Faculty Bootcamp 3
Teaching and Mentoring

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Agenda

1:00-1:50  Welcome & overview of basics
2:00-2:50  Tools and best practices
3:00-3:50  When things go sideways
4:00-4:45  Graduate mentoring
4:45-5:00  Wrap-up
5:00       Reception
Your Challenge

Stepping into the unknown
• New place
• New responsibilities
  - Teaching
  - Advising
  - Fundraising
  - Leadership

Tenure
• Have I done enough?
• When am I off the clock?
Why We Have These Bootcamps
Part 1: Welcome & Overview
Your Job

Typical Division of labor

• 50% Research
• 40% Teaching & Mentoring
• 10% Service

Typical Expected Teaching Load

• First 3 years: 3 courses
• 4-6 courses after that (*)

Expectation?
Course Assignments

• 1 grad class
• 1 undergrad class
• Assignments done by School Head/Associate head, or area leads
• Aim for stability, amortize time investment
Class Sizes & Support

- Freshman and bottleneck classes can have 200+ students
- Graduate and special topics classes as few as 20 students
- Large classes require different strategies compared to small
- Teaching Assistants
Getting up and Running

• Beg, Borrow and Steal
• Think about when you teach and when
• Take advantage of resources
• Identify mentors
What to Teach

CS 161 – Introduction to Computer Science I

Catalog Description: Overview of the fundamental concepts of computer science. Introduction to problem solving, software engineering, and object-oriented programming. Includes algorithm design and program development.

Credits: 4 Terms Offered: All

Prerequisites: Enforced: MTH 112 or (MPT >=33) or (MPAL >=61) Unenforced: CS Double Degree students: BA/BS and (MTH 111 or MPT>=24 or MPAL>=061)

Co-requisites: Enforced: MTH 112 (can be taken as a pre requisite)

Courses that require this as a prerequisite: CS 162, CS 271, CS 352

Structure:
On-Campus: Three 50-minute lectures, one 110-minute lab, and one 50-minute recitation per week

Ecampus: Term totals: This course combines approximately 120 hours of instruction, online activities, and assignments for 4 credits (30 hours of online instruction, 10 hours of online participation, 2 hours of online quizzes, 30 hours of offline reading/study, 15 hours of offline homework/lab assignments, 30 hours of offline programming projects, and 3 hours of proctored exams).

Instructors: Jennifer Parham-Mocello, Terry Rosker, Tim Alcon

Course Content:
• Identifiers and primitive data types
• Assignment, arithmetic, logical, and relational operators
• Expressions and statements
• Flow of control: selection, repetition, recursion
• Functions/parameter-passing including call-by-value and call-by-reference
• 1- and 2-dimensional arrays, strings, and other structured data types
• Pointers
• Error Handling
• Debugging

Learning Resources:
One or more of the following:
• Absolute C++, Savitch, Addison-Wesley
• C/C++ Programmer's Reference, Schult, Osborne McGraw Hill
• Big C++, Horstmann and Budd, Wiley
• Programming and Problem Solving with C++ (5th edition), Dale/Weems

• Additional online resources.

Measurable Student Learning Outcomes:
At the completion of the course, students will be able to:
1. Design and implement programs that require
   a. various control statements involving selection and repetition
   b. expressions with variables, constants, function calls, pointers, and arithmetic/relational operators with mixed data
   c. arrays, strings, and other data structures
   d. library functions and programmer-defined functions with parameter-passing by value and by reference
   e. define and use classes and objects
2. Debug programming syntax and run-time errors.
3. Produce recursive algorithms
4. Describe and apply basic software engineering design principles and software quality factors.

Evaluation of Student Learning:
(Percentages are approximate)
• 40% Programming and other homework assignments
• 10% Labs
• 30% Midterms / Quizzes
• 20% Final

Students with Disabilities:
Accommodations are collaborative efforts between students, faculty and Disability Access Services (DAS). Students with accommodations approved through DAS are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through DAS should contact DAS immediately at 541-737-4098.

Link to Statement of Expectations for Student Conduct, i.e., cheating policies
http://oregonstate.edu/studentconduct/policies-0

Revised: Winter 2016

• Syllabus
• ABET & CLO’s
Changing a Course

Do’s
• Decide how best to deliver material
• Introduce new ideas and examples
• Decide how best to evaluate students

Don’ts
• Change CLO’s, core curriculum, or course name
• Fail to cover all the CLO’s and core curriculum

Curriculum committee
ABET & NWCCU

**ABET**
- Last accreditation: Sept 2015
- Accredited until: Sept 2021
  - Need to request reaccreditation visit by: Jan 2020
  - Need to submit self-studies by: July 2020

**NWCCU**
- Last accreditation: 2011
- Accredited until: 2018
Grading

• Be **clear** and **upfront** with students

• Try and grade assignments within a few days

• Last week of classes = “dead week”

• Grades due Monday after final exams (*)
  
  • Entered into Canvas, or though [http://infosu.oregonstate.edu](http://infosu.oregonstate.edu)

• Incompletes

• DFWU’s
How Teaching is Evaluated

- eSET: Electronic Evaluation of Teaching
  - Peer evaluation of teaching
  - Student letter
- ABET CLO reporting
- DFWU rates
eSET

http://oregonstate.edu/admin/aa/apaa/eset/home
Q: Please comment about ways to improve instruction.

1. "It was a little hard to tell when things are due, what to do, etc. My only complain, overall great course and Dr. Jensen provided a great term." --

2. "This is easily one of the most entertaining, enlightening, and valuable classes I have ever had at OSU, and has cemented my wish to pursue Human-Computer Interaction as a major." --

3. Honestly, the course was kind of a mess. We didn't do much work, but the work we did do seemed unrelated to what we were learning. We spent 6 weeks learning research and iOS, but not many people actually did any 'research' (that would fall into this category) for their project. We didn't spend much time learning about modern UNIX trends, which is unfortunate. Because there are some good ones. Seemed more like a 20c class. Bought the book, didn't really need it.

4. "Overall very happy with this class, thought it was done very well by Mr. Jensen" --

5. Class was excellent.

6. Very interesting class that has a lot of actually useful information that will help you with creating projects in the future.

7. This course is about Usability, and touched on some aspects of design. However I felt like the website calendar contradicts with the "design" part as it was made poorly, to be honest. I truly think it would be better if you could update or list everything that we needed to do on the calendar, at least two weeks ahead, not a few days before it's due. We students have other responsibilities that we needed to sort out. It'd be a lot better if you could be a little more prepared for the course.

8. "I really enjoyed this course and I attribute a lot of that due to Carlos's great teaching. Thanks again for the course!" --

9. "It would be nice if grades were posted on canvas." --

10. Professor Jensen is good at bringing humor to the class when lecture gets boring. It brightens up the mood and makes me feel more engaged. When I'm about to drift off due to the boredom of some particular lectures, his humor brings me back to life. The two topics I loved the most was human subject research, and the lecture about Understanding Users (human abilities/senses). These two lectures were so interesting that I didn't want the lecture to end.

I find that Professor Jensen also has a very obvious bias against Apple products. I don't care much for the social war between "Apple vs Android", but it gets pretty unbearable when Professor Jensen allows his hate for Apple products to ruin the educational aspect of the lectures. For example, he mentioned that Apple trying to make their platforms of OS X and iOS similar to each other was "a stupid idea". Why, or how so? Is Windows phone and Windows 8.1 metro theme not the same thing? Force Touch is dumb (?). Sure, but why and how? Can you explain it in terms of usability and HCI? Spotlight search for OS X is 'stupid'. Sure, but why? Does that imply that other systems that index metadata for faster searches are stupid as well, or is it only Apple's spotlight? I assume Cortana for Windows is stupid too (?)..

The midterm for this class was fairly simple and straightforward if you listened carefully and took good notes during the review of what is most likely on the test. I was expecting the final test to be similar in difficulty but a little longer and more thorough of all the things we learned. But damn, that final was brutally long, and for some questions, quite hard. If you could hear all the sighs and agitated movement during the test, you'd surely agree with me.
Where eSET Fails

• What is being evaluated?

• Do students know what they are evaluating?

• Biases
  • Women
  • Minorities
  • Foreigners
  • Required classes
P&T Expectations

1. Don’t be a bad teacher

2. Show consistent improvement/dedication

3. eSET is not the be all/end all of evaluation
   A. Peer evaluation of teaching
   B. Student letter
P&T Expectations

Q1 - UG level

- Linear (q1)
- Linear (Top 25%)
- Linear (Low 25%)
How to Improve eSET Scores

• Engaging pedagogy

• Engaging course material

• Clear expectations & Communication

• Practice

• Humor

• Playing to stereotypes
Working With Advisors
Part 3:
When Things go Sideways
When Things Go Sideways

- Accommodations
- Climate
- Disruptions
- Disputes
- Harassment
- Cheating
- Disclosures
- Life events

Despite your best efforts, at some point you will get caught off-guard
Dealing With The Unexpected

- Football practice
- ROTC drills
- Death in the family
- Illness
- ???
Employee Responsibilities to Report Sexual Misconduct and Discrimination

All Oregon State University employees are considered "Responsible Employees" and must consult with the Office of Equal Opportunity and Access when they are made aware or have reason to believe that a violation of the Sexual Misconduct and Discrimination policy has occurred. Responsible Employee guidance is detailed in the Oregon State University Policy on Responding to Disclosures of Sexual Harassment or Sexual Violence (.pdf).
CAPS & Student Care Team

- See handout
Accommodations

- **DAS**: Disability Access Services (http://ds.oregonstate.edu/academic-accommodations-osu)
  - Alternative Formats
  - Alternative Testing
  - Classroom Access
  - Deaf and Hard of Hearing Access Services
  - Notetaking Services
  - Additional Notification to Faculty
  - Lab Assistants
  - Library Assistants
  - DAS Priority Registration
  - Special Agreements with Instructors
• What are your responsibilities?

• http://registrar.oregonstate.edu/sites/registrar.oregonstate.edu/files/ferpa-dosl.pdf
Grading & Disputes

• Listen
• Deescalate
• Stay safe
• Seek support
Academic Misconduct

• What is Academic Misconduct?

• You have to report
  • Gather as much evidence as you can
  • Report: http://studentlife.oregonstate.edu/studentconduct/academicmisconduct-faculty
  • Hand-off to the College
  • Student is innocent until found guilty!

• Cheating
• Plagiarism
• Falsification
• Assisting
• Tampering
• Multiple submissions
• Unauthorized recording and use
Activity?
Beyond the Classroom

• Undergraduate Research & Mentoring
  • Why?
  • How?
• NSF supplements
• Costs