

# ExEEEd

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

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Approved by 90 vote of the ExEEEd Faculty, September 14, 2020

### DEPARTMENT RESPONSIBILITY (SECTION 2.4 IN UNIVERSITY & RMOA)

Statement interpreting the Criteria (Section 2.4 (1) - Early Hardship) that date specified (e) (c) 8 t  
interpreting the criteria to be utilized in evaluating candidates for recontracting. Consideration  
will be given to all members who include an impact statement in their package and whose  
review falls within the period where the pandemic may have had an impact on their performance  
any of the three areas.

Chair of Chairperson (Section 2.44): The Chair of the Experiential Engineering Education  
Department (ExEEEd) serves as a member of the ExEEEd 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

- appraisal of teaching performance to the profession instruction, developing t4. Candidate statement
5. Candidate statement of professional development activities
  6. Candidate statement of goals regarding plans for future professional development

ExEEEd 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.

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 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 Recontracting and Tenure Memorandum of Agreement (R&T MOA, June 2017). Due to the varied 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 are encouraged to serve on department, college, and university committees.

#### PROFESSIONAL DEVELOPMENT

The Letter of Agreement for Non-tenured Teaching Faculty (August 2018) states that "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 (not 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 the Experiential Engineering Education Department.