FORM 8

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

Department/Office: __Electrical and Computer Engineering__
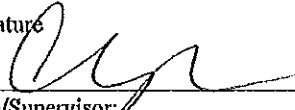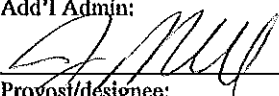
Department Chair/Head: __Robi Polikar__

Signature: _Robi Polikar_

Print

Academic Year (circle):　　　15-16　　　16-17　　　Signature 17-18　　(18-19)　　19-20

Date Sent to Dean/Supervisor: __09/24/18__

Signature

Dean/Supervisor:

Date __9/25/18__　　　Approved (Y) P / N

　　　　　　　　Y / P / N

Add'l Admin:

Provost/designee:

__3/7/19__　　(Y) P / N

　　　　　　　　Y / P / N

President/designee:

Y = Approved	P = Approved pending modifications	N = Not approved

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

Electrical &Computer Engineering Interpretation of Recontracting Criteria for Lecturers.
Approved by the Electrical and Computer Engineering Faculty – September 2018

2.4 Department Responsibilities

2.41 Statement Interpreting the Criteria: Each year, before the evaluation of eligible candidates, the Electrical and Computer Engineering 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.

2.44 Role of Chairperson or Department Head: The Department Head of the Electrical and Computer Engineering Program serves as an ex-officio member of the Departmental Tenure and Recontracting Committee. The Department Head does not chair the committee and does not vote on the committee's evaluation of the candidate; however, the Department Head may participate in the committee discussion, and writes a separate evaluation of the candidate based on the candidate's portfolio and the committee discussions.

Department Head's evaluation letter becomes part of the candidate's portfolio, and is then provided to the College T&R Committee, the Dean, the Senate and the Provost to assist in their evaluation of the candidate.

2 TERMINAL DEGREE STATEMENT

The preferred terminal degree for Lecturers in the Electrical & Computer Engineering Department is a Ph.D. in Electrical or Computer Engineering (or equivalent), however an M.S. degree is acceptable for Lecturers with exceptional industrial or other academic experience.

3 CRITERIA FOR EVALUATION OF CANDIDATES FOR RECONTRACTING

Consistent with the Rowan University Memorandum of Agreement, recontracting for Lecturers is based on i) teaching effectiveness, ii) service to the department / college / university and profession, and iii) professional development. While we do not use a numerical scale, we weigh teaching effectives first, followed by service and professional development.

The Department of Electrical & Computer Engineering uses Candidate's record and his/her statement of self-appraisal interpreting that record in the following areas as the basis for assessing faculty in teaching, service and professional development as required for recontracting.

1. Classroom observations, scores on student evaluations, and any other objective metric of professional teaching performance;
2. Contributions to the Department, College and University;
3. Contributions to the engineering profession;
4. Candidate's professional development activities
5. Candidate statement of goals and plans for future efforts in all of the aforementioned areas.

Criteria for Teaching Effectiveness

The primary responsibility for Lecturers is effective teaching. Lecturers are expected to become master educators in teaching a variety of courses in traditional lecture type courses, laboratory courses, or clinic projects as appropriate. Lecturers are also expected to play a very active role in laboratory and curriculum development, and maintaining a modern and innovative ECE curriculum, as well as assessment of our learning goals and outcomes. As such, teaching efforts carry the highest weight in evaluation. The expectations, assessment metrics and measures for effective teaching are similar to those for tenure-track faculty.

Assessment of teaching effectiveness reveals a faculty member's ability and commitment to the enterprise of teaching. Activities consistent with continuous development and improvement of innovative engineering programs are essential. The characteristics of teaching effectiveness are provided in the Appendix A of *Rowan University Recontracting and Tenure Memorandum of Understanding.*

Evaluation of teaching effectiveness will emphasize student learning. Evaluation includes assessment of engineering core and elective courses and clinics, laboratory and curriculum development, and effectiveness of teaching as measured by peer review, outcomes assessment and student evaluations. Evidence of teaching quality includes developing a working knowledge of pedagogical techniques and incorporating appropriate technology into the spectrum of undergraduate courses, graduate courses, and workshops.

Criteria for Professional Service

All faculty members are expected to engage in and share the activities of professional practice and service to the Program, College, University and Profession. The nature of this activity is provided in the *Appendix A of the Tenure and Recontracting Memorandum of Understanding.* Due to the multi-faceted nature of service, it encompasses a wide range of activities. While examples are provided in the *Appendix A of the Tenure and Recontracting Memorandum of Understanding,* many dimensions of service exist and are worthy of recognition if a professional or societal contribution is made.

Expectations and evaluation metrics for service are similar for Lecturers as they are for tenure-track faculty, with service to ECE Department and College of Engineering being considered most important. Serving in departmental, college and university committees, assuming a prominent role in department's assessment and other activities are examples of service activities. While Lecturers may not serve on committees impacting personnel decisions (such as tenure and recontracting, promotion, sabbatical, etc.) pertaining to tenure-track faculty, they may participate in general University affairs or on curriculum or assessment committees.

Criteria for Professional Development

The Letter of Agreement for Non-tenured Teaching Faculty states that *"Lecturers are expected to remain current in their fields of teaching and expertise"*; therefore, scholarly achievement is

replaced by professional development for Lecturers. Professional development is used by Lecturers to maintain currency in Electrical & Computer Engineering and general engineering as it pertains to the courses they teach. Professional Development includes relevant activities of the following types.

1. Active participation in professional organizations, including giving presentations at conferences and meetings, as well as serving on committees;
2. Assisting faculty and students with scholarship;
3. Active participation in mentoring programs to enhance diversity
4. Successful completion of continuing education courses, which may include pursuing certificate and degree programs;
5. Attendance at seminars, teaching workshops or other relevant training events; and
6. Other activities approved by the ECE department.

While typically and traditionally considered scholarly activity, the following activities are also valued as maintaining currency in the field, and hence can be used to demonstrate activities of professional development.

1. Authoring peer-reviewed conference presentations, papers and books;
2. Authoring published articles (non-peer-reviewed);
3. Award of patents.