

Teaching Faculty Promotion Dossier

Jean-Michel Maarek

Professor of Biomedical Engineering Practice
APT Committee Representative 2016-2018

Teaching Faculty Ranks

- Lecturer
- Senior Lecturer
- Associate Professor of the Practice
- Professor of the Practice

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
- Effectively advise and mentor students
- Typically 3 years as lecturer or FT instruction or years of professional experience

Promotion Dossier

- Department report and Chair's memo
- Teaching evaluations – scores – students' comments
- Scholarly contributions: course and educational materials, innovative methods developed, publications and presentations
- Referees' letters
- Teaching statement

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

Calendar

- Fall – Department committee assembles dossier, including referees letters
- Early January: report to Department Chair
- Feb 1: Dossier to Deans' Office
- Spring – APT reviews dossier and makes recommendation to the Dean

Teaching Evaluations – Students' Comments

- Scores: 4+ - upward trend – sustained level
- Students' expectations
 - Prepared – semester plan – lesson plan
 - Courteous – on time – respectful
 - Grade fairness
 - Learning advances their agenda (job, graduate school)

Generation Z

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

Preparation – Educational Materials

- USC Center for Excellence in Teaching Faculty Institute
- Monthly workshops
 - Course learning objectives (preparation – course plan)
 - Grading rubrics (grade objectivity)
 - Active learning strategies (students' expectations)
 - Technology in the classroom
- Instructional designers consultations – course design and teaching

Arm's Length Referees

- Course materials
- Engineering education societies and conferences (ASEE – ASEE/Pacific SouthWest)
- Attend and present at engineering conferences*
 - Proceedings papers and presentations
 - Learn innovative and effective teaching methods
 - Develop instructional materials
 - Enhance professional knowledge

*Assoc. Prof.: having given lectures at local, state, or national meetings on teaching methods or educational issues, and having published articles, chapters or books, or conference presentations that advance pedagogy in engineering

Active Learning

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 – 1987)