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ME_T&R_2020_TTfaculty_no form 8.pdf

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New File:

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3 pages (123 KB)

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Total Changes

24

Content

13 Replacements
5 Insertions
1 Deletion

Styling and Annotations

5 Styling
0 Annotations

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Mechanical Engineering Program's Interpretation and Weighting of Recontracting and Tenure Criteria for Tenure-Track Faculty

Approved by the Mechanical Engineering Faculty, October 1, 2020

1. Criteria for Evaluation of Candidates for Recontracting and Tenure

The Mechanical Engineering (ME) program within the College of Engineering is committed to sustaining and furthering the development of its faculty members. We believe it is important that faculty aspiring to tenure develop a strategy that fulfills requirements set forth in the College and University MOA.

Consistent with the Rowan University Memorandum of Agreement, recontracting and tenure are based on teaching effectiveness, scholarly and creative activity (assistant professor rank and higher) and service to the university and professional community. Teaching is regarded highest, followed by scholarly activity and service. The Department does not use numerical metrics or a scoring system when assessing faculty for recontracting and tenure; therefore, a mathematical weighting of the areas of teaching, scholarship, and service is unnecessary. Consideration shall be given to all members who include a COVID-19 impact statement in their package and whose review falls within the period where the pandemic may have had an impact on their performance in any of the three areas.

The Department of Mechanical 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.

CRITERIA FOR TEACHING EFFECTIVENESS

We operate with the perspective that teaching includes all the following activities: academic instruction, developing learning activities, developing as a teacher, and student mentoring activities. 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 of the 2020-2021 Recontracting and Tenure Memorandum of Agreement (R&T MOA).

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, 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 courses, graduate courses, and workshops.

CRITERIA FOR SCHOLARLY AND CREATIVE ACHIEVEMENT

The work of scholarly and creative activity includes any of the following: basic research, research in the scholarship of teaching, creative activity, applied research and evaluation, and funded research and creative projects. Each faculty member is expected to maintain a high level of 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. The characteristics of scholarly and creative achievement are provided in Appendix A of the 2020-2021 R&T MOA.

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 a 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 at the assistant professor level or above are expected to develop a self-supporting program of scholarly achievement that involves graduate and undergraduate students directly. 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 expected and the mentoring of graduate students is highly valued.

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 Mechanical Engineering Program, all faculty members are expected to participate in developing meaningful student projects, obtaining external funding to support these projects (at the assistant professor level and above), 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 SERVICE TO THE UNIVERSITY AND PROFESSIONAL COMMUNITY

All faculty members are expected to 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 of the 2020-2021 R&T MOA. Due to the multi-faceted nature of service, it encompasses a wide range of activities. While examples are provided in the MOA, 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.

2.4. Department Responsibilities (from 2020-2021 R&T MOA)

2.41. Prepare a Document Interpreting and Weighting Evaluation Criteria before the Evaluation of Candidates: Department (including part-time faculty and staff) will prepare or review and then formally ratify a document interpreting the evaluation criteria to be utilized in evaluating candidates for recontracting.

2.44. Specify the Role of Department Head: The Head of the Mechanical Engineering department may serve as a member of the Mechanical Engineering T&R Committee.