



Empowering New Faculty for Teaching Success

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BEEC Share and Learn
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Introductions

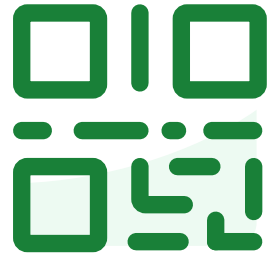
- Jennifer Leight
 - Teaching Faculty (reformed tenure track)
- Cory Matyas
 - Dept Academic Advising Manager
 - (Newly appointed Asst Dean!)
- Paula Agudelo Garcia
 - '24 Assistant Professor (tenure track)





Goals for today

- Share our evolution of supporting new faculty on their teaching journey
- Start a conversation about how we can better support our BME educators



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#6117001**



**When you think about
your first-year teaching
experiences, what comes
to mind?**



**How much time and effort
did you invest in preparing
your lectures during your
first year?**

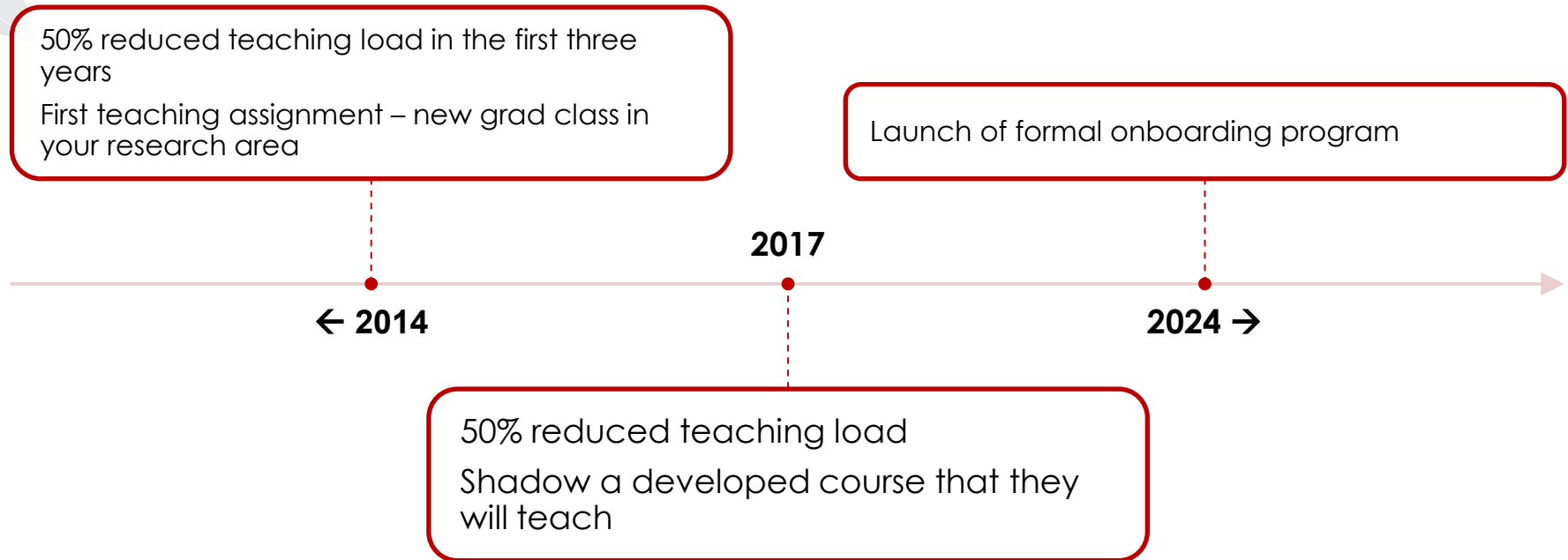


**Did you feel adequately
prepared to teach during
your first year as a faculty
member?**

Struggles in first year teaching experiences

- Many start with minimal teaching experience
 - Learning how to teach often in conjunction with course development
- Limited support structures (resources, mentoring, etc.)
- Competing demands (research, many classes, little prep time, new systems, etc.)
- Teaching is often an isolated activity

Evolution of teaching onboarding in our dept





Goals for teaching onboarding

How can we better support teachers to have the best outcomes for our students??

Goals for the program

- Foster evidence-based instructional practices
- Build community and reduce isolation
- Minimize administrative burden for new faculty



New faculty teaching onboarding

1. Orientation meeting
 - Includes teaching leadership and academic advisors
 - Building community
2. First year teaching program
3. Resources

[Link to resources](#)

BME teaching orientation guide

Instructor Expectations

Course content

- Undergrad course prerequisites, and get from the undergrad
 - [BME Department](#)
- Follow OSU policies ([Ohio State policy](#))
- The instructor has assignments, etc
- Use of Carmen (U)
- [Sharing of materials](#) to teach the same course and share

ABET documentation

- [Course round up](#)
- Student work shown in course roundup
 - Fall 2024,

Pre-requisite waiver pro

Peer feedback on instruction

- Peer teaching evaluations are **required** for AP&T (if your TIU is in BME)
 - [BME APT OAA Approved 1-25-24.docx](#)
 - [BME POA](#)
- The P&T committee will assign someone to review your class

Student feedback

- [Student Evaluation of Instruction \(SEIs\)](#) (University level)
 - The overall score is visible to others
 - The comments are only visible to the instructor
 - Comments are part of the AP&T [process](#), you **MUST download and save the comments** for your promotion package as they disappear in the system after one year
 - A mid semester survey is highly recommended
- BME Course Qualtrics survey
 - The department conducts its own survey as well

Carmen: TI

- Car
- How
- Res

Grade post

- Info
- Offi
- Dea
- grad
- stud

Official OS

First year teaching program

Welcome to teaching in BME!

For most new faculty in the department, in your first year you will be assigned to shadow the undergraduate class you will teach in the future. As part of your teaching assignment for the first year, the Undergraduate Studies Committee has developed a comprehensive **First Year Guide** to get you oriented to the class you'll teach and strengthen your teaching skills.

Keep track of what you've done - these activities will strengthen the teaching component of your promotion dossier and contribute to your annual review packet.

For logistical issues associated with teaching in BME, check out [Orienting new instructors to teaching in BME](#).

Teaching is NOT like riding a bike (i.e. you just have to do it and you'll get better), there are many evidence-based practices that you can learn to bolster the effectiveness of your instructional practice. Below we have listed the activities you should complete in the first year and additional resources for future years.

First year teaching program

1. Shadow your assigned course
 - Meet with the instructor (with guided worksheet)
 - Share course materials
 - Review the syllabus (course goal, learning objectives, assessments, pre and co-reqs, ABET)
 - Continuous Quality Improvement
 - Identify when to give guest lectures



First year teaching program

1. Shadow your assigned course
 1. Meet with the instructor (with guided worksheet)
 2. Attend and actively participate in lectures
 3. Give guest lectures
 4. End of the semester debrief
2. Shadow suggested instructors
3. Participate in three workshops
4. Participate in "Course Round up"

Teaching ramp up for new faculty

Year 1

- First year teaching program
- Shadowing, workshops, guest lectures

Year 2

- Teach 1 UG Course

Year 3

- Teach 1 UG Course
- Prep for grad course

Year 4 and on

- Teach 1 UG Course
- Teach 1 Grad Course

Resources – for admin tasks

UNIVERSITY STUDENT/COURSE IMPORTANT DATES AND DEADLINES

“The Fridays” Almost all important university deadlines fall a Friday each semester

First Friday

- Last day students can drop a course without a pop up on your transcript
- The **waitlist** starts
- Last day for a student to request a refund (no refund cost, so no refund)

Second Friday

- **Last day** students can drop a course without a pop up on your transcript
- Last day for a student to request a refund (no refund cost, so no refund)
- Last day for a student to request a refund (no refund cost, so no refund)

Fourth Friday

BME Undergraduate Pre-Req and Waiver Guidelines

Purpose of requisite courses:

1. A prerequisite course is appropriate when the course contains necessary knowledge to be successful in the course for which they are required.
2. A Co-requisite course is appropriate when the course contains necessary knowledge to be successful in the course for which they are required.

Considerations

3. Prerequisite courses should be considered for overall curriculum

HOW AND WHEN TO ASSIGN AN INCOMPLETE

- An Incomplete Is:
 - A way for students to have extra time to complete work for a class **they would otherwise pass**
 - Always up to the instructor
- An Incomplete is NOT:
 - A way for students to make up a significant portion of the class.
 - A mechanism to allow a student who **would not pass the class to improve their grade**
- Incomplete deadlines
 - Non-graduating students - 6th Friday of subsequent term
 - You can impose a shorter deadline based on what you think is appropriate
 - You can also request an extension

Resources – to refer students to

CAMPUS RESOURCE GUIDE

- Campus resources for *academic support*:
 - [Dennis Learning Center](#) provides academic learning and support. Their major services include courses, workshops, online modules, and individual appointments. They provide instruction and support to develop each student's individual motivation and learning strategies, including note-taking, learning from text, exam preparation, test-taking, time management, and self-regulation.
 - [Student Life Disability Services](#) provide support for students who have disabilities in order to ensure access to an education.
 - [Math and Stats Learning Center](#) provides support for students who are struggling with math and statistics.

WHAT TO DO WHEN YOU HAVE A STRUGGLING STUDENT

Indicators a student may be struggling with **academic or personal problems**

Academic Performance:

- Significant decline in grades or quality of work: This could include missing assignments, failing to meet deadlines, or a drop in the overall quality of their work.
- Lack of participation in class: This could involve not attending class regularly, not speaking up in discussions, or seeming withdrawn during lectures.
- Cheating or plagiarism: While academic dishonesty is always a concern, it can also be a sign that a student is feeling overwhelmed and desperate.

Behavioral Changes:

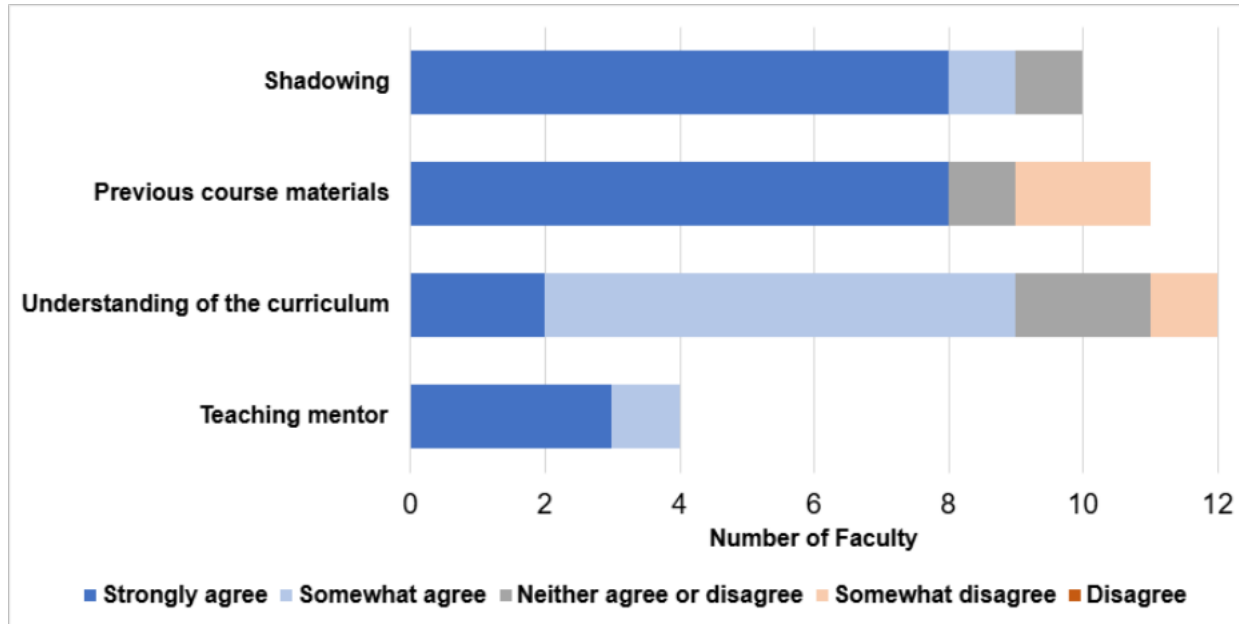
- Changes in sleep or eating habits: This could include excessive sleepiness in class, difficulty concentrating, or significant changes in weight.

Resources – helpful links

FACULTY TOOLKIT

- [Using your Faculty Center](#)
- [Textbook ordering](#)
[OSU Bookstore](#)
- [Carmen tutorials](#)
- [Drake Institute/teaching resources](#)
[Instructor support](#)
- [Classroom Layout and information](#)
- [UG Recruitment/Prospective students/High school students](#)
eng-recruitment@osu.edu
- **ETS/Classroom Pool support**
[Classroom support/onsite assistance](#)
[ETS \(request tech support\)](#)
- [How to change a grade once it's submitted](#)
- [Course Catalog](#) (official course description and pre-reqs)
- [To make official changes to your course](#)
- [BuckeyeLearn](#) (trainings)

How helpful were each of these activities?



Survey results of how helpful faculty perceived specific teaching onboarding activities. Not all respondents experienced each of the activities. (n = 12)



Faculty feedback

- Guest lectures increased readiness for classroom management
- Workshops helped adopt active learning strategies
- Shadowing provided confidence and clarity
- Mentorship improved teaching practices

Paula's experiences

- Shadowed two instructors (Fall and Spring, Year 1).
- Follow the FIT program from the Drake Institute at OSU
- My goal: observe teaching strategies in BME classrooms.
- My focus: - How to keep engagement.
 - How to apply concepts?
 - Observe different teaching styles.



Paula's experiences

What I learned:

- Each instructor (including me) brings a unique set of experiences and style. No "one size fits all".
- I am inspired to be creative when preparing my lectures and include in class activities.
- My mentors provided (and continue to) valuable feedback and support.



Paula's experiences

Impact on my teaching and career:

- I feel more confident in developing my own style (not fully developed yet)
- I feel less stressed about teaching, helps me to enjoy more = allows me to connect better with students and provide a better experience.
- Becoming more prepared to foster and engaging and student-centered environment in my classroom.



Future Directions

- Add to onboarding - curriculum structure and how the classes fit together
- Formative feedback – peer evaluation during shadowing
- Promoting discussions during shadowing – reflections on lectures, assignments, exams
- Other ways to foster community



Acknowledgements

- We gratefully acknowledge the faculty in the Biomedical Engineering Department at The Ohio State University for participating in the survey and providing feedback on the teaching onboarding program.



References



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- [6] New Faculty FIT, Drake Institute, OSU.
- [7] Kolb, Experiential Learning, 2014.
- [8] Bandura, Social Learning Theory, 1977.
- [9] Dong et al., "Learning Theories for Medical Educators," Med. Sci. Educ., 2021.

Thank you!

- We will be presenting a poster at BMES – we would love to see you there!
- We welcome your questions, feedback, and ideas for improving new faculty onboarding





Group share

- What activities were most impactful for you when starting your teaching journey?
- Which onboarding activity would be most impactful in your department?
- What are the barriers to implementation?
- Brainstorm solutions together