Promotion through Teaching Tracks

Jean-Michel Maarek

Professor of Biomedical Engineering Practice

APT Committee Representative (Teaching) 2016-2018
A little about me

• Initially on tenure-track
  – Med. school faculty development program – active learning, problem-based learning, assessment

• Senior Lecturer (01-07)
  – Intro to BME – Medical electronics – Senior design

• Associate Prof. of Eng. Practice (07-15)

• Professor of Eng. Practice (since 2015)
  – CET fellow, ASEE-PSW board, BMES education track
Teaching Faculty Ranks

• Lecturer
• Senior Lecturer
• Associate Professor of the Practice
• Professor of the Practice
Main Criteria – Senior Lecturer

• Meets lecturer’s criteria (effective primary instructor, effective supervision of students, participant in curricular planning, course development,...)
• **Excellence in teaching and service** evidenced by annual performance reviews
• **Develop** new and effective teaching methods and materials
• **Implement** new courses or course components
• **Maintains** competence in area of expertise and **enhance professional knowledge** in areas important to curriculum
• Leadership in area of teaching in department or school
• New pedagogical methods and teaching materials
• Positive factors: honors and awards, presentations and publications related to engineering teaching
• Funding for educational projects
• Mentorship and service
Promotion Dossier

• Department report and Chair’s memo
• Teaching statement and CV
• Teaching record: student learning experience surveys — annual teaching record and portfolio
• Scholarly contributions: course and educational materials, innovative methods developed, publications and presentations
• Referees’ letters
Referees’ Letters

• (Senior) Lecturer: 3 – 4 letters from colleagues or other referees
• Associate Professor: 3 – 4 letters of which at least 2 are from arm’s length referees of equivalent or higher rank
• Professor: 3 – 4 letters from arm’s length referees of equivalent or higher rank
Arm’s Length Referees

• Course materials (notes, slides, books)
• Engineering education societies (ASEE – ASEE/Pacific Southwest – discipline professional society)
• Attend and present at engineering education conferences
• Proceedings papers and presentations
  – Learn innovative and effective teaching methods
  – Present your innovations
  – Enhance professional knowledge
Calendar

• Fall – Department committee assembles dossier, including referees' letters
• Early January: report to Department Chair – Chair’s memo
• Feb 1: Dossier to Deans’ Office
• Spring – Executive Committee of APT reviews dossier and makes recommendation to the Dean
Student learning experience surveys

• Scores: 3+ – upward trend – sustained level
• Students’ expectations and criteria
  – Sound design: learning objectives – semester plan – lesson plan
  – Good educational practices: explain difficult concepts – use appropriate teaching methods – stay up to date
  – Inclusion: courteous – on time – respectful
  – Assessment practices: clear expectations – grade fairness
  – Impact: course and learning advance their agenda (job, graduate school)

• Student comments
Our students (Generation Z)

• Digital native – information available everywhere
• Always connected – Youtube – Google - Social media
• Grades and good performance are important
• Think they can multitask
• Favors active and cooperative learning
• Cannot be taught in the same way as the previous generations
Teaching and learning

• “Today, I’ll be going over the major concepts of this week’s reading...”
• “For class today, I’ll be reading the Powerpoint word for word”

Norman Eng – Teaching college - Amazon

• Shift focus from “teaching” to helping students learn

Eric Mazur – Confessions of a converted lecturer - youtube
Learning is not a spectator sport. Students do not learn much just by sitting in classes listening to teachers, memorizing prepackaged assignments, and spitting out answers. They must talk about what they are learning, write about it, relate it to past experiences and apply it to their daily lives. They must make what they learn part of themselves.

(Arthur W Chickering and Zelda Gamson – Seven principles for good practice in undergraduate education, AAHE Bulletin 1987)