

Promotion Dossier Preparation and Evaluation process

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Professor of Information Technology Practice

Appointment, Promotion and Tenure Committee member
(teaching-track) 2021-present

Teaching Faculty Ranks

- Lecturer
- Senior Lecturer
- Associate Professor of Practice
- Professor of Practice
- Professor of Practice, with Distinction

Overarching criteria for evaluation of dossiers

- For all teaching faculty ranks (full- or part-time), there is an expectation of **distinction in teaching excellence** and/or **scholarship** that
 - meets national standards for the corresponding rank at leading departments or institutions.
 - enhances the reputation of the VSoE.
- Promotion decisions normally are based on appropriately weighing the candidate's **contributions** in the areas listed below such that successful candidates will, on balance, have **contributed significantly to the pedagogical mission** of the School to a degree commensurate with these descriptions.

Criteria – Promotion to Senior Lecturer

- Continued to have met the criteria for *Lecturer**
- Demonstrate excellence in teaching and service, evidenced by annual performance reviews
- Develop new and effective teaching methods or materials
- Implement new courses or components of courses, as appropriate
- Maintain competence in area of expertise and enhance professional knowledge in areas important to the curriculum
- Effectively advise and mentor students
- Typically, although not required, will have spent at least three years of full-time instruction as an instructor and/or Lecturer at USC or a peer institution, or will have had at least as many years of experience as a practicing professional in the engineering field

*Promotion to next higher rank builds on the criteria required for current rank

Promotion to Associate Professor of Practice

- Continued to have met the criteria for *Senior Lecturer*
- Leadership in the department and/or School in the area of teaching, including curricular development, laboratory development, and site coordination (e.g., ABET, industrial, etc.)
- Development of new (e.g., research-based) pedagogical methods and teaching materials in engineering with specific emphasis in the practice of engineering in its various forms
- Service as a mentor to students and graduates
- Additional positive factors considered include having received department honors and awards, having given lectures at local, state, or national meetings on teaching methods or educational issues, and having published articles, chapters or books, or conference presentations that advance pedagogy in engineering; substantive scholarly publications in the candidate's field of engineering will also be considered, if submitted
- Typically, although not required, will have spent at least seven years of full-time instruction as a Lecturer and/or Senior Lecturer at USC or a peer institution, or will have had at least as many years of experience as a practicing professional in the engineering field

Promotion to Professor of Practice

- Continued to have met the criteria for *Associate Professor of Practice*
- Received funding for educational projects or studies
- Service as a mentor to teaching faculty and/or excellent service in various other ways to the department, school and university, and/or significant service to the profession
- Additional positive factors considered include having a Ph.D. degree in Engineering related fields, having external recognition for instructional materials or innovative teaching methods, having received school and university awards, and having published articles, chapters or books, or conference presentations that advance pedagogy in engineering and/or make significant educational contributions to the profession; substantive scholarly publications in the candidate's field of engineering will also be considered, if submitted
- Typically, although not required, will have had many years of experience as an instructor, Lecturer, Senior Lecturer, and/or Associate Professor of Practice (or equivalent) at USC or a peer institution; many years of experience as a practicing professional in the engineering field; or will have been previously tenured, at rank, at another reputable institution

Promotion to Professor of Practice, with Distinction

- Continued to have met the criteria for *Professor of Practice*
- Consistently ranked among the top instructors in the department and/or school
- Creator and/or director of sustainable educational program(s) that add significant value
- Continues to provide academic leadership in advancing and supporting the school's and university's educational mission
- Received national and international honors and awards (e.g., professional society fellow and/or medal recipient, national academy membership, etc.)
- Typically, will have had several years of experience at the Professor of Practice (or equivalent) rank at USC or a peer institution

Dossier checklist

Faculty Title and Rank	Administrative & Faculty Assessments (Section I-A)			Curriculum Vitae (Section II)	Personal Statement (Section III)	Letters of Reference (Section VI) Include: referee bios, sample solicitation letter and referee chart			Evidence of Scholarship and Professional Performance (Appendix -Section VII)	
	Recommendation for Appointment or Promotion, and Terms of Offer forms	Chair's Memo	Department Committee Memo	CV	Personal Statement	At least 3-4 letters (can be from internal referees)	At least 3-4 external letters (at least 2 arm's-length)	At least 3-4 external letters (at least 3 arm's-length)	VIIA – Evidence of Research (annual performance reviews, 3-4 peer-reviewed publications)	VIIB – Evidence of Teaching (annual performance reviews, 2 years of teaching evaluations, educational materials developed)
Research Assistant Professor	✓	✓	✓	✓	✓	✓			✓	
Research Associate Professor	✓	✓	✓	✓	✓		✓		✓	*
Research Professor	✓	✓	✓	✓	✓			✓	✓	*
Lecturer	✓	✓	✓	✓	✓	✓			*	*
Senior Lecturer	✓	✓	✓	✓	✓	✓			*	**
Associate Professor of Engineering Practice	✓	✓	✓	✓	✓		✓		*	**
Professor of Engineering Practice	✓	✓	✓	✓	✓			✓	*	**
Professor of Engineering Practice, with Distinction	✓	✓	✓	✓	✓			*	*	**
Adjunct Faculty (all ranks)	✓	✓	✓	✓	*	*			*	*
Visiting Professor (all ranks)	✓	✓	✓	✓	*	*			*	*
Emeritus Faculty	✓	✓	✓	✓	*	*			*	*
Reappointments (all ranks)	✓	✓	*	✓						
Non-Reappointments		✓	*	✓					✓	✓

*If available

** Required for promotion; provide for appointments, if available

* For "with Distinction" title, a minimum of five (5) arm's length letters are required.

Note: Arm's-length letters are from non-collaborators, non-co-authors, and persons not suggested by the candidate. Referee names must be approved by the Vice Dean for Faculty Affairs prior to soliciting letters.

Promotion Dossier

- Department committee report and chair's memo
- CV
- Personal statement
- Referees' letters (3-4, some arm's length depending on rank)
- Evidence of Scholarship and Professional Performance
 - Evidence of Teaching
 - Teaching evaluations – scores – students' comments*
 - Scholarly contributions: examples of course materials, description of innovative methods developed, publications and presentations
 - Annual performance reviews
 - Evidence of Research**

*Summary tables and examples

** If available (not required)

Referees' Letters

- **(Senior) Lecturer:** 3 – 4 letters from colleagues or other referees
- **Associate Professor:** 3 – 4 letters of which at least 2 are from arm's length referees of equivalent or higher rank
- **Professor:** 3 – 4 letters from arm's length referees of equivalent or higher rank
- **Professor, with Distinction:** 5 arm's length referees

Calendar

- **Fall** – department committee assembles dossier, including referees' letters
- **Early January**: report to department chair
- **Feb 1**: dossier to Deans' office
- **Spring** – APT reviews dossier and makes recommendation to the Dean

Teaching Evaluations – Students' Comments

- Scores: 3.5-4 (on scale of 1-4) for standard University evaluation, above 4 (on scale of 1-5) for the Viterbi questions
 - upward trend – sustained level
- Peer evaluation of teaching (per annual faculty review)
- Students' expectations
 - Prepared – semester plan – lesson plan
 - Courteous – on time – respectful
 - Grade fairness
 - Learning advances their agenda (job, graduate school)

Information Available to Referees

- Course materials and students' evaluations
- CV and teaching statement
- Evidence of teaching excellence
- Participation in engineering education societies and presentations at related conferences*
 - E.g. ASEE – ASEE-Pacific SouthWest (PSW) – divisions of professional societies dedicated to engineering education
 - E.g. ASEE-PSW conference at USC in Spring 2023

*Assoc. Prof.: having given lectures at local, state, or national meetings on teaching methods or educational issues, and having published articles, chapters or books, or conference presentations that advance pedagogy in engineering

Current Students (Millennials → Gen Z)

- Digital native – information available everywhere - always connected
- Grades and good performance are important
- Think they can multitask
- Favors active and cooperative learning
- Cannot be taught in the same way as previous generations

Professional Development

- USC and Viterbi Centers for Excellence in Teaching (CET)
- Regular workshops
 - Course learning objectives
 - Grading rubrics
 - Active learning strategies
 - Technology in the classroom
- Instructional designers' consultations – course design and teaching