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Topic: Junior Faculty Shadowing Program

Resources:

- Junior Faculty Shadowing Program Resources (orientation guide, aids, first year teaching program guide): https://drive.google.com/drive/folders/1oaFzzxUs6ZSYjne2eS_g706aeYCB4gjk
- Slido for live polls: <https://www.slido.com/>
- BMES 2025 Conference: <https://www.bmes.org/2025/annualmeeting>

Discussion and Lecture Notes:

Lecture Notes:

- When you think about your first-year teaching experiences, what comes to mind?
 - Poll Results: Struggling to get timing right, overwhelmed, etc.
- How much time and effort did you invest in preparing your lectures during your first year?
 - Poll Results: All Significant Effort, second most popular: extensive effort, no one answered moderate or minimal effort
- Did you feel adequately prepared to teach during your first year as a faculty member?
 - Poll Results: All say No or Somewhat
 - We were overwhelmed because putting a lot of time to prepare materials
- Struggles in first year teaching
 - Many start with minimal teaching experience
 - We have to learn how to teach while trying to create materials for the class
 - We have limited resources and mentoring and support structures – not knowing what resources are available to you
 - We have competing demands like research, many classes, learning new systems, things outside campus (start up lab, get equipment, teach many classes at same time that is rushed just after hiring)
 - Teaching is an isolated activity – you are in office alone preparing lectures and then stand alone with group of students
- Evolution of Teaching Onboarding
 - 2014 – Ohio State has 50% reduced teaching load in first 3 years. First assignment is to develop and run a new grad class in your research area
 - Even if coming in as teaching faculty, you likely didn't have an opportunity to teach a full class by yourself
 - Evidence based practices that you can use to learn how to do things well instead of just "learning to ride a bike"
 - 2017 – shadow a course and then take over the course from a prior instructor with 50% reduced teaching load
 - 2024 – launch of formal onboarding program to better support new faculty and lower activation energy of teaching and make it better experience for everyone, including students
- Goals of Onboarding
 - Give teachers time and ways to learn evidence based practices – workshops in teaching and learning institute, shadowing professors, get support from colleagues and build community, reduce administrative burden with teaching
- New Faculty Teaching Onboarding:

- Orientation Meeting – teaching leadership and academic advisors, invite Chair of Undergrad Education and Academic Advisors
 - Structured first year teaching program
 - Resources that can reduce administrative burden
- Resources Shared:
 - Orientation meeting guide
 - Teaching First Year Guide
- Shadow assigned course
 - Meet with instructor
 - Share course material
 - Review syllabus, learning objectives, assessments, ABET student outcomes
 - Continuous quality improvement for ABET – talk about each class and what went well vs not in a running table
 - Identify when to give guest lectures to start practicing
- Other Parts of Program:
 - Other instructors to contact and shadow
 - Participate in 3 workshops from Teaching and Learning Institute
 - Participate in “Course Round Up” – continuous improvement faculty meeting for ABET to see how it connects to other courses in curriculum and debrief what went well vs not
- Teaching Ramp for new faculty:
 - Year 1: teaching program and shadowing, workshops, guest lectures
 - Year 2: teach 1 undergrad course
 - Year 3: teach 1 undergrad course and prep for grad course
 - Year 4: teach 1 undergrad course and full grad course
- Resources for Admin tasks
 - Highlights important dates and deadlines and links for administrative tasks
 - Questions and guidelines for waiving pre-reqs requests
 - How and when to assign an incomplete grade – based on individual student expectations
- Resources – Referral Guides and Toolkit
 - E.g. Disability services, how to deal with mental health challenges, tech support, how to order textbooks, how to use Canvas
- How to Bring Advising team in when student stops showing up to class to provide support
- Faculty Survey – How helpful were each activity in new program?
 - Shadowing most helpful
 - Previous course materials – some said less helpful
 - Understanding curriculum – needs improvement during onboarding to see how to show where class fits in to know where students came from and what will do next
 - Teaching mentor – found helpful, smaller value because just started last year. Helpful to have deeper structured conversations
- Faculty Feedback
 - Guest lectures increased readiness for classroom management
 - Workshops helped adopt evidence based teaching strategies and how to actually use them
 - Shadowing improved confidence
 - All liked guest lectures to help get ready and feel comfortable in teaching on own. Felt it’s different from a seminar as researchers given the energy, and can see how active learning techniques from workshops are implemented in classroom
 - Mentors helped build community and provide someone to help discuss topics and tools to improve class even after first year
- Future Directions

- Add more of curriculum structure to see how their class fits together
- Feedback during guest lectures – formative
- More discussions during shadowing such as reflections, look at quiz scores together, and how to promote discussions and community throughout the program
- Meeting or two to check in with new professors, and have new professors get together and share
- Will be presented at BMES!

Discussion:

- All for tenure track faculty?
 - Last year only tenure track faculty, but this year will try teaching track faculty
 - Teaching track faculty shadow 2 courses and then start developing 2 courses instead of one
- Any pushback on promotion and merit cases?
 - No, teaching faculty is at higher rate but first year is reduced load, there is a record of teaching even during shadowing
 - Focus on tenure track to get grants, so allows them to check that box better
 - Encourages to put on CV or annual review on what you did towards teaching and help faculty to put verbiage on their dossier to show efforts towards teaching
- Would co-instruction help in onboarding?
 - Yes as it would have a student number associated with it to show teaching
- Teaching and learning centers are helpful for those who don't have specific programs to see cross-disciplinary approaches to teaching (e.g. business, art, engineering, etc) to see what works vs not and be able to do reflective activities in teaching observations
 - Idea to do observations throughout entire university
- Program to have students to come and observe and provide feedback
 - Can give feedback on what they observed for classroom, and do focus group discussions to get student perspective of what works well vs not
 - Evaluated by students outside of class is very helpful and constructive feedback since they aren't charged by grades to see what is working vs not
- Suggested to give survey with suggested questions to have teachers ask students to see what works vs not to do a midquarter evaluation to learn what's working vs not halfway through the class
 - Some schools have department templates for mid-semester surveys
 - Have experienced instructor to have you pull out nuggets that can actually improve the teaching
- Suggested Certificate Program and online courses on how to teach to do when first starting. Gives acted scenes of people teaching badly vs not and show why it was bad
- What was process like or pushback associated with having to do this program?
 - Already had reduced teaching load, so not much pushback
 - Co-instruction may help senior faculty with buy in since they get help