

FORM 8

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

Department/Office: Civil & Environmental Engineering

Department Chair: Kauser Jahan

*Kauser Jahan*  
Signature

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

Date Sent to Dean/Supervisor: 8/29/19

Signature  
*S. Farrell*  
Dean/Supervisor:      Stephanie Farrell

Date  
9/3/19

Approved  
Y P/N

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

1/29/20

Y/P/N  
Y P/N

President/designee:

Y/P/N

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

## **Civil and Environmental Engineering Department's Interpretation of Recontracting and Tenure Criteria for Tenure Track Faculty**

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Approved Unanimously by the Civil and Environmental Engineering Faculty  
September 17, 2018

### **2.4 Department Responsibilities**

2.41 Statement Interpreting the Criteria: Each year, by September 20, 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.

2.44 Role of Chairperson: The Head of the Civil and Environmental Engineering can serve as a member of the Civil and Environmental Engineering T&R Committee.

## **2 TERMINAL DEGREE STATEMENT**

The terminal degree for the faculty at assistant professor or above in the Civil and Environmental Engineering department is a Ph.D. in Civil and Environmental Engineering or equivalent.

## **3 CRITERIA FOR EVALUATION OF CANDIDATES FOR RECONTRACTING**

The Department of Civil and Environmental Engineering does not use numerical metrics or a scoring system for recontracting and tenure; therefore, a mathematical weighting of the areas of teaching, scholarly and creative activities and service is unnecessary. The department ranks teaching and scholarly and creative activities equally followed by professional service.

The Department of Civil and Environmental Engineering uses six criteria as the basis for assessing faculty in the areas of teaching, scholarship and service as required for recontracting. The specific criteria used for recontracting and tenure are as follows:

1. Classroom observations, scores on student evaluations, and candidate responses.
2. Candidate self-appraisal of professional (teaching) performance.
3. Candidate statement of scholarly activities
4. Candidate statement of contributions to the Department, College and University
5. Candidate statement of contributions to the engineering profession
6. Candidate statement of goals regarding plans for future professional development

Civil and Environmental Engineering 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 can be part of teaching and advising, scholarly activity, and/or service. Outputs and impacts of a faculty

members' efforts to promote equity, diversity and inclusion are encouraged to be part of the promotion and tenure dossier.

In this document the term "faculty" includes assistant professors, and associate professors.

## **CRITERIA FOR TEACHING EFFECTIVENESS**

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 Appendix A section 1.1 of the 2017-19 Recontracting and Tenure Memorandum of Agreement (R&T MOA, June 2017) and Section 4.1 of the *Rowan University Promotion Document*.

Evaluation of teaching effectiveness will emphasize student learning. Evaluation includes assessment of engineering core courses and clinics, laboratory and curriculum development, and effectiveness of teaching as measured by peer review, outcomes assessment and student surveys. 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 SCHOLARLY ACHIEVEMENT**

Each faculty member is expected to maintain currency within his/her chosen field and contribute to the knowledge base within that field. It is expected that such efforts will address the Department and College missions of providing students with a leading edge educational experience at all levels of coursework.

Scholarship and research activity is recognized in three general categories: traditional technical engineering scholarship, research/scholarship in engineering education, and the scholarship of practice. The scholarship of practice involves applying technical engineering skills to solve a real-world problem for a client or other sponsor. 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.

Faculty members are expected to develop a self-supporting program of scholarly achievement that involves students directly. Both traditional technical and educational scholarship must be validated through a balance of peer-reviewed publications, conference proceedings, presentations, technical reports, technical bulletins and external funding. Directly involving students in these scholarly activities is strongly encouraged.

Receipt of awards for scholarly activity may also serve as external validation. Examples of these awards include but are not limited to faculty/student outstanding paper, oral presentation, poster presentation, outstanding research awards given through professional societies or other relevant organizations and sponsors.

In the event that there are documented confidentiality agreements with a sponsor and external publication/dissemination is impractical, evaluative letters from project sponsors may be used to validate the scholarship of practice.

Because the engineering clinics represent an essential hallmark of the Rowan Civil and Environmental Engineering Program, all faculty members are expected to participate in developing meaningful student projects, obtaining external funding to support these projects, and disseminating the results. These projects may involve basic or applied research. They may also enable the faculty member to pursue the scholarship of practice by working directly with a sponsor on technical projects. Funding for this activity may come in the form of government grants, in-kind support, or corporate sponsorship. The external validation of this type of scholarship should be done as described previously.

### **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 Section 4.3 and 4.4 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 Program and College is considered the most important. Supporting letters from peers should be provided as necessary.