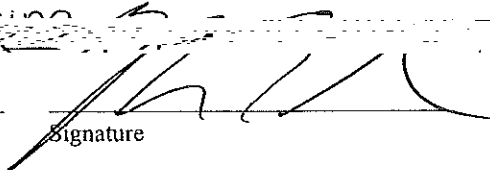


SIGNATURE SHEET FOR EVALUATIVE CRITERIA

Biomedical Engineering

Department Chair/Head: Mark Byrne
Print


Signature

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Y/P/N

President/decision:

Y = Approved

P = Approved pending modifications

N = Not approved

suggested changes to the criteria within a reasonable time to ensure timely approval for first year candidates.

As all levels have approved the evaluative standards, this cover page and the criteria shall be duplicated, and a...

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 Faculty, Department, and Dean

November 1

Biomedical Engineering Department's Interpretation and Weighting of Recontracting

2.4 Department Responsibilities

2.4.1 Statement Interpreting the Criteria Each year, by October 1, and before evaluation of
ratify a statement interpreting the criteria to be utilized in evaluating candidates for recontracting.

2. TERMINAL DEGREE STATEMENT

Recontracting requires a Ph.D. in Biomedical Engineering, engineering equivalent, or closely
related engineering field of study. The preferred terminal degree for Instructors is also a Ph.D. in
Biomedical Engineering, engineering equivalent, or closely related engineering field of study,
but an M.S. degree is acceptable for Instructors with exceptional experience.

criteria for recontracting. The Department of Biomedical Engineering has five
criteria as the basis for assessing ability in the areas of teaching, research, service, and
as required for recontracting. The specific criteria used for recontracting and tenure are as

student evaluations, candidate responses, and candidate self-appraisal (teaching) performance.

activities of teaching. Activities consistent with continuous development and improvement of

Evaluation of teaching effectiveness will emphasize student learning. Evaluation includes

Evidence of teaching quality includes developing a working knowledge of pedagogical techniques and incorporating appropriate technology into the spectrum of undergraduate, 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 organization. All forms of scholarly activities must be internally validated and external validation is preferred as part of completion of the faculty member's dissertation research.

Faculty members are expected to develop a self-sustaining 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, presentation at technical forums, technical bulletins, and technical journals. Direct involvement of students in these scholarly activities is strongly encouraged.

Receipt of awards for scholarly activities may also serve as external validation. Examples of these

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 4.2 and 4.4 of the *Duquesne 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.

INSTRUCTORS

Scholarly achievement is replaced by professional development for instructors. Professional

- Other activities approved by the Biomedical Engineering department

maintaining currency in the field

- Awarding of patents