fellow's professional growth and career development.
- Guide the development of the fellow's instructional innovation.
- Provide feedback on the fellow's scholarly teaching work.
- Help the fellow reflect on evidence from teaching and learning.
- Participate in the final structured evaluation with the Department or Unit Chair.

Mentor Support

Mentors have access to the E³ Mentor & Program Toolkit, which provides practical resources for the mentoring relationship, including:

- A structured framework for mentoring meetings
- Meeting plans aligned with the program calendar
- Mentoring and meeting worksheets
- Classroom observation resources
- An instructional innovation and SoTL planner
- Growth-review tools
- A mentoring question bank
- Curated teaching, mentoring, and research resources

The toolkit is maintained separately from this handbook and serves as the working resource for mentors throughout the fellowship.

5. Program Timeline

The nine-month E³ experience progresses through four broad phases. Phase 1: Begin and Develop — Fall

- Begin their first teaching appointment.
- Establish their relationship with a faculty mentor.
- Begin biweekly mentoring meetings.
- Complete their selected CTE teaching-development program.
- Participate in monthly E³ workshops.
- Observe exemplary engineering teaching.
- Reflect on their teaching experiences.
- Begin identifying an area for instructional innovation.

Phase 2: Explore and Innovate — Fall

- Identify a teaching or learning problem to explore.
- Develop an instructional innovation.
- Define the question the innovation will address.
- Determine how evidence will be collected and evaluated.

- Address any applicable IRB or research requirements.
- Submit their instructional innovation proposal.

Phase 3: Implement and Evaluate — Spring

- Teach two courses.
- Implement their instructional innovation in one spring course.
- Collect appropriate evidence.
- Examine the evidence and evaluate the innovation.
- Reflect on the results with their faculty mentor.
- Continue professional development and E³ workshops.
- Prepare their scholarly teaching contribution.

Phase 4: Share and Reflect — Spring

- Present their scholarly teaching contribution at the CTE Interface Conference.
- Complete their end-of-year growth review.
- Participate in the final structured evaluation.
- Reflect on their development as educators and future engineering faculty.

6. Teaching and Classroom Observation

Teaching Responsibilities

Teaching assignments are determined in coordination with the fellow's home Department or Unit. The E³ program requires each fellow to teach:

- One course during the fall semester
- Two courses during the spring semester

The specific courses may vary among fellows and cohorts.

Classroom Observation

Classroom observation is an important part of the program's formative feedback process. Fellows participate in observation of their own teaching with their faculty mentor. The observation process is intended to provide evidence-based feedback on teaching practice rather than serve solely as an evaluative exercise. The observation process includes:

- Pre-observation discussion: The fellow and mentor identify the focus of the observation and clarify what evidence will

be collected.

- Classroom observation: The mentor observes the fellow's teaching and documents relevant instructional and

student-learning behaviors.

- Reflection and debrief: The fellow reflects on the class first, followed by discussion of the mentor's observations and

evidence.

- Action planning: The fellow and mentor identify specific areas for continued development or experimentation.

Fellows also observe two exemplary engineering class sessions during the fall semester and reflect on the instructional practices they observe.

7. Professional Development and E³ Workshops

Center for Teaching Excellence Fellows complete one approved CTE teaching-development program during the fellowship. The purpose of this professional development is to help fellows develop a foundation in teaching and learning that complements their direct classroom experience and faculty mentoring.

E³ Workshop Series

The monthly E³ workshop series provides additional cohort-based professional development. Workshops are designed to address practical topics relevant to fellows as they develop their teaching, educational research, and academic careers. Participation in the workshops complements, rather than replaces, the fellow's formal CTE professional development. Current workshop topics, speakers, and dates are maintained in the 2026–27 program schedule and may be updated by program leadership.

8. Instructional Innovation and Scholarly Teaching

Purpose The instructional innovation component gives fellows an opportunity to apply what they are learning about teaching and learning to a real classroom context. The goal is not simply to introduce a new teaching technique. Fellows are expected to identify a meaningful teaching or learning question, implement an appropriate intervention, examine evidence, and reflect on what they learn.

Developing the Innovation

During the fall semester, fellows:

- Draw on their teaching experience and classroom observations.
- Identify an area of teaching or learning they want to explore.
- Review relevant teaching and educational research.
- Define the problem or question they want to investigate.
- Develop an instructional innovation that can reasonably be implemented in a spring course.
- Develop a plan for collecting and evaluating evidence.
- Address any applicable IRB requirements.
- Submit their instructional innovation proposal.

Implementing the Innovation

During the spring semester, fellows:

- Implement the approved instructional innovation in one course.
- Follow the planned implementation and evidence-collection process.
- Monitor student learning and engagement.
- Discuss progress with their faculty mentor.
- Make appropriate adjustments when necessary.

Evaluating the Innovation

Fellows examine evidence from their instructional innovation and consider:

- What happened?
- What evidence supports the findings?
- What did students learn or experience?
- What worked as expected?
- What did not?
- What would they change in a future implementation?

The purpose of the evaluation is to develop fellows' capacity for reflective and evidence-informed teaching.

IRB Considerations

If an instructional innovation involves research involving human participants or the collection of data requiring institutional review, fellows must determine the appropriate IRB pathway before collecting data. Fellows should work with their faculty mentor and consult applicable University of Florida IRB requirements. When required, fellows must complete the appropriate human-subjects research training and obtain the necessary approval or determination before beginning the relevant research activities.

Scholarly Teaching Contribution

The fellowship culminates in a scholarly teaching contribution presented at the UF Center for Teaching Excellence Interface Conference. The contribution should communicate:

- The teaching or learning problem being addressed
- The instructional innovation
- The evidence collected
- What the fellow learned
- Implications for future teaching practice

The fellow's mentor supports the development of the scholarly contribution throughout the spring semester.

9. Evaluation and Program Completion

The E³ Fellows Program uses formative feedback throughout the fellowship and a structured summative evaluation at the end of the program.

Formative Evaluation

Formative feedback occurs through:

- Faculty mentoring meetings
- Classroom observations
- Teaching discussions
- Professional-development activities
- Reflection on teaching and student learning
- Instructional innovation development and evaluation

The purpose of formative evaluation is to support growth and provide fellows with actionable feedback while there is still time to apply it.

Growth Reviews

Fellows complete a growth review during the fellowship. The mid-year growth review provides an opportunity to reflect on progress toward the goals established at the beginning of the fellowship and identify priorities for the spring. The end-of-year growth review documents development across the fellowship and supports the final evaluation. The growth-review process is supported by a worksheet in the E³ Mentor & Program Toolkit.

Final Evaluation

At the conclusion of the fellowship, the faculty mentor(s) and the fellow's Department or Unit Chair participate in a joint structured evaluation. The evaluation considers the fellow's development in areas including:

- Teaching practice

- Course planning and instruction
- Assessment and student engagement
- Reflective teaching
- Professional development
- Instructional innovation
- Scholarly teaching

The fellow's completion of the required program activities and culminating scholarly teaching contribution is also considered.

10. Program Resources and Support

E³ Mentor & Program Toolkit

The Mentor & Program Toolkit provides practical resources for the mentoring relationship, including meeting plans, worksheets, observation tools, innovation-planning resources, growth reviews, and a question bank. The toolkit is maintained separately from this handbook. Access the E³ Mentor & Program Toolkit Center for Teaching Excellence The Center for Teaching Excellence provides teaching consultations, professional-development programs, teaching resources, and opportunities for faculty learning communities. Center for Teaching Excellence

Teaching and Educational Research Resources

Additional resources may include University of Florida resources related to:

- Teaching consultations
- Student evaluation data
- Accessible course materials
- Educational research
- IRB requirements
- Human-subjects research training
- Scholarly teaching and dissemination

Program leadership and faculty mentors can direct fellows to appropriate resources based on their individual needs and projects.

11. 2026–27 Key Activities and Deliverables

The following activities constitute the major requirements and milestones for the inaugural 2026–27 cohort.

Activity	Timing	Participant
Establish mentoring relationship and complete mentoring compact	Before/at start of Fall 2026	Fellow + Mentor
Begin first teaching appointment	Fall 2026	Fellow
Begin biweekly mentoring meetings	Fall 2026	Fellow + Mentor
Complete selected CTE program	Fall 2026	Fellow
Participate in monthly E ³ workshops	Fall 2026–Spring 2027	Fellow
Observe two exemplary engineering class sessions	Fall 2026	Fellow
Participate in classroom observation and feedback	Fall 2026	Fellow + Mentor
Identify instructional innovation	Fall 2026	Fellow + Mentor
Develop and submit innovation proposal	Fall 2026	Fellow
Address applicable IRB requirements	Fall 2026, before data collection	Fellow
Complete mid-year growth review	December 2026	Fellow + Mentor
Teach two courses	Spring 2027	Fellow
Implement instructional innovation	Spring 2027	Fellow
Participate in monthly mentoring check-ins	Spring 2027	Fellow + Mentor
Evaluate instructional innovation	Spring 2027	Fellow + Mentor
Prepare scholarly teaching contribution	Spring 2027	Fellow + Mentor
Present at CTE Interface Conference	Spring 2027	Fellow
Complete end-of-year growth review	April 2027	Fellow + Mentor
Participate in joint final evaluation	End of Spring 2027	Fellow + Mentor + Department/Unit Chair

Specific dates, submission deadlines, workshop schedules, and CTE requirements are maintained in current-year program communications and may be updated by E³ program leadership.

12. Program Contacts

E³ Fellows Program

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Program website: [Engineering Education & Excellence \(E³\) Fellows Program](#)

Department website: [Department of Engineering Education](#)

For questions about program requirements, mentoring, teaching assignments, professional development, or the instructional innovation project, contact the E³ Fellows Program leadership.

Appendix A. Mentor & Program Toolkit

The E³ Mentor & Program Toolkit is a separate working resource for fellows and mentors. The toolkit includes:

- Mentoring compact
- Biweekly meeting record
- Classroom observation protocol
- Innovation & SoTL planner
- Growth review
- Meeting plans
- Mentoring question bank
- Teaching, mentoring, and research resources

The toolkit provides detailed guidance for individual mentoring meetings and should be used alongside this handbook.

Appendix B. Program Completion Checklist

Teaching

- ☐ Taught one course during Fall 2026.
- ☐ Taught two courses during Spring 2027.

Mentorship

- ☐ Established a mentoring relationship.
- ☐ Completed the mentoring compact.
- ☐ Participated in required mentoring meetings.
- ☐ Participated in classroom observation and feedback.
- ☐ Completed the mid-year growth review.
- ☐ Completed the end-of-year growth review.

Professional Development

- ☐ Completed an approved CTE teaching-development program.
- ☐ Participated in the E³ workshop series.

Scholarly Teaching

- ☐ Observed two exemplary engineering class sessions.
- ☐ Identified an instructional innovation.
- ☐ Submitted the instructional innovation proposal.
- ☐ Addressed applicable IRB requirements.
- ☐ Implemented the instructional innovation.
- ☐ Evaluated the innovation.
- ☐ Prepared a scholarly teaching contribution.
- ☐ Presented the contribution at the CTE Interface Conference.

Evaluation

- ☐ Participated in the final joint evaluation.