This column addresses aspects of lifelong learning for current students, alumni, and faculty. Examples of student and faculty activities that involve industrial practice and engagement as well as continuing education are welcome. These topics may not always lend themselves to the traditional scholarly format with formal assessment and extensive literature review but may be more editorial in nature. Please submit manuscripts to Professor Lisa Bullard at lisa_bullard@ncsu.edu

CALL FOR PAPERS

Lisa G. Bullard
North Carolina State University

It is my pleasure to succeed Bill Koros in serving as editor of the newly retitled Lifelong Learning column. After graduate school I worked as a chemical engineer at Eastman Chemical Company for nine years where I learned firsthand about how industry works and what is expected of new graduates. Since 2000 I have taught both the capstone design course and a professional development seminar, both of which are prime opportunities to coach students on the transition from student to professional. Through mentoring new faculty and leading faculty development workshops, I recognize that students and alumni are not the only ones who have professional development challenges and opportunities.

This time of editorial transition is a good opportunity to revisit the column's focus. While we are still interested in examples of how industry can influence student and faculty experiences, the column's new title, Lifelong Learning, broadens the scope of topics that will be solicited. Hopefully one or more of the ideas below will spark your interest and be something that you'd either like to write about or learn more about in a future column:

- *What are the benefits of completing a graduate degree while working in industry?*
- *How do on-line graduate programs benefit those who complete them and the department which offers them?*
- *How can we best support military personnel in their continuing education?*
- *What are examples of successful industrial short courses offered by academia?*
- *Do new graduates need to take the FE exam? If so, when is the best time to take it? Which industries and roles value or require a PE license? Given the new on-line licensing exams, what is the best way to prepare graduating seniors and alumni who choose to take the FE or PE exam?*
- *What is the value of a terminal MS degree? Is it more valuable for CHE students to get an MS in a different engineering discipline or another professional degree, such as an MBA?*
- *How should academia address current topics of interest to industry, such as Lean Manufacturing and Six Sigma?*
- *How can faculty maximize the value of industrial consulting? What are current models for faculty "extension" and "engagement"?*
- *What is the role of "Professor of the Practice" positions in academia?*
- *How can departments gain industrial experience and perspective given current hiring preferences?*
- *How can entrepreneurial alumni contribute their expertise to your department?*
- *How can students make the most of internships and co-ops? What can they bring back to the classroom?*
- *How are intellectual property issues handled in student-faculty-industry interactions?*

As the new section editor, I welcome your input, ideas, and articles as the column shifts its focus moving forward. ❐