

Engineering Technologies

Excellence in Teaching: Criteria, Evidence, and Assessment

Excellence in teaching may be demonstrated through the sources of evidence listed in the tables below. Similar sources of information not listed here may also be used if appropriate. Candidates need not include all of the listed pieces of evidence in their applications.

- *To demonstrate excellence in teaching, promotion candidates must meet criteria 1 – 5.*
- Excellence in teaching as presented in the candidate's promotion folder should advance the mission or goals of the university, college, department or profession.

While both the quantity and quality of the candidate's contributions in service are important, in the determination of what constitutes "outstanding" or "substantial" teaching—the quality of the contribution may be viewed as having greater importance.

University Mission Statement

Shawnee State University – the regional state university of Southern Ohio -prepares students for the changing needs of business, industry, education, and society through its diversified degree programs. Recognizing the importance of knowledge, values, and cultural enrichment, Shawnee State University is committed to providing higher education that fosters competence in oral and written communication, scientific and quantitative reasoning, and critical analysis/logical thinking. To enrich the lives of the community, the University provides opportunities for continuing personal and professional development, intellectual discovery, applied research and appreciation for the creative and performing arts.

College of Professional Studies Mission Statement (Proposed)

The College of Professional Studies is committed to the preparation of professionally and technologically competent, life-long learners through scholarly activities, critical thinking and evidence-based practice while serving culturally diverse communities.

Engineering Technologies Mission Statement

The mission of the Shawnee State University Department of Engineering Technologies is to prepare graduates to excel in technology based industries by constantly improving and developing relevant programs/curricula and by enhancing theoretical instruction through extensive laboratory experiences.

Engineering Technologies Educational Goals

The Department of Engineering Technologies offers degree programs that are career-oriented, technical instruction grounded in a strong base of mathematics, natural science, and the liberal arts, all of which are integrated with technical courses of the department's degree programs to provide our graduates with strong technical, analytical, and problem solving skills in a broad spectrum of technical areas. Engineering Technology programs are instructed in building-block fashion where the student, in his or her first term as a freshman, begins the study of Engineering Technology in his or her chosen field. Engineering Technology course work includes laboratory studies to provide the student with practical experience and competencies required by the technical fields in which he or she will seek employment. Program graduates have exceptional employment opportunities and career paths, and are also accepted into, and are extremely successful in, post-graduate programs in engineering, materials science, systems engineering, and computer science.

To this end, the department:

- Develops curricula that create an understanding of the practical and scientific bases of selected engineering technologies and modifies curricula and teaching methods in response to technological advancement and change.
- Encourages the development of sound work ethics and a spirit of cooperation and excellence.
- Provides cooperative educational services.
- Seeks and encourages participation from the business and industrial community.

Adopted by the Department of Engineering Technologies by faculty vote meeting March 27th, 2014.

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To demonstrate excellence in teaching promotion candidates must meet criteria 1-5		
Criteria	Source(s) of Evidence	Assessment
1. Currency in Field: Teaching reflects currency of subject matter	1. Dean's, chairperson's, and/or departmental colleague's observations of teaching, colloquia or other public presentations. 2. Syllabi of courses taught. 3. Student opinions about course content and presentation style as determined by teaching evaluations and/or letters of student support. 4. Candidate reports of teaching philosophy, plans, techniques, attempts at innovation and growth, etc. 5. Peer review of course content, assessment devices, curricular materials, pedagogical techniques, etc. 6. Scholarly writings or presentations (not otherwise used as evidence for service) on teaching and education, the role of the University, etc. 7. Participation in university, community, and/or professional activities concerning teaching and education. 8. Development of improved instructional materials.	 Met Not Met
2. Effective Communication: Information is communicated to students in an effective manner	1. Dean's, chairperson's, and/or departmental colleague's observations of teaching, colloquia or other public presentations. 2. Syllabi of courses taught. 3. Student opinions about course content and presentation style as determined by teaching evaluations and/or letters of student support. 4. University or outside recognition for teaching activities (e.g.: college teaching award, distinguished teaching award, etc.). 5. Recognition for program/teaching activities (not otherwise used as evidence for service) by internal or external bodies (e.g.: accrediting organizations, Princeton Review, etc.). 6. Examples of communicating subject matter by multiple means or methods such as lecture, discussion, demonstration, laboratory exercise and practical experience. 7. Evidence of assisting students in course-related work outside of class. 8. mentoring undergraduate students in small research projects designed solely to teach students laboratory skills and processes.	 Met Not Met
3. Fair Evaluation: Evaluation of students is conducted in a fair and unbiased fashion.	1. Dean's, chairperson's, and/or departmental colleague's observations of teaching, colloquia or other public presentations. 2. Syllabi of courses taught. 3. Student opinions about course content and presentation style as determined by teaching evaluations and/or letters of student support. 4. Peer review of course content, assessment devices, curricular materials, pedagogical techniques, etc. 5. Sample assessment tools.	 Met Not Met

- Promotes occupational and educational opportunities for all graduates.

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<p>4. Appropriate Course Offerings: The candidate teaches courses needed by the department consistent with the candidate's advertised position and established scheduling procedures.</p>	<ol style="list-style-type: none"> 1. Syllabi of courses taught. 2. Unique contributions to the educational aims of the department in relation to program needs (not otherwise utilized in service or scholarship section) 3. Interacting with or serving as liaison with other institutions of higher education or K–12 institutions (not otherwise utilized in promotion materials) in the promotion of field of study or collaboration between institutions. 4. mentoring undergraduate students in senior projects. 5. mentoring undergraduate students in small research projects designed solely to teach students laboratory skills and processes. 	<p style="text-align: center;">Met</p> <p style="text-align: center;">Not Met</p>
<p>5. Academic Rigor: The candidate teaches at a level of academic rigor appropriate to the level of the course.</p>	<ol style="list-style-type: none"> 1. Dean's, chairperson's, and/or departmental colleague's observations of teaching, colloquia or other public presentations. 2. Syllabi of courses taught. 3. Student opinions about course content and presentation style as determined by teaching evaluations and/or letters of student support. 4. Peer review of course content, assessment devices, curricular materials, pedagogical techniques, etc. 5. University or outside recognition for teaching activities (e.g.: college teaching award, distinguished teaching award, etc.). 6. Recognition for program/teaching activities (not otherwise used as evidence for service) by internal or external bodies (e.g.: accrediting organizations, Princeton Review, etc.). 7. Sample assignments. 	<p style="text-align: center;">Met</p> <p style="text-align: center;">Not Met</p>