

FORM 8

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

Department/Office: Experiential Engineering Education

Department Chair/Head: Stephanle Farrell

S. Farrell
Signature

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

17-18 18-19 19-20

Date Sent to Dean/Supervisor: 09.20.2018

Signature: *[Signature]*
Dean/Supervisor:

Date: 9/25/18

Approved
 P / N

Add'l Admin: *[Signature]*
Provost/designee:

3/17/19

Y / P / N
 P / N

President/designee:

Y / P / N

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

ExEEd

The Department of Experiential Engineering Education Interpretation of Recontracting Criteria for Lecturers

Approved by 9-0 vote of the ExEEd Faculty, September 20, 2018

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 (ExEEd) serves as a member of the ExEEd T&R Committee and may chair the committee.

TERMINAL DEGREE STATEMENT

Professional track faculty members such as lecturers are required to have at minimum a master's degree in engineering or closely related field.

SOURCES OF EVIDENCE FOR EVALUATION OF CANDIDATES FOR RECONTRACTING

The Experiential Engineering Education Department evaluates a candidate for recontracting and promotion in the areas of teaching, service and professional development 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 contributions to the Department, College and University
4. Candidate statement of service to the profession
5. Candidate statement of professional development activities
6. Candidate statement of goals regarding plans for future professional development

ExEEd 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 professional service and professional development.

The Department does not use numerical metrics or a scoring system when assessing candidates for recontracting; therefore, a mathematical weighting of the areas of teaching, and service is

unnecessary. However, the Department recognizes the ranked importance of teaching, service and professional development.

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 Appendix A section 1.1 of the 2017-19 Recontracting and Tenure Memorandum of Agreement (R&T MOA, June 2017)..

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 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 Appendix A sections 1.3 and 1.4 of the 2017-19 Recontracting and Tenure Memorandum of Agreement (R&T MOA, June 2017). Due to the multi-faceted nature of service, it encompasses a wide range of activities. However, lecturers' service activities should primarily contribute to the needs of the Experiential Engineering Education Department, followed by service activities that benefit the College, the University, and the engineering profession. Lecturers shall not participate in personnel/peer committees. However, Lecturers may participate in general University affairs or on curriculum or assessment committees.

PROFESSIONAL DEVELOPMENT

The Letter of Agreement for **Non-tenured Teaching Faculty** (August 2018) states that "*lectures are expected to remain current in their fields of teaching and expertise*"; therefore, lecturer's performance in professional development will be evaluated at the time of recontracting.

Professional development is used by lecturers to maintain currency in Engineering Education and general engineering as it pertains to the courses they teach. Professional Development includes relevant activities of the following types:

1. Completion of the Innovation & Entrepreneurship Faculty Certificate Program offered by Rowan;
2. Active participation in professional organizations, including giving presentations at conferences and meetings, as well as serving on committees;
3. Assisting faculty and students with scholarship;
4. Authoring peer-reviewed papers and books;
5. Authoring published articles (non-peer-reviewed);

6. Award of patents;
7. Successful completion of college courses;
8. Successful completion of continuing education courses;
9. Attendance at seminars, workshops, and engineering education conferences; and
10. Other activities approved by Experiential Engineering Education Department.