USC faculty have long wanted the university to do more to invest in the support, evaluation, and reward of teaching. Three faculty committees over the past four years have made recommendations that guided the development of a model for teaching and its evaluation. From those recommendations, in consultation with many faculty groups from across disciplines, the university developed a foundation on which schools and their faculty could build customized school-based plans to advance teaching excellence. The foundation included a definition of excellence in teaching at USC, teaching development opportunities, customizable peer review resources that could be tailored to each discipline, changes in the design and use of student evaluations of teaching, and a reorganization of incentive structures to motivate faculty to participate in each element of the model. Schools are now in the process of working with their faculty to develop their school-based plans. Many challenges, both expected and unexpected have arisen, leading to a number of lessons learned.

Ginger Clark is a Professor of Clinical Education in the Marriage and Family Therapy Program in the USC Rossier School of Education, and is a licensed psychologist. She is the first non-tenure-track professor to serve as president of the Academic Senate at USC. She has served for the last two years as an Assistant Vice Provost for Academic and Faculty Affairs to assist the Provost's office with many of the resolutions that came out of the Senate during her term. This includes issues related to diversity and inclusion, full-time and part-time research-track, teaching-track, practitioner-track, and clinical-track faculty affairs (previously referred to as NTT), salary benchmarking, and assisting with implementation of a new USC model of teaching excellence. She also serves as the Director of the USC Center for Excellence in Teaching, which provides services and resources to support the teaching excellence initiative.