Service, Growth, and Leadership: Faculty Journeys in ASEE Divisions

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Dr. Fethiye Ozis, Carnegie Mellon University

Dr. Fethiye Ozis, Associate Teaching Professor in Civil and Environmental Engineering at CMU, holds a B.S. in environmental engineering from Middle East Technical University in Ankara, Turkey and M.S. and Ph.D. degrees from University of Southern California in Los Angeles, CA. She is a licensed Professional Engineer (Environmental) in Arizona and an ENVISION Sustainability Professional. Formerly at Northern Arizona University and University of Southern California, Dr. Ozis is known for innovative and inclusive teaching. She enjoys every dimension of being an engineering educator, and teaches across the curriculum from first year to graduate level courses in environmental engineering. Her own intersectionality led to her passion for researching pathways into engineering for underrepresented minorities. Beyond academia, Dr. Ozis indulges in mentorship, guiding students to academic and professional success. She has mentored numerous undergraduate students to develop proposals and pursue award winning research on novel biotechnologies for sustainable water and wastewater treatment. Her community engagement and service reflect her commitment to societal impact. She has been an ASCE ExCEEd (Excellence in Civil Engineering Education) Fellow since 2016, and currently serves as a mentor. She is also a mentor for Engineering for One Planet (EOP) under the American Society for Engineering Education (ASEE) Mini Grant Program. Dr. Ozis earned multiple teaching, research, and service awards from Northern Arizona University and the American Society for Engineering Education.

Dr. David V.P. Sanchez, University of Pittsburgh

David V.P. Sanchez is an Associate Professor in the Swanson School of Engineering's Civil & Environmental Engineering department and the Associate Director for the Mascaro Center for Sustainable Innovation

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At Pitt, he serves as the Program Director for the Master's in Sustainable Engineering, the Undergraduate Certificate in Sustainability, and the John C. Mascaro Faculty Fellows. He is the faculty co-lead for the University Honors College Happiness and Human Flourishing Scholar Community.

His research lab, Sustainable Design Labs, focuses on fusing analytical chemistry, sustainability design principles and data analytics to address Water and Sustainability grand challenges. Current thrusts focus on metal-organic frameworks to detect and remediation PFAS-metal mixturs.

Focused on co-creating long term partnerships that synergize community vision with Pitt's core competencies of research and education, Sanchez has built up Constellation Energy Inventor labs for K-12 students, re-created the Mascaro Center's Teach the Teacher sustainability program for science educators in the region, and has worked for 5 years in Appalachia in PA (Fayette County).

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Abstract

This paper examines the motivations, perspectives, and experiences of engineering faculty who have held leadership roles in ASEE divisions. The literature suggests that faculty often elect to serve in academic societies or organizations to network, enhance professional reputation, and increase likelihood of academic promotion. However, there is little examination of the service itself. For example, there is little study concerning the duration of service or if faculty members have opted to seek out leadership positions within the organization. Further, the literature is devoid of discussion concerning how the faculty members' service impacted their leadership style and abilities. In this paper, leadership models are explored among participating divisions to gain a better understanding of leadership development and longevity within ASEE. Engineering faculty who served or are currently serving on ASEE divisions' leadership are surveyed. Factors such as member retention, career stages of leadership, and team dynamics are examined and mapped according to career stage, roles, and institutions. Quantitative and qualitative analysis are performed on survey data. Results from this analysis highlight the motivation, value and benefits as well as the challenges to taking on a leadership role in ASEE and can be useful for faculty considering service opportunities and leadership positions within ASEE, for ASEE division leadership in improving their own leadership models, and for administrators assessing professional development and service activities of their faculty. Submission Type: Research

Introduction

Faculty at colleges and universities are normally responsible for contributing to three main areas of academic life: teaching, scholarship, and service [1]. For many, teaching and scholarship take center stage and account for most of the faculty members' time [2]. However, essentially all faculty members – regardless of position – are also expected to participate in service-related activities.

Each institution of higher education normally maintains a faculty manual, handbook, or document of professional responsibilities that outlines service expectations [3]. Further, institutions normally maintain documents concerning procedures for attaining promotion and tenure that prescribe service-related expectations for faculty members at each academic rank. Considering the general guidance provided in these documents, faculty often choose their own service-related path. As there is no universal definition of service, activities that fall under the service umbrella are diverse. Distinct academic fields and institutions can often prioritize service opportunities differently [4]. Accordingly, faculty member service contributions can include anything beyond the classroom or laboratory and often involve areas that enrich their institution or the greater academic community. Some faculty members elect to serve students by leading clubs, some focus their service efforts at their institution by serving on committees, while others elect curriculum assessment (e.g., ABET), and many extend their service beyond their institution by supporting regional or national-level organizations [5]. The scope of service activity can also vary widely – some faculty members elect to simply participate, while others take on leader roles at various levels [6]. Further, the motivation for selecting a service forum also varies on numerous factors, which can include the faculty member's interests, the type of institution (e.g., R1 versus Primarily

Undergraduate Institution, PUI), whether the faculty member is up for tenure, and the faculty member's academic rank [7].

The existing literature reveals a notable opportunity for scholarly contributions in this space. Despite the centrality of service to faculty roles and responsibilities, there is a striking lack of research examining how and why faculty make service-related decisions. The limited materials that do exist are largely popular; non-peer-reviewed articles grounded in anecdotal perspectives rather than systematic inquiry. Such articles suggest that faculty often elect to serve in academic societies or organizations to network, increase collaboration, enhance collaboration, and increase professional reputation. Each of these activities can lead to an increased chance for academic promotion [8]. Most readers will find these motivations intuitive. Indeed, some level of self-reflection will inevitably lead each reader to identify why they elected to serve in the service areas they currently do.

To begin to understand and quantify why faculty members make decisions to serve, this work begins by examining perspectives of those serving in positions at the American Society for Engineering Education (ASEE). For over 130 years, ASEE has worked to advance engineering education and make engineering more accessible to students [9]. At present, ASEE has over 12,000 members that represent a diverse constituency of educators, students, deans, and industry professionals. ASEE maintains over 50 separate divisions and professional interest committees, thereby providing many service opportunities [10]. As of 2026, a total of 695 appointments were held across 123 leadership roles, with some individuals serving in more than one role. The breakdown of leadership roles is found in Table 1.

Table 1: Leadership Roles Breakdown

Committees & Functional Roles	Number of Volunteers
Division/Program Leadership	256
Administrative & Financial Officers	195
Committees & Functional Roles	102
PIC Chairs, Representatives & Delegates	81
Executive Leadership	33
Other	28

Accordingly, this study examines the motivations, perspectives, and experiences of engineering faculty who have held leadership roles within ASEE divisions, with the aim of advancing understanding of the factors that shape faculty engagement in professional service. In addition, the published literature offers little insight into how service within organizations such as ASEE influences faculty members' leadership styles and capacities. This study addresses this gap by examining the ways in which professional service contributes to leadership development.

Methods

This study employed a mixed-methods survey design to examine the motivations, perspectives, leadership experiences, and professional outcomes of engineering faculty who

have served in leadership roles within ASEE. An on-line survey was selected to enable data collection across a geographically and institutionally diverse population of faculty leaders and to capture both quantifiable trends and reflective insights related to leadership development, service longevity, and executive board dynamics. This study was approved by the Institutional Review Board under STUDY25100095.

The study population consisted of engineering faculty who previously served or are currently serving in leadership positions within ASEE, including but not limited to roles such as chair, chair-elect, past chair, secretary, treasurer, and executive or advisory board members. Participants represented a range of career stages, institutional types, and years of involvement in ASEE leadership.

The questionnaire was developed and administered via Qualtrics and included a combination of demographic and professional background items (career stage, institution type), multiple choice categorical responses to assess motivations, and open-ended reflections to understand their experience, barriers and professional growth. The survey was estimated to take 10 minutes or less, and responses were recorded anonymously. Survey questions can be found in the Appendix.

Participants were recruited via direct email-invitations from ASEE national and division-level list-serves. Participation was voluntary, and no incentives were provided. The survey was open for responses between December 10, 2025, to January 20, 2026, yielding a final sample of 84 completed responses.

Survey responses were exported directly from Qualtrics into Excel for analysis mostly using descriptive statistics (frequencies, percentages, means). Qualitative responses from open-ended questions were analyzed using thematic analysis.

Responses were iteratively mapped to themes related to leadership motivation, leadership development, organizational culture, challenges of service, and perceived professional value. Themes were then correlated across career stages, leadership roles, and institutional contexts to provide a richer understanding of leadership development and longevity within ASEE divisions according to the following research questions:

RQ1: How do team dynamics and leadership models vary across ASEE divisions?

RQ2: What major factors motivate faculty to pursue ASEE leadership?

RQ3: What major factors predict continued engagement in ASEE leadership?

RQ4: What leadership challenges do faculty at various career stages report, and how do these differ by institutional type?

Results

Respondent Demographics

A total of 84 people completed the survey. First year of leadership in ASEE ranged from 1995–2025, with half beginning after 2018. The year most respondents began in a leadership position was 2023 (11 of 84). Respondents reported a range of 1–30 years in an ASEE leadership position, with a median of 6.5 years and an average of 7.9 years. Most participants (65%) are affiliated with R1 institutions, indicating a strong presence from research-intensive

universities. Participants from primarily undergraduate institutions comprise 14% of the sample; R2 institutions account for 6% of participants, with the remainder being described in some other manner (data not shown).

Figure 1 displays the distribution of academic and administrative ranks among survey respondents. Associate Professors comprised the largest group at 27% (23/84), followed by Assistant Professors (17%; 14/84) and Professors (12%; 10/84). Teaching Professors accounted for 10% (8/84), while the remaining respondents represented roles such as Professor Emeritus, Executive Director, Professor of Practice, and Associate/Assistant Dean. The "Other" category, comprising 19% (16/84), included participants with various unique titles or who did not provide their academic rank.

Table 2 shows the levels of ASEE leadership engagement among survey respondents. Most participants (94%) reported involvement at the division level, with 54% reporting involvement at the Division level *only* (data not shown). While 32% of respondents reported involvement at the Section level, 19% reported involvement at both the Section and Division level, and 5% are involved at the Section level alone (data not shown). A few respondents also reported involvement in roles on ASEE committees, councils, and the Board of Directors.

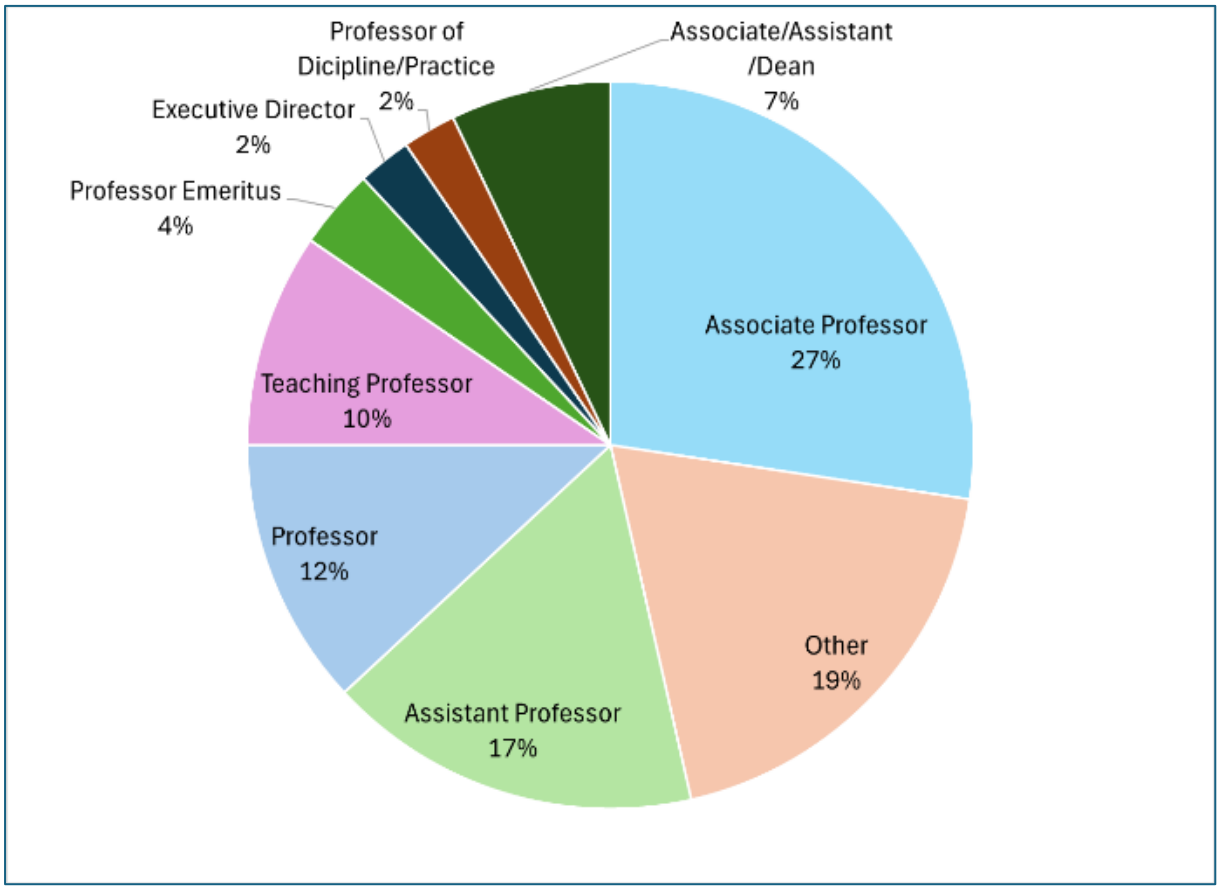

Figure 1: Academic Rank (n=84).

Table 2: Level of Leadership Engagement in ASEE (n=84). Percentages sum to more than 100% because respondents could report engagement at multiple levels.

ASEE Engagement Level	Response Count	Response %
Division	79	94
Section	27	32
Council	7	8
ASEE Board of Directors	7	8
Zone	5	6
Commission	3	4
ASEE Committees (HQ or level-specific)	2	2
Annual Conference & Symposium	1	1
Campus Rep	1	1

RQ1: How do team dynamics and leadership models vary across ASEE divisions?

The findings indicate substantial variation in leadership structures across divisions. In total, six distinct leadership models were identified and are described in Table 3. The majority of ASEE divisions (57%) follow a cascaded leadership model, followed by Annual Open Elections (18%) and Longer-Term Election models (15%). The remaining 11% employ alternative approaches, including promotional, rotational, and other hybrid leadership models. A follow-up survey could further explore the rationale behind the selection of specific leadership models, as well as the perceived advantages and potential limitations of each approach.

Table 3: Division's Leadership Model (n=79).

Model	Model Description	Response Count	Response %
Cascaded	Individuals progress through a predefined sequence of leadership roles (e.g., Treasurer, Secretary, Program Chair, Chair), forming a planned leadership pipeline.	45	57%
Annual Open Election	Leadership positions are filled through annual elections open to all eligible members.	14	18%
Longer Term Election	Leaders serve extended terms, often with a structured progression through multiple roles over several years.	12	15%
Promotional	Advancement into leadership roles is based on prior service, nomination, or appointment rather than open elections.	2	3%
Rotation	Leadership roles rotate among members, either informally or according to a predetermined schedule.	2	3%
Other	Hybrid approaches, such as a cascaded model for chair roles combined with open elections for other positions (e.g., treasurer or secretary), annual elections of candidates nominated by a committee, or a predominantly open-election model with exceptions for specific roles (e.g., Program Vice Chair, Program Chair, Division Chair).	4	5%

ASEE division leadership reported meeting at varying frequencies. Approximately 41% (34/83) met monthly, while 25% (21/83) met quarterly. Only a small proportion held meetings on a biweekly (7%; 6/83) or weekly (6%; 5/83) basis. Notably, 20% (17/83) of respondents reported meeting rarely or only on an as-needed basis.

Analysis of open-ended responses describing ASEE division team dynamics revealed a strong emphasis on collaboration and support as shown in Figure 2. The most frequently cited descriptor (n = 170 total mentions) was collaborative (40%), followed by friendly (19%) and supportive (17%). Respectful environments accounted for 12% of descriptors, while cohesive teams represented 5%. Collectively, these positive relational characteristics comprised over 90% of all coded responses. Less frequently mentioned descriptors included collegial (2%) and inclusive (1%). Negative or challenging dynamics, such as passive, exclusive, hierarchical, unorganized, or ad hoc, each accounted for less than 1% of total mentions, indicating these experiences were not representative of the broader sample however existed.

Figure 2: Word cloud representing respondent descriptions of ASEE division leadership team dynamics. The size of each word reflects its relative frequency in responses.

RQ2: What major factors motivate faculty to pursue ASEE leadership?

To better understand the factors motivating faculty to pursue ASEE leadership roles, the authors examined the distribution of participants across career stages. Nearly half of the roles (49%; 41/84) were held by early-career faculty, highlighting strong engagement among individuals at the early stages of their academic careers. Participants who self-identified as mid-career represented 25% (21/84) of responses, senior level as 8% (7/84), with the remaining 10% as "Other."

When answering the question "What inspired you to pursue a leadership position?" the participants could choose multiple answers. Participation in leadership was found to be driven primarily by community belonging (n=67), peer encouragement (n=56), and openness to exploration (n=55), rather than formal incentives alone. While promotion and tenure considerations matter (n=33), the data suggests that leadership engagement is most strongly supported by social networks and a welcoming professional community. The "other" reasons can be grouped into 3 major categories:

1. Service, Values, and Commitment to Community: The motivation was driven by a desire to give back, serve others, and contribute to causes and missions aligned with personal values and beliefs.

2. Leadership Responsibility and Organizational Need: Participants stepped into leadership roles out of a sense of duty when leadership gaps existed or when support was needed.

3. Professional Growth, Credibility, and Connection: Participants sought opportunities for development and engagement with peers and leaders.

Promotion and tenure considerations played a role in motivating some faculty to assume leadership roles within the organization. Thirty-three percent of respondents (28/84) indicated that leadership service in professional organizations is a requirement for promotion and tenure at their institutions. In contrast, 56% (47/84) reported that such service is not required at their institutions, yet they chose to engage in leadership service regardless.

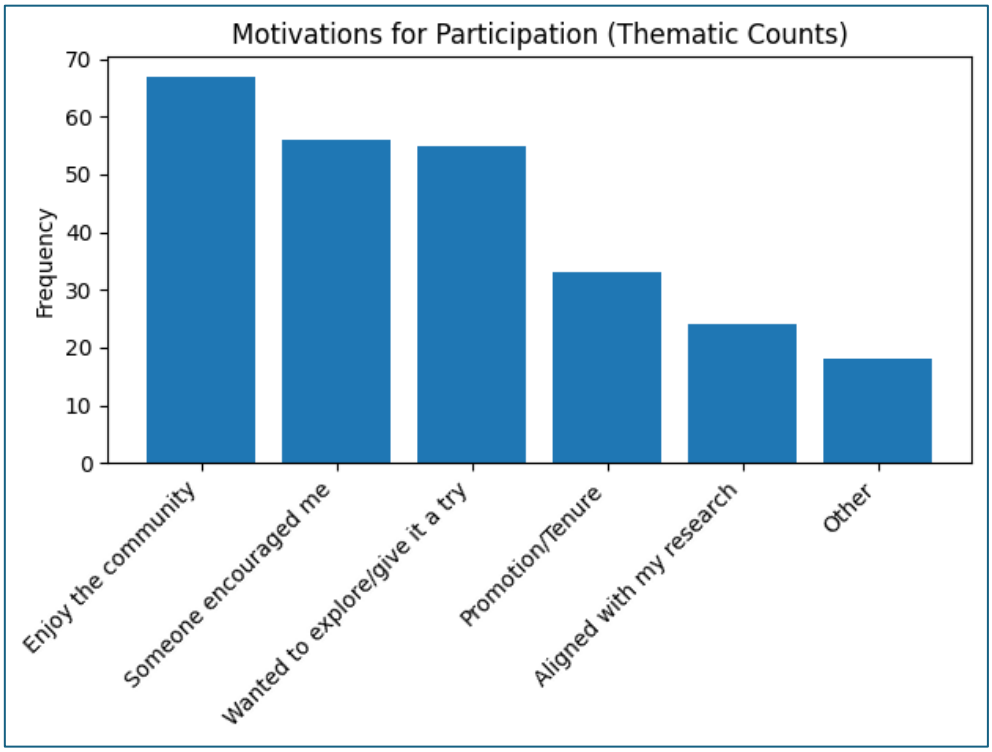

Figure 3: Motivations for Participation.

Regarding whether the faculty institutions value ASEE leadership service, a clear majority of respondents (67%; 55/82) perceived their institutions as valuing this service. Nearly one quarter (23%; 19/82) were uncertain, while only a small proportion (10%; 8/82) reported a negative perception.

When asked whether they felt prepared upon assuming an ASEE leadership position, 48% of participants responded affirmatively, 37% indicated they felt somewhat prepared, and 14% reported feeling unprepared as shown in Table 4. While most respondents reported feeling less than fully prepared, the survey further examined whether adequate guidance, such as bylaws, clearly defined roles and responsibilities, orientation, or onboarding, was provided. Forty percent of respondents indicated that sufficient guidance was available, 17% reported that it was not, and 42% indicated that guidance was provided to some extent.

Table 4: Preparedness and Guidance Perceptions (n=83).

Response	Felt Prepared		Adequate Guidance Provided	
	Response Count	Response %	Response Count	Response %
YES	40	48	34	40%
NO	12	14	14	17%
Somewhat	31	37	35	42%

Despite more than half of respondents indicating that they felt inadequately (somewhat or not at all) prepared or guided when assuming their roles, a notably positive finding emerged: 86% of participants reported that they would encourage others to pursue leadership positions based on their experiences, while only 14% expressed uncertainty.

To better understand participant motivation, the survey asked respondents to describe the value gained from assuming an ASEE leadership role. Analysis of open-ended responses indicated that the most frequently cited benefits were networking and professional connections, followed by a sense of community and belonging as summarized in Table 5. Participants also emphasized collaboration, visibility, and recognition, highlighting both the relational and professional benefits associated with leadership service. Collectively, these findings suggest that ASEE leadership roles offer substantial social capital, opportunities for professional growth, and increased visibility within the engineering education community.

It is worth noting that only 4% of the descriptors explicitly referenced leadership development. When considered alongside respondents' perceptions of inadequate preparedness and incomplete guidance, reported by more than half of the participants, this finding underscores the need for more intentional institutional support, including workshops and training focused on leadership development and associated skills.

Table 5: Value Gained from Leadership.

Response	Response %
Networking & Connections	43%
Community & Belonging	22%
Collaboration	12%
Visibility & Recognition	12%
Relationships / Friendship	6%
Leadership Development	4%

RQ3: What major factors predict continued engagement in ASEE leadership?

Figure 4 shows that 69% (58/84) of respondents reported being currently active in a leadership position with ASEE. Responses to if involvement in ASEE was their most time-intensive professional service obligation were evenly distributed, with about one-third reporting Yes, No, or One of Several. Almost one-third of respondents (29%; 24/84) reported spending greater than 10 hours/month, 5-10 hours/month (32%; 27/84) or 1-5 hours/month (36%; 30/84), with just 3 respondents (3%) reporting spending less than 1 hour/month (results not shown). About two-thirds of respondents reported that their institution values their ASEE leadership service (55/84), almost 10% (8/84) said "No", and about 23% (19/84) were "Not Sure" (2 responses were blank).

Lack of time was the most frequently cited barrier encountered in leadership involvement (73%; 57/78), both with respondents currently active in ASEE leadership (71%; 41/58) and inactive (62%; 16/26), as shown in Figure 5. While unclear expectations and limited mentorship were reported more often from the Inactive group, they also represented the second and third most reported barriers from the Active group.

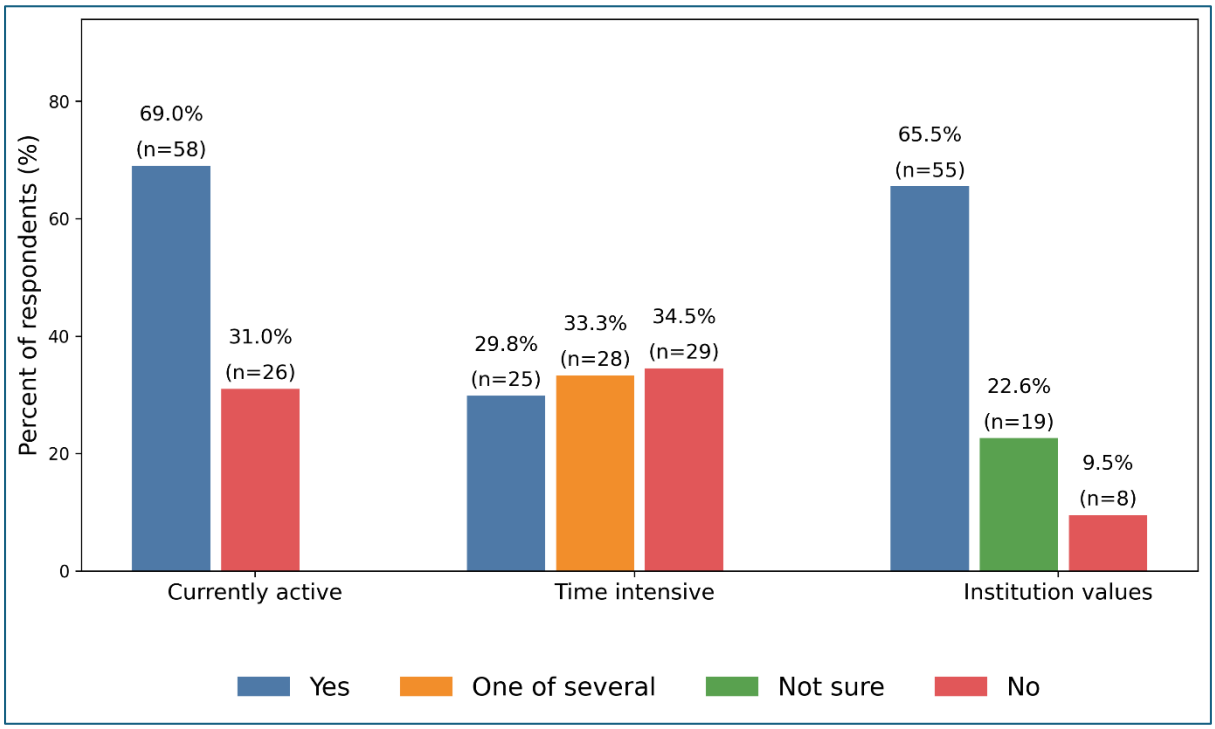

Figure 4: Summary of Engagement and Support (N=84).

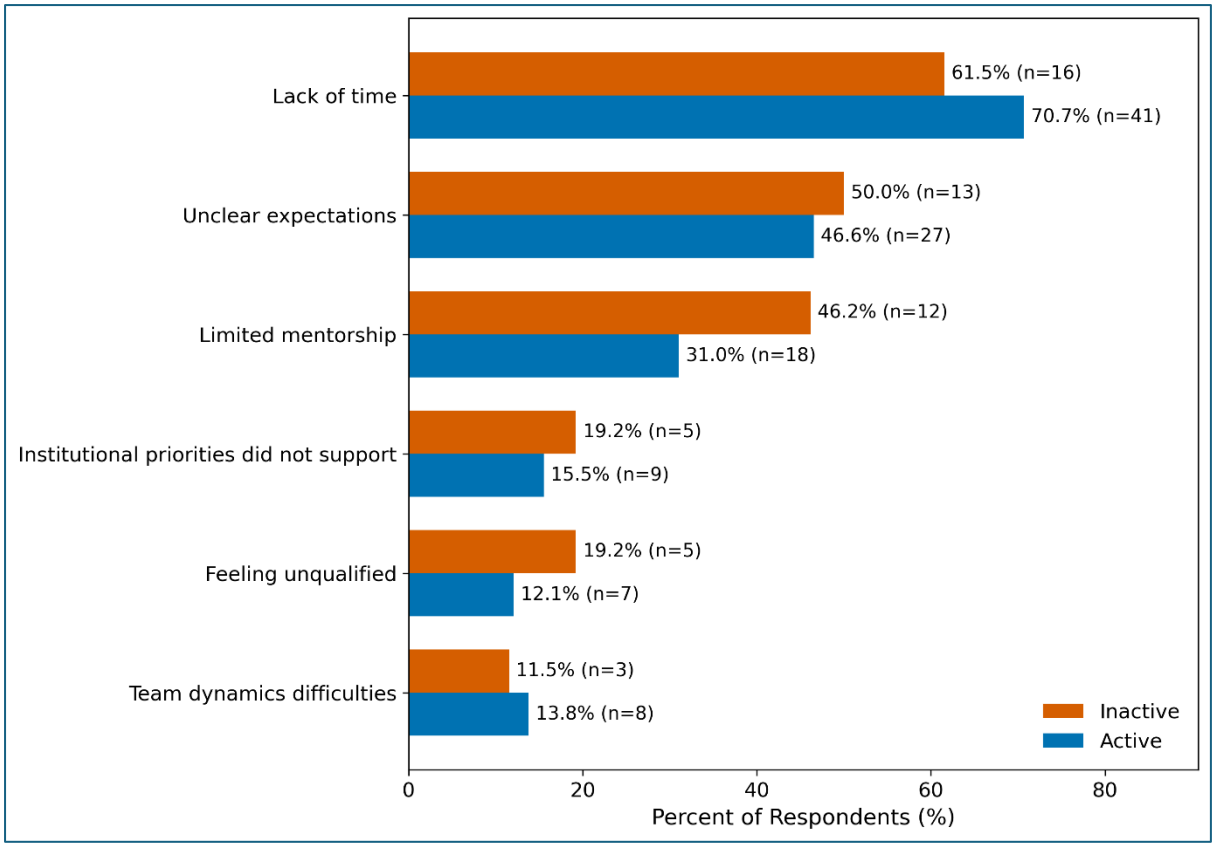

Figure 5: Barriers in ASEE leadership involvement (N=78) for those currently active or inactive in an ASEE leadership position. Respondents were able to choose more than one barrier.

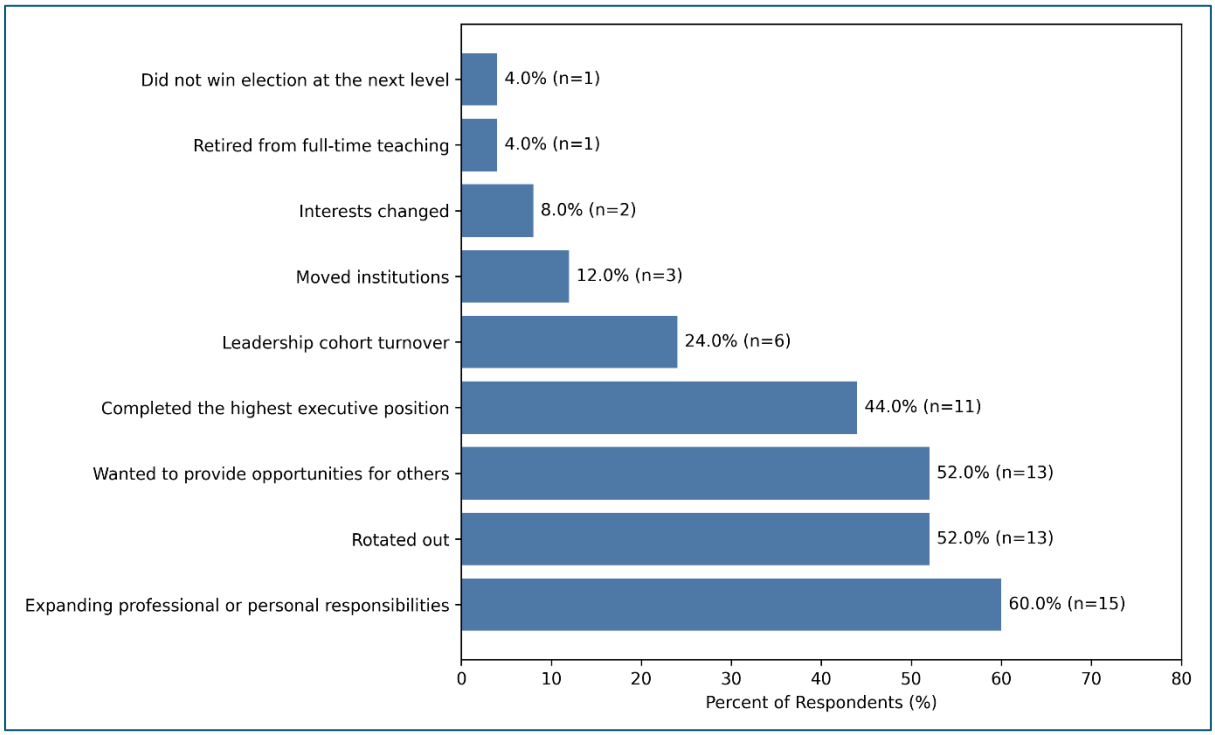

Figure 6: Motivations for stepping away from ASEE leadership roles (total N=25).

Looking more closely at the Inactive group who reported motivations for stepping away from a leadership role, results support the challenge of lack of time, as shown in Figure 6. Most respondents (60%; 15/25) reported competing responsibilities elsewhere as a motivation to step away. About half reported their motivation as having completed their tenure or made room for others. Changing interests (8%; 2/25) or institutional requirements (0%) did not appear to drive moving away from a leadership role.

RQ4: What leadership challenges do faculty at various career stages report, and how do these differ by institutional type?

Barriers to leadership were similar across types of institutions as shown in Figure 7, with time constraints, unclear expectations, and limited mentorship identified as the top three barriers for R1, undergraduate-only, and graduate institutions. These same top three barriers were also identified for both early and mid-career professionals, while time limitations were identified the least for senior-level respondents.

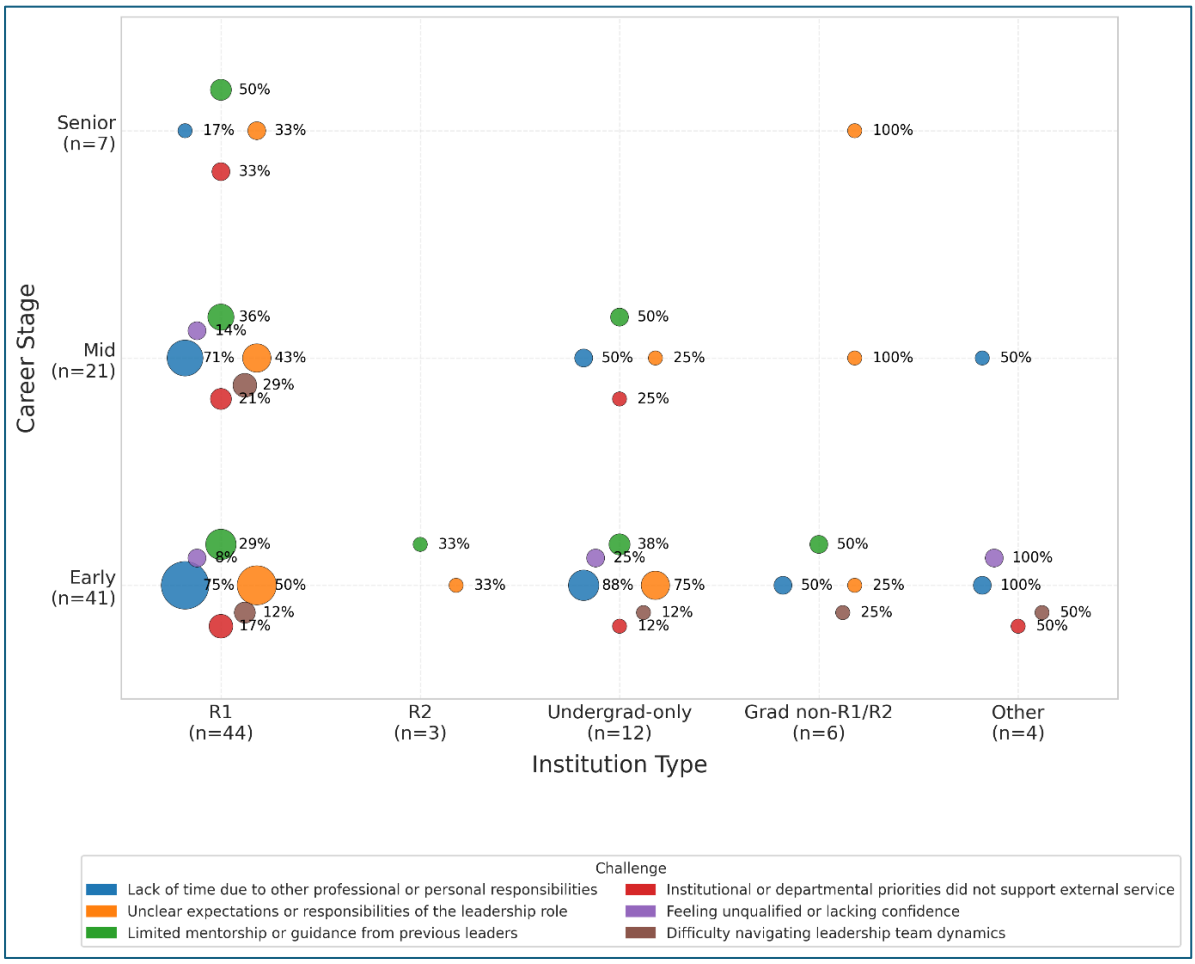

Figure 7: Barriers in ASEE leadership involvement (N=69) by Career Stage and Institution Type. Percentages represent percent of responses in each Career Stage/Institution Type intersection. Respondents were able to choose more than one challenge, allowing for percentages to sum to greater than 100% at each intersection.

Discussion

Leadership models and team dynamics play a central role in shaping faculty engagement and retention within ASEE divisions. The predominance of cascaded leadership models suggests an emphasis on continuity, leadership development through experience, and succession planning, while the presence of open-election and hybrid models reflects divisions' adaptation to size, culture, and membership needs. Across leadership structures, respondents overwhelmingly described team environments as collaborative, supportive, and respectful, indicating that interpersonal climate often matters more than the formal governance model for someone to stay in these roles. Although negative dynamics were reported infrequently, isolated experiences of unclear organization or exclusivity may discourage leadership participation, particularly in volunteer-driven settings like this one where time is already constrained.

Faculty motivations for pursuing ASEE leadership were driven largely by community, encouragement, and professional curiosity rather than formal reward structures. Community belonging, peer invitation, and openness to exploration emerged as the most common motivators, especially among early-career faculty. While promotion and tenure considerations influenced some participants, the majority engaged in leadership even when external service was not required or explicitly rewarded by their institutions. These findings suggest that leadership participation in ASEE is strongly rooted in professional identity formation and social integration rather than transactional incentives alone.

Sustained engagement in ASEE leadership was shaped primarily by feasibility rather than perceived value. Lack of time was the most frequently cited barrier across both active and inactive leaders, regardless of career stage or institutional type, except for senior faculty. Unclear expectations and limited mentorship were also commonly reported, particularly among participants who stepped away from leadership roles. Notably, many inactive leaders cited completion of their leadership term or a desire to create opportunities for others rather than dissatisfaction, suggesting that disengagement often reflects role cycling rather than attrition due to negative experiences. These findings highlight the importance of clear role definitions, structured transitions, and mentorship in supporting leadership continuity.

Leadership challenges were largely consistent across career stages and institutional contexts, indicating that barriers are systemic rather than individual. Time constraints, unclear expectations, and limited guidance were reported across R1 institutions, primarily undergraduate institutions, and other settings. Early- and mid-career faculty described balancing leadership responsibilities with research, teaching, and tenure pressures, while senior faculty reported fewer time-related challenges. This pattern suggests a need for leadership roles with varying time commitments and for more intentional alignment between leadership expectations and faculty workload at different career stages.

Leadership development occurred largely implicitly through participation rather than through intentional preparation. Although respondents reported gains in collaboration, communication, and confidence, leadership development was infrequently identified as a primary benefit of service. When considered alongside reports of limited preparedness and incomplete onboarding, this finding indicates that ASEE leadership roles function as experiential learning opportunities that are not consistently framed or supported as such. More explicit leadership training, onboarding resources, and mentorship could strengthen leadership capacity while reducing early uncertainty and role-related stress.

Opportunity exists to better leverage experienced leaders while addressing time-related barriers. Respondents' experiences suggest value in creating lower-intensity engagement opportunities for past leaders, including mentoring, advisory roles, short-term task forces, and documentation of role responsibilities. Such approaches may help retain institutional knowledge, ease leadership transitions, and distribute service workload more sustainably across the organization.

Limitations

Several limitations should be considered when interpreting these findings. Limitations include a relatively small sample size representing some subgroups of respondents, such as senior-level faculty, which restricts the ability to draw comparisons across all career stages. Participation was voluntary, and self-selection may have attracted respondents with more positive or engaged experiences in ASEE leadership. In addition, the use of select-all apply menu style survey questions may bias estimates toward more frequently cited responses, such as common challenges, and limits interpretation of the relative weight of individual factors. Finally, although the survey captured both quantitative and qualitative perspectives, responses reflect self-reported perceptions at a single point in time rather than observed leadership behaviors or longitudinal outcomes.

Conclusion and Future Work

This study examined the motivations, experiences, and challenges of engineering faculty serving in leadership roles within ASEE divisions. Findings show that faculty engagement in ASEE leadership is driven primarily by community, encouragement, and professional connection rather than formal incentives alone. While leadership team dynamics were overwhelmingly described as collaborative and supportive, many participants reported limited preparedness, unclear expectations, and significant time constraints. These challenges were consistent across career stages and institutional types, indicating that barriers to leadership engagement are largely structural rather than individual. Despite these challenges, most respondents viewed their leadership experiences positively and would encourage others to pursue similar roles.

The results suggest that ASEE leadership roles provide meaningful professional value but rely heavily on informal learning and individual initiative. More intentional onboarding, clearer role definitions, mentorship, and flexible leadership pathways may help reduce barriers, improve leadership preparedness, and support sustained engagement over time.

We plan to expand on these findings by examining how specific leadership models influence preparedness, satisfaction, and retention, particularly across division size and governance structure. The future study will explore the relationship between meeting frequency, leadership workload, and perceived readiness, as well as investigate the experiences of faculty who are interested in leadership but have not yet pursued such roles. Further research examining institutional support mechanisms would provide deeper insight into how external contexts shape faculty participation in professional society leadership. Finally, future surveys could more explicitly examine faculty rank at the point they began their service with ASEE, mentorship, onboarding practices, and leadership skill development to better understand how ASEE leadership experiences contribute to long-term professional growth.

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Appendix

ASEE Leadership Involvement Survey Questions

Section 1: Demographics

1. **Please enter your position/rank below:** (Short answer)
2. **Type of Institution according to the Carnegie Classification (Associate—2-year, Undergraduate, Graduate Master's, Graduate Doctorate, R1, R2 etc.)** (Dropdown or Short answer)
3. **At which levels do you engage with ASEE** (Select all that apply)
    - Section
    - Division
    - Council
    - Zone
    - ASEE Board of Directors
    - Other: (short answer)
4. **Please indicate the year of your first Leadership role in ASEE** (Year)
5. **Total Number of Years in Leadership Service with ASEE** *(Do not include years where you were not part of a leadership committee)*

Section 2: Motivations

6. Are you currently active in ASEE leadership positions?

- Yes
- No

If Yes:

6A. What ASEE leadership positions have you held? *(Select all that apply)*

- Chair
- Program Chair
- Treasurer
- Secretary
- Division Board of Directors
- Campus Representative
- Web Manager
- Member at Large
- Other: _____

7. What inspired you to pursue a leadership position? *(Select all that apply)*

- Wanted to explore/give it a try
- Promotion/Tenure
- Enjoy the community
- Aligned with my research
- Someone encouraged me
- Other: _____

8. Was leadership service in professional organizations a requirement for promotion and tenure?

- Yes
- No
- Not sure

9. What value have you gained from taking on a leadership role?
(Open-ended)
10. Are you more likely to encourage others to participate in leadership positions, given your experience?

- Yes
- No
- Maybe

11. Would you recommend engaging in this leadership role to someone new to the organization?

- Yes
- No
- Depends (please explain): _____

If No:
6B. What motivated you to step away from active engagement in ASEE leadership?
(Select all that apply)

- Completed the highest executive position
- Expanding professional or personal responsibilities
- Leadership cohort turnover
- Moved institutions
- Interests changed
- Annual evaluation or promotion requirements no longer required it
- Wanted to provide opportunities for others
- Rotated out
- Other: _____

Section 3: Experiences
12. Which of the below describes the leadership training outside of ASEE you have received at this point in time? (select all that apply)

- I have not received any formal leadership training.
- I have participated in informal or on-the-job leadership development.
- I have completed a workshop or short course on leadership.
- I have received extensive leadership training through a formal program or degree.
- I am currently enrolled in a leadership training program.
- Other: _____

13. Which of the following best describes your division's leadership model? *(Select one)*

- Annual Open Election – Leadership roles are filled through yearly elections open to all eligible members.
- Longer Term Election (e.g., 4 years active + 4 years board) – Leaders serve extended terms, often with a structured progression through roles over several years.
- Rotations – Leadership positions rotate among members, often informally or by pre-determined order.
- Cascaded (e.g., 4 years) – Individuals move through a sequence of roles (e.g., Treasurer -> Secretary → Program Chair → Chair) as part of a planned leadership pipeline.
- Promotional – Advancement into leadership roles is based on prior service, nomination, or appointment rather than open elections.
- Other: _____

14. How would you describe your leadership team dynamics? *(for example, Collaborative, Competitive, Non-supportive, Cohesive, Supportive, Negative, Dysfunctional, Passive-aggressive, Friendly, Respectful, etc.) (short answer)*

Section 4: Perspectives

15. Approximately how much time did this leadership position require monthly at its peak?

- < 1 hour/month
- 1-5 hours/month
- 5-10 hours/month
- > 10 hours/month
- Other: _____

16. How often did the leadership team meet?

- Weekly
- Biweekly (every two weeks)
- Monthly
- Quarterly
- Rarely or only as needed

17. Did you feel prepared when taking on this ASEE leadership position?

- Yes
- No
- Somewhat

18. Was there enough guidance or onboarding?

- Yes
- No
- Somewhat

19. What barriers have you encountered in leadership involvement? *(Select all that apply)*

- Lack of time due to other professional or personal responsibilities
- Unclear expectations or responsibilities of the leadership role
- Limited mentorship or guidance from previous leaders
- Feeling unqualified or lacking confidence
- Institutional or departmental priorities did not support external service
- Difficulty navigating leadership team dynamics
- Other (please specify): _____

20. At what career stage did you take on a leadership position?

- Graduate Student
- Early Career Faculty
- Mid-Career Faculty
- Senior Faculty
- Other: _____

21. What leadership skills did you gain that impacted your style over your tenure in ASEE? (select all that apply)

- Improved ability to collaborate across disciplines and institutions
- Enhanced communication and presentation skills
- Greater confidence in leading teams and initiatives
- Strengthened strategic planning and decision-making abilities
- Increased awareness and practice of inclusive leadership
- Developed mentoring and coaching capabilities
- Improved conflict resolution and negotiation skills
- Enhanced adaptability and change management
- Better time management and delegation strategies
- Other: _____

22. What do you wish you knew about leadership engagement early on? (for example in regards to active listening, empathy, assertiveness, delegation, time commitment etc.)
(Suggestions for early-career professionals/new leaders)

23. Is involvement in ASEE your most time-intensive professional service obligation?

- Yes
- No
- One of several
- Other: _____

24. Does your institution value this ASEE leadership service?

- Yes
- No
- Somewhat
- Not sure

25. What other leadership skills do you still hope to develop? (select all that apply)

- Conflict resolution and negotiation
- Effective communication and public speaking
- Strategic thinking and decision-making
- Team building and collaboration
- Emotional intelligence and self-awareness
- Time management and prioritization
- Change management and adaptability
- Coaching and mentoring others
- Diversity, equity, and inclusion in leadership
- Other: _____