

FORM 8

**SIGNATURE SHEET FOR EVALUATIVE CRITERIA
APPROVED CRITERIA SHALL HAVE ALL REQUIRED SIGNATURES**

Department/Office: Experiential Engineering Education

Department Chair/Head: Stephanie Farrell

S. Farrell
Signature
17-18 18-19 19-20

Academic Year (circle): Print 15-16 16-17

Date Sent to Dean/Supervisor: 09.21.2017

Signature	Date	Approved
	<u>10/20/17</u>	<u>Y</u> /P/N
Dean/Supervisor:		

_____ Y / P / N

Add'l Admin:		
	<u>3-10-17</u>	<u>Y</u> /P/N
Provost/designee:		

_____ Y / P / N

President/designee:

Y = Approved	P = Approved pending modifications	N = Not approved
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For P or N decisions, the departmental committee should be provided with the reasons for non-approval, as well as suggested changes to the criteria within a reasonable time to ensure timely approval for first year candidates.

DIRECTIONS: Sign each line and print or stamp name below the line. This signature page must accompany the evaluative standards throughout the entire approval process, and serves as a record that all levels have contributed to the approval process. After all levels have approved the evaluative standards, this cover page and the criteria shall be duplicated, and a copy sent to the Senate office for archiving. The original criteria packet is returned to the Department/Office.

SUGGESTED TIMETABLE:	DATE
Departmental approval, sent to Dean/Supervisor:	September 25 (earlier if possible)
Dean provides feedback regarding criteria	October 9
Final administrative approval and forwarding to Senate, Department, and Dean	November 1

ExEEEd

The Department of Experiential Engineering Education Interpretation of Recontracting and Tenure Criteria

Approved Unanimously by the ExEEEd Faculty, September 21, 2017

DEPARTMENT RESPONSIBILITIES (SECTION 2.4 IN UNIVERSITY T&R MOA)

Statement Interpreting the Criteria (Section 2.41): Each year, by the date specified in the University Tenure and Recontracting MOA, and before evaluation of candidates, each department (including part-time faculty and staff) will prepare and formally ratify a statement interpreting the criteria to be utilized in evaluating candidates for recontracting.

Role of Chairperson (Section 2.44): The Chair of the Experiential Engineering Education Department (ExEEEd) serves as a member of the ExEEEd T&R Committee and may chair the committee.

TERMINAL DEGREE STATEMENT

The terminal degree for the faculty at Assistant Professor or above in ExEEEd is a doctorate in Engineering Education or another engineering discipline. Non-tenure track faculty members are required to have at minimum a master's degree in engineering.

SOURCES OF EVIDENCE FOR EVALUATION OF CANDIDATES FOR RECONTRACTING

The Experiential Engineering Education Department evaluates a candidate for recontracting or tenure in the areas of teaching, scholarship and service, based on evidence presented in a dossier that includes:

1. Classroom observations, scores on student evaluations, and candidate responses.
2. Candidate self-appraisal of teaching performance (academic instruction, developing learning activities, developing as a teacher, and student mentoring activities). This narrative must also include a description of the candidate's efforts to promote equity, diversity and inclusion through teaching activities.
3. Candidate statement of scholarly activities
4. Candidate statement of contributions to the Department, College and University
5. Candidate statement of contributions to the field of engineering education
6. Candidate statement of goals regarding plans for future professional development

ExEEEd is committed to maintaining and enhancing its collaborative and inclusive community that strives for equity and inclusion of a diverse community of students, faculty and staff. All faculty members are responsible for helping to ensure that these goals are achieved.

Contributions to equity, diversity and inclusion shall be part of teaching activities, and may also be the focus of scholarly activity and/or service.

The Department does not use numerical metrics or a scoring system when assessing candidates for recontracting and tenure; therefore, a mathematical weighting of the areas of teaching, scholarship, and service is unnecessary. However, the Department recognizes the importance of achieving well-balanced and significant contributions in all three areas and an externally validated record of scholarly accomplishments by the time the candidate is applying for tenure.

CRITERIA FOR TEACHING EFFECTIVENESS

The candidate shall demonstrate teaching effectiveness through the use of evidence-based instructional strategies that promote student learning. Activities consistent with continuous development and improvement of innovative engineering programs are essential. The characteristics of teaching effectiveness are provided in Section 4.1 and Appendix A Section 1.12 of the *Rowan University Promotion Document*.

Evaluation of teaching effectiveness shall emphasize student learning outcomes. Evaluation includes assessment of teaching in engineering clinics and core courses, laboratory and curriculum development, and effectiveness of teaching as measured by peer review, outcomes assessment and student surveys and other valid methods of assessing teaching effectiveness. Evidence of teaching quality includes developing a working knowledge of pedagogical techniques and incorporating appropriate technology into the spectrum of undergraduate and graduate courses.

CRITERIA FOR SCHOLARLY ACHIEVEMENT

A faculty member shall maintain currency within his/her/their chosen field and contribute to the knowledge base within that field. Such efforts shall address the Department and College missions of providing students with a leading edge educational experience at all levels.

A faculty member shall be actively engaged in scholarship. Scholarship activity in the Department is recognized in four general categories: scholarship of discovery, scholarship of integration, scholarship of application and scholarship of teaching.

Scholarship of discovery will be demonstrated by traditional publications such as articles in refereed journals, monographs, book chapters and presentations at professional meetings, and will be qualitatively appraised for their quality and contribution to knowledge.

The indices of scholarships of integration, application and teaching will be assessed by a set of products that are public and archival, critically reviewed, and accessible for exchange by other members of the scholarly community. Examples include, but are not limited to, reports, websites, textbooks, e-books, web-books, software and video if the above criteria are met.

All scholarship will be evaluated using six criteria: (1) clear goals, (2) adequate preparation, (3) appropriate methods, (4) significant results (5) effective presentation and (6) reflective critique.

All forms of scholarly activities must be externally validated and extend beyond works performed as part of completion of the faculty member's dissertation research.

An Assistant Professor shall be continually seeking external funding for their scholarship efforts and should be able to demonstrate progress in establishing an externally funded research

program through successful proposals and awards. A candidate for tenure shall be able to demonstrate that they have developed a sustainable externally funded research program.

The role of undergraduate and graduate students in a faculty member's research program is especially valued. Collaborative work is highly valued and encouraged, and the faculty member's unique responsibilities and contributions to the work shall be clearly articulated.

A faculty member shall have scholarly development plan addressing future scholarship efforts. This plan should be consistent with the area(s) of focus that the faculty member was hired for and in consultation with their Chair/Dean. The application for tenure must include letters of recommendations from recognized experts in their field(s) of study. The procedure by which the experts are solicited, and how their input is used, is provided in the *College of Engineering Promotion Document*.

CRITERIA FOR PROFESSIONAL SERVICE

A faculty member shall engage in and share the activities of professional practice and service to the Department, College, University and Profession. The nature of this activity is provided in Section 4.3 and 4.4 and Appendix A sections 1.3 and 1.4 of the *Rowan University Promotion Document*. Due to the multi-faceted nature of service, it encompasses a wide range of activities. While examples are provided in the Promotion Document, many dimensions of service exist and are worthy of recognition if a professional or societal contribution is made. However, service to the Department and College is considered the most important. Supporting letters from peers should be provided as necessary.