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# **The Joint Provost / Academic Senate Committee on Teaching and Learning**

## **Final Report and Recommendations**

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## **Introduction to the Charge**

The Committee on Teaching and Learning was charged this year with:

- reviewing USC's rewards system (merit, promotion, awards etc.) and analyzing the extent to which it is aligned with the university's commitment to teaching excellence
- researching approaches to rewarding teaching excellence by other research universities
- making recommendations for change, at the university and school levels, to increase the teaching practices we say we value at USC

## **Recommendations**

In response to this charge, the Committee has nine overarching recommendations:

1. Reform the career pathway, salaries, and job security of teaching-track faculty
2. Revise merit and promotion criteria for tenure-track and tenured faculty
3. Review and revise adjunct and part-time faculty development and salary policies
4. Provide faculty salaries that are competitive, fair, and equitable across peer schools and throughout USC
5. Review school-level course allocation policies to ensure that teaching opportunities for faculty members of different tracks and ranks are fair and equitable
6. Evaluate teaching quality equitably, rigorously, and systematically
7. Provide guidance to schools on the number, type, frequency, and accessibility of teaching rewards
8. Establish named chairs and professorships to recognize the university's most outstanding teachers
9. Communicate the measures USC has taken to reward excellent teaching internally and externally

They are discussed in further detail below.

## **A Call for Change**

USC has taken important first steps toward becoming a leader among top tier research institutions in making teaching excellence a strategic priority for the university. President Folt and Provost Zukoski are committed to a high-quality USC education, often mentioning teaching first, even before research, in speeches and updates to the university community. They also made significant investments in supporting teaching by increasing staffing at the Center for Excellence in Teaching (CET) and expanding educational technology in classrooms across our campuses during the pandemic to assist faculty with remote instruction. USC's Excellence in Teaching Initiative strives to promote teaching excellence by building a teaching infrastructure similar to the one that exists to support research excellence at USC, with a focus on defining, developing, rigorously evaluating, and meaningfully rewarding excellent teaching.

While progress has been made in recent years, ensuring that teaching excellence is the hallmark of a USC education now requires that the university seriously examine the way it recognizes and rewards excellent teaching. Historically, and in its current form, USC's rewards system is not aligned with the university's stated values regarding teaching excellence.

Rewarding excellent teaching in the context of a research university benefits not only the teachers, but also their colleagues, the students, the university, and the broader community. Key benefits include:

- Motivating existing faculty
- Recruiting, hiring, and retaining the most talented faculty
- Attracting and retaining exceptional students
- Helping students realize their full potential
- Enhancing USC's reputation as a global leader in higher education
- Helping to transform teaching at other universities

Universities across the world are striving to improve the quality of the student experience and have been making major changes to their reward systems in order to recognize exceptional contributions to teaching and learning. Change for USC is no longer a choice but an imperative, particularly if the university wants to be a leader in this area. The time for change is now.

The committee has concluded that changes to how USC recognizes and rewards excellent teaching cannot be done in isolation or through a piecemeal process. Achieving excellence in teaching requires system-wide structural and cultural change and involves rethinking processes, activities, and practices across the entire academic community.

The committee recognizes that USC's decentralized governance structure allows flexibility to the different Schools as appropriate to their individual missions, but such a decentralized model can also make creating institutional policies applicable across all Schools more challenging. For instance, incentive structures for teaching currently vary significantly across Schools. Institutional policies will therefore require different levels of change within the different Schools and different levels of support from the central administration.

In this report, we provide:

- 1) Critical areas for change in USC's rewards system and committee recommendations, and
- 2) A roadmap for the implementation of these suggested changes

## **CTAL Recommendations**

### **1. Critical areas for change in USC's rewards system and committee recommendations**

Based on a review and evaluation of USC's existing reward policies (merit, promotion etc.) and faculty perceptions on how teaching is rewarded at the university, the committee recommends the following:

- **Reform the career pathway, salaries, and job security of teaching-track faculty.** Faculty members can have different areas of strength: some may excel at research, others at teaching. While USC offers a teaching track that allows education-focused faculty to build on their strengths, just as it does for tenure-track faculty whose strengths and profiles are more focused on research, the committee recommends that USC explore opportunities to reform this teaching track to create a more meaningful and fulfilling career pathway for teaching faculty, with the goal of achieving parity with the tenure-track, research-focused career pathway.

One example to consider in this regard is the [\*Career Framework for University Teaching\*](#), commissioned by the UK's Royal Academy of Engineering. It is part of "Advancing Teaching," a global initiative to enhance the recognition and reward of teaching in higher education. The framework was designed in partnership with universities across the world and is based on educational research and best practices in promoting teaching excellence compiled from across the globe.

The *Career Framework for University Teaching* provides a structured pathway for the career progression of education-focused faculty based on their achievements in teaching and learning. It also provides promotion criteria and methods for assessing teaching achievement (See **Appendix 1**). This framework can be adapted to fit with USC's career structures and promotion policies. USC can also create its own framework with promotion criteria and teaching assessment methods that are aligned with the university's definition of teaching excellence.

With this larger recommendation in mind, the committee also recommends:

- **Establishing salary policies and ranges aligned with this new career path** and its successive levels, with significantly higher salaries paid to the university's most outstanding teachers, similar to the convention of paying the university's most outstanding researchers the highest salaries within each discipline.
- **Ensuring that teaching-track faculty perceive their salaries as commensurate with their contribution** to the field (in educating future leaders) and to the university (upholding its promise of the highest quality education). This would mean salaries that compare favorably to their tenure-track colleagues. In financial terms, the committee's rationale is as follows: We are a tuition-driven university, and students and parents are becoming more selective about where they want to invest their money. USC has enjoyed a long period of high applications and enrollment rates due to its reputation and stature, but the committee believes strongly that the university should do more to ensure students are getting the education we promise them, and that we cannot rely on our reputation alone to see us into the future. Teaching-track faculty carry the lion's share of educating our students, and are therefore critical to the health and well-being of the university. Salaries for outstanding performance in providing an excellent education, and in building a reputation for the university as the place students should go to get that excellent education, should be among the highest in each school.
- **Providing a security of employment** status for full-time teaching-track faculty who reach a certain milestone (e.g. Level 3 or Level 4 in the *Career Framework for University Teaching*) that provides the same protections as tenure.
- **Revise merit and promotion criteria for tenure-track and tenured faculty**
  - Constitute a multidisciplinary task force to develop clear guidelines on what constitutes compelling evidence of teaching excellence at the university level
  - Revise the UCAPT manual and school faculty handbooks accordingly to make explicit and unambiguous what the university expects in teaching performance generally, and how teaching excellence specifically can be demonstrated at different ranks
  - Hold all faculty who teach, including tenure-track and tenured faculty, accountable for reaching these new thresholds of teaching achievement required for merit raises, tenure, and promotion
- **Review and revise adjunct and part-time faculty development and salary policies**
  - Increase opportunities for compensated teaching development for adjunct and part-time faculty at the school and university levels
  - Provide clear guidelines for teaching excellence and how it can be achieved and assessed.
  - Review salary policies for adjunct and part-time faculty to ensure they are paid salaries that are competitive, fair, and equitable, and internally benchmarked to an appropriate proportion of full-time teaching-track faculty salaries
  - Ensure that criteria for teaching awards are inclusive and that adjunct and part-time faculty are eligible and considered for teaching awards.
- **Provide faculty salaries that are competitive, fair, and equitable across peer schools and throughout USC.** Competitive, fair, and equitable salaries are critical to USC's ability to recruit and retain excellent teachers. The committee recommends:
  - Building on President Folt's recent focus on the important process of faculty salary benchmarking, by conducting a review of USC compensation policies to ensure that salaries, as well as merit and promotion raises for both T/TT and RTPC faculty are competitive and equitable. Compensation policies should also include clear salary grievance policies and procedures that are communicated to all faculty.

- Greater transparency on salaries and equity
  - USC should establish a standing reporting structure for sharing salary budgets and broad salary data with the Academic Senate and the faculty-at-large including data on faculty numbers and distributions across categories (T/TT, RTPC, adjunct, and part-time), average salaries by faculty category and rank at the university and school levels, yearly trends, and a comparison with American Association of University Professors (AAUP) averages.
  - USC should also share an annual salary equity report, based on an analysis of faculty salaries, to demonstrate that the university has been actively identifying and addressing pay equity issues (e.g. gender, race etc.).
- Faculty involvement in USC salary policy and budgeting decisions. We recommend establishing:
  - A standing Joint Provost / Academic Senate compensation committee to help shape university policies on compensation based on research on other top universities' salary systems and annual salary benchmarking.
  - School-level compensation committees to assist the president's office in annual salary benchmarking by identifying appropriate peer schools and to help shape school policies.
- **Review school-level course allocation policies to ensure that teaching opportunities for faculty members of different tracks and ranks are fair and equitable;** this review should also make sure that faculty members are assigned courses according to their area of expertise whenever possible, and that are of significant importance to the program or school such that successful efforts toward improving those courses, and outstanding teaching performance in them, can advance their careers.
- **Evaluate teaching quality equitably, rigorously, and systematically.** Any discussion of rewarding excellent teaching should begin with how teaching performance is evaluated. The committee recommends that:
  - Senior leaders at USC ensure that all schools have an equitable, rigorous, and systematic teaching evaluation system in place that includes peer review of instructor teaching performance as the primary measure of teaching effectiveness, with student evaluations used as only one measure of student engagement and as one of many assessment categories within the teaching portfolio.
  - A joint Provost and Senate task force review best practices in faculty evaluation processes across schools and peer universities and create a set of exemplary models that schools can adopt.
- **Provide guidance to schools on the number, type, frequency, and accessibility of teaching rewards.** Teaching excellence rewards vary widely across USC schools. We recommend that USC provide guidance to schools on what constitutes a reward, and on the number, type, frequency, and accessibility of rewards. Rewards should also reflect the diversity in courses, methods, and teaching styles across schools and departments. They can also be tailored to faculty needs at different stages in their careers.

While monetary rewards such as a salary raise or bonus are appreciated by faculty, rewards can also be non-monetary, e.g. verbal praise and public recognition, a better office, a new job title, and opportunities for additional responsibility and advancement. Rewards can also take the form of additional funding for conference travel and professional development. The advantage of such rewards is that they can help faculty members learn new pedagogical methods that they can share with their colleagues.

While teaching excellence awards can be greatly appreciated by the faculty who receive such awards, they can also lead to an individualistic and competitive culture where teachers are focused on surpassing others. One possible solution is to shift focus from *rewarding excellent teaching* to *recognizing exemplary teachers*, as suggested by [Thomas Cary \(2016\)](#). An exemplary teacher is one that serves as a model for colleagues and can therefore be a coach to their peers. Recognizing exemplary teachers can

enhance mentorship and collaboration among faculty in a school or department and lead to improved student learning outcomes.

- **Establish named chairs and professorships to recognize the university's most outstanding teachers.** Named chairs and professorships represent one of the highest honors granted to a faculty member at USC and have generally been reserved for tenured faculty members who have made exceptional contributions in research, teaching, and/or service. In order to affirm the central role that teaching and teachers play in USC's mission and the university's commitment to excellence in teaching, the committee recommends that USC establish several school-level and university-level named chairs and professorships, open to both tenured/tenure-track and RTPC faculty members, to recognize the university's most outstanding teachers.
- **Communicate the measures USC has taken to reward excellent teaching internally and externally.** Internal communications will be required to ensure that any changes are clearly understood by all faculty and administrators. External communications can help to raise the university's profile as a leader in promoting teaching excellence, which can help attract talented faculty and students.

Institutional commitment to rewarding excellence in teaching is critical to enhancing USC's global reputation as an academic leader. The above measures are designed to help attract and retain top-tier faculty, and to attract excellent students and prepare them for their lives as successful professionals and good citizens.

## **2. A Roadmap for Change**

Leading a successful change effort involves significant challenges. We recommend that USC build on the experiences of universities that have successfully navigated the change process. The [Roadmap for Change](#), for example, builds on the experiences of 17 universities across 11 countries. Developed with support from the Royal Academy of Engineering in the UK, it identifies the steps and the strategies associated with successful system-wide change for rewarding excellent teaching. Key steps in the *Roadmap for Change* are provided in **Appendix 2**.

### **Data Collection Process**

The Committee on Teaching and Learning formed two subcommittees. Subcommittee 1 was charged with reviewing the rewards systems (merit, promotion, teaching awards etc.) of USC schools and analyzing the extent to which they are aligned with USC's stated values on teaching. Sources of information included School faculty handbooks and Excellence in Teaching plans as well as School responses to the survey that the committee conducted in 2020-21. Subcommittee 2 was charged with researching other universities' approaches to rewarding teaching excellence with a focus on salaries, promotion criteria, job security for teaching-track faculty, named chairs and professorships and teaching awards.

### **Subcommittee 1's Findings**

#### **Progress made**

USC has made a commitment to teaching and has introduced multiple initiatives over the past years to promote teaching excellence. Key areas of progress are as follows:

- Launch of the Excellence in Teaching Initiative with a focus on defining, developing, evaluating, and rewarding teaching excellence. As part of this initiative, USC schools drafted their own, discipline-



specific Excellence in Teaching plans and are currently at various stages of implementing them. Several schools have also created new administrative positions (e.g. Vice-Dean for Teaching and Innovation, Assistant Dean of Excellence in Teaching) to ensure continued improvement in the quality of teaching and introduce pedagogical innovations.

- Expansion of the Center for Excellence in Teaching to support the USC Excellence in Teaching Initiative and assist schools in this process by providing teaching resources, development opportunities, teaching evaluation tools, and consultation. The committee recommends that the Center continue to expand and grow to meet the university's evolving needs.
- Greater participation of teaching-track RTPC faculty in school and university governance (e.g. school faculty councils, academic senate).

### **Areas of improvement**

Salaries. Teaching-track faculty are responsible for the majority of teaching contact hours at the university. However, there are perceptions among teaching-track faculty that their salaries are significantly lower than their T/TT colleagues. Salary information at USC is not public. It has been reported in faculty meetings, however, that the salaries of tenured faculty can be four times those of RTPC faculty and that departments need to hire RTPC faculty to "reduce costs". Many teaching-track faculty perform "teaching overloads", teaching five courses per semester and two classes in the summer, which can make it difficult to maintain the quality of their teaching.

Large salary inequities have also been reported in many units whereby experienced faculty members who have been employed by the university for years have salaries equivalent to those of inexperienced junior faculty in the same departments. Such salary inequities between TT and RTPC faculty and between experienced and junior faculty can lead to low morale, reduced motivation and productivity and higher turnover. They can also make it difficult to hire new, talented teachers.

Annual Performance Review (APR) and Merit Increases. Teaching is typically assessed using the same criteria for both T/TT and RTPC faculty including peer review, student evaluations and inspection of syllabi and teaching materials. Excellence in teaching is generally rewarded with a higher annual performance review score and merit increases, if available, for both T/TT and RTPC faculty.

The committee noted that some schools may not provide clear guidelines for APR committees on how to convert teaching evaluation data (peer review of syllabi, classroom observation report and student evaluations) into teaching scores for the annual performance review. Committee members also expressed concern that the low merit increases at some schools could impact faculty morale and their motivation to pursue excellence in teaching.

Promotion to Associate Professor and Tenure. Teaching excellence is required for promotion to Associate Professor for RTPC teaching faculty. It is not, however, required for tenure for tenure-track faculty. A candidate for tenure is expected to be a good teacher. Tenure, however, is awarded primarily based on the significance and influence of the candidate's research and their promise of continued research productivity. Tenure-track faculty who put significant effort into achieving excellence in teaching are sometimes discouraged from doing so as this may negatively impact their research productivity.

The UCAPT manual provides detailed criteria for the evaluation of research excellence. As for the evaluation of teaching performance, the manual provides criteria for assessing teaching *effectiveness*. The UCAPT manual does not include USC's definition of teaching excellence nor does it provide criteria for teaching excellence.

USC Schools vary with respect to the importance of a candidate's teaching performance in tenure decisions. The committee also noted that while school promotion policies may specify that teaching is important for tenure decisions, teaching may carry less weight in the actual decisions.

Job security for RTPC faculty. RTPC faculty are currently not eligible for tenure. Moreover, the USC Faculty Handbook states that 1) the university has no obligation to renew an RTPC faculty appointment and that 2) contracts of RTPC faculty may be terminated earlier than their stipulated end in the case of significant program change, departmental reorganization or reductions in external sources of funding (Ch. 4, page 20). These policies do not bring parity to RTPC and T/TT faculty and can lead to low morale and reduced motivation for RTPC faculty.

The [RTPC Faculty Affairs Committee's 2018-2019 Year-End Report](#) identified RTPC job security as a priority for future consideration at USC. According to the report: "Significant gains have been made in recent years in the area of job security for RTPC faculty, but USC's policies still fall short of those observed at leading peer institutions; for example, the University of California system offers teaching faculty a Security of Employment status that provides the same protections as tenure." (p. 3) The CTAL committee recommends that the Academic Senate review recent prior reports and note which recommendations have been considered and/or implemented to date.

Named Chairs and Professorships. Named chairs and professorships represent one of the highest honors conferred upon a faculty member. The vast majority of named chairs and professorships at USC were granted to tenured faculty members primarily for their research contributions.

Teaching Awards. There is significant variation across schools with respect to the number of teaching awards offered as well as the type, criteria, frequency, and faculty eligibility for such awards. Awards may be faculty-driven or student-led and may or may not include a monetary reward. In addition to formal awards, some schools recognize teaching excellence through informal mechanisms such as news articles highlighting exemplary practices and praise in faculty meetings. Rewards can also take the form of funds for professional development and conference participation and a sabbatical leave for developing new courses.

Committee members noted that the small number of awards provided in some schools may not be enough to motivate and reward excellent teaching. Moreover, teaching awards were sometimes provided by some departments but not others in the same school, potentially disincentivizing faculty members in departments with no teaching awards. The committee also found that award criteria were not always clearly communicated to faculty. Finally, committee members expressed concern that teaching awards may not be equitable and inclusive. For example, adjunct faculty may not be considered or eligible for these teaching awards.

## **Subcommittee 2's Findings**

Salaries Competitive, fair and equitable compensation is critical to achieving teaching excellence. While the Committee on Teaching and Learning has not been involved in salary benchmarking, other committees such as the Research, Teaching, Practitioner and Clinical-Track Faculty Affairs Committee have. We recommend building on their work e.g. [Research, Teaching, Practitioner, & Clinical-Track Faculty Affairs Committee's 2019 White Paper on Faculty Salary Benchmarking](#).

APR and Merit Increases, Promotion to Associate & Full Professor. The committee found that teaching schools tend to place a higher value on teaching excellence in promotion decisions than research institutions. More universities, however, are making changes to their appointment and promotion systems to promote teaching excellence.

The report [\*Supporting and Assessing Teaching Effectiveness and Excellence\*](#), prepared for the University of Alaska Anchorage, identifies a number of research universities tying teaching excellence to tenure. One example is Boise State University. At Boise State, teaching is one of the “four main areas of faculty involvement pertinent to attainment of the ranks of Professor and Associate Professor”. College of Arts and Sciences candidates for tenure or promotion are “promoted only when there is clear evidence of strong teaching and advising, and solid indications that success will continue and expand.”

At the University of Kansas, a research university, teaching excellence plays an important role in promotion, tenure, and other personnel decisions. Teaching excellence is also essential for promotion and tenure at Portland State University, a public research university. At the University of Illinois at Urbana-Champaign, teaching evaluations play an important role in the determination of promotion and/or tenure.

Job security for Non-Tenure Track Faculty. The committee found that non-tenure track (NTT) faculty are increasingly demanding job security at higher education institutions in the US e.g. [University of Illinois at Chicago](#), [Howard University](#), [University of Michigan](#).

After [averting a strike](#) by lecturers in November 2021, UCLA [agreed to give contracts](#) of one year, two years, and three years, with performance reviews at each stage of the lecturer’s contract. They also agreed to a clear pathway to promotion and the right to be rehired if deemed “effective.” Adjuncts at UCLA have a [pathway to promotion](#) from Assistant Adjunct Professor to Associate Adjunct Professor to Adjunct Professor, with merit increases at each step of promotion.

The University of California (UC) system has a lecturer position with potential security of employment (e.g. [Lecturer with Potential for Security of Employment \(LPSOE\)](#) and [Lecturer with Security of Employment \(LSOE\)](#) at UCSD).

A [2015 study](#) by the Worker Institute at Cornell University comparing the job security of faculty across different tracks found that tenured faculty receive full due process before discharge, whereas there is limited due process for tenure-track faculty. As for NTT faculty, the study found that unions representing NTT faculty have no or minimal control over hiring or reappointment. Based on an analysis of 15 NTT collective bargaining agreements with a focus on appointment, reappointment and job security, the study found three main trends or categories at the different institutions studied.

1. “Good faith consideration” (least secure)
2. Eligibility to receive extended appointment (more secure)
3. Guaranteed opportunities for advancement (most secure)

Named Chairs and Professorships. The committee found that teaching universities are more likely than research universities to have endowed “teaching chairs,” recognizing faculty for teaching excellence. At smaller teaching universities, endowed teaching chairs are awarded to excellent teachers who are not active in research. At some teaching schools e.g. [Fresno State University](#), endowed chairs and professorships are open to non-tenured faculty. Larger teaching schools with research faculty that offer tenure sometimes offer a combination of endowed chairs and professorships, some granted only to tenured faculty and some that do not require tenure.

Endowed chairs and professorships at top research universities in the US are usually reserved for tenured faculty. Some research universities offer a combination of endowed chairs and professorships, some

available only to tenured faculty, others open to non-tenured faculty. For example, at the [University of Oklahoma](#), it is stipulated that “For endowed chairs only, the appointee will generally be a tenured faculty member. Endowed professorships do not carry such stipulations.” At [Colgate University](#), “the Beldon Chair may be held by tenured, non-tenured, or a newly recruited member of the Colgate faculty.” At [Rice University](#), faculty members in both tenure-track and non-tenure tracks are eligible for endowed professorships. Only full professors are eligible for university professorships.

Some research universities offer teaching professorships. For example, the [University of Georgia](#) offers the Josiah Meigs Distinguished Teaching Professorship. Syracuse University offers the William P. Tolley Distinguished Teaching Professorship in the Humanities. UC San Francisco offers endowed chairs in the School of Medicine in support of teaching excellence. Finally, the Raymond Mason School of Business at the College of William and Mary in Virginia offers a number of named chairs and professorships reserved exclusively for non-tenured faculty.

Teaching Awards. One of the key findings of the [Supporting and Assessing Teaching Effectiveness and Excellence](#) report prepared by the University of Alaska Anchorage is that higher education institutions typically offer a variety of awards, grants, and fellowships to demonstrate support for teaching excellence. These are typically designed to provide recognition and further incentivize continued teaching excellence.

Stanford, Princeton, UCLA, Berkeley, and Penn State recognize teaching excellence with a variety of teaching awards ranging from salary increases and promotion to public recognition. Merit and seniority are often combined in reward considerations; however, the primary focus tends to be on performance criteria. Examples of teaching awards at these universities include Stanford University’s Walter J. [Gores Faculty Award for Excellence in Teaching](#), Princeton University’s [Graduate School Teaching Award](#), UCLA’s [Distinguished Teaching Award](#), UC Berkeley’s [Distinguished Teaching Award](#) and Penn State’s three [undergraduate teaching awards](#).

At Boise State University, “Investigating Student Learning” grants provide grantees \$3,500 to better investigate effective teaching practices. USC can learn from these peer institutions and increase the number and variety of teaching awards, and offer grants and fellowships designed to improve teaching effectiveness.

## **Conclusion**

Universities across the world have been making significant changes to their reward systems in order to recognize exceptional contributions to teaching and learning.

In order to facilitate the large-scale structural and cultural change around teaching and learning, real commitment and strong support is required from the President, the Provost, Deans, faculty leaders and department heads.

A successful transformation requires a strong, evidence-based case for change. The change process should also be clear in its goals, consultative, inclusive, transparent and trusted by faculty.

Changing the culture at USC to elevate the importance of teaching and the status of teachers is critical given perceptions among teaching-track faculty that their track is a second-rate track and that their salaries are significantly lower than their tenure-track colleagues. These perceptions can lead to low morale and productivity and higher turnover. They can also make it difficult to hire new, talented teachers.

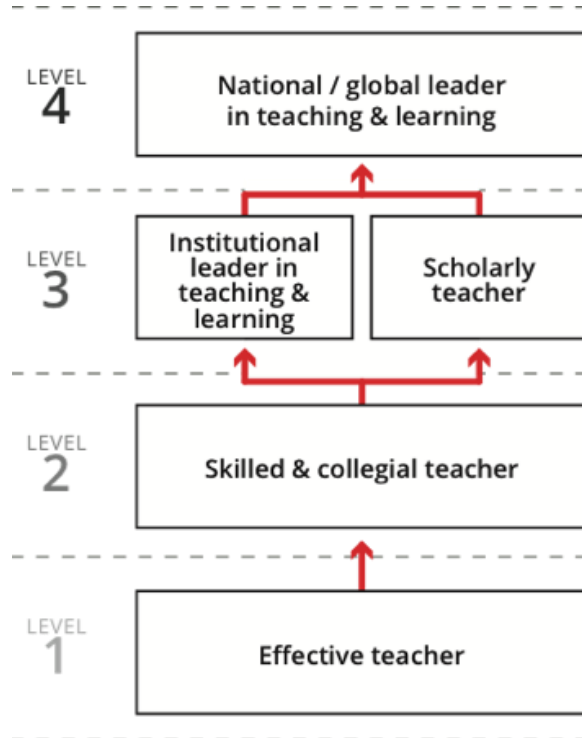
We also recommend that the university explore opportunities to reform the teaching track to create a more meaningful and fulfilling career pathway for teaching faculty and achieve parity with the tenure-track, research-focused career pathway.

Finally, transforming teaching requires appropriate investments to support teaching innovation and research on teaching and learning and to incentivize teaching excellence at USC schools.

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## Appendix 1. The Career Framework for University Teaching

The [Career Framework for University Teaching](#) provides a structured pathway for the career progression of education-focused faculty based on their achievements in teaching and learning. It also provides promotion criteria and methods for assessing teaching achievement.



The **national and global leader** makes outstanding contributions to teaching and learning, exerting influence on a national and global level and demonstrating leadership in educational practice and/or in pedagogical research.

The **institutional leader** in teaching and learning makes an important contribution to excellence in teaching and learning within and beyond their university. The **scholarly teacher** makes a significant contribution to pedagogical research, influencing teaching practice within and beyond their university.

The **skilled and collegial teacher** takes an evidence-based approach to their development as a teacher and actively mentors their peers to promote a collaborative environment across their department or school.

The **effective teacher** takes a conscientious and reflective approach to teaching and learning and demonstrates effective teaching delivery that develops over time.

## Appendix 2. The Roadmap for Change

The following [Roadmap for Change](#), developed with support from the Royal Academy of Engineering in the UK, builds on the experiences of 17 universities across 11 countries. It identifies the steps and the strategies associated with successful system-wide change for rewarding excellent teaching. Key steps in the change process are:

- 1 Gather Evidence** Perform an in-depth review and evaluation of 1) faculty teaching practices and achievements, 2) existing reward policies (merit, promotion etc.) for teaching and 3) faculty perceptions on the culture and status of teaching and how it is rewarded to identify critical areas for change and build an evidence-based case for change.
- 2 Issue a university statement of intent** Issue a statement to the university community announcing plans to reform the reward system and laying out the case for change, how the change will be designed and implemented and who will be involved in the process.
- 3 Consult with governing bodies** Initiate early conversations with governing bodies and councils (the Academic Senate, Faculty Councils, Deans and others) and external accreditation bodies to assess their support and seek their perspectives and concerns.
- 4 Develop a draft framework** A working group comprising faculty leaders and administrators prepares an initial “first draft” of the new reward system.
- 5 Engage in extensive consultation and iterative improvement** Engage in extensive university-wide consultations (one-on-one discussions, focus groups, public meetings) with major groups affected by the change (faculty, students etc.) to obtain feedback on the draft and improve it. Obtain the approval and sign-off of governing bodies.
- 6 Build engagement** Build community engagement with the approved framework through repeated messaging from university leadership, engaging with faculty, establishing new communities of practice around teaching and learning and establishing a culture that supports teaching excellence.
- 7 Launch the framework** Launch the framework providing clear documentation on how to put it into practice and align university policies, processes and practices with it.

Our committee charge this year involved work at the level of Step 1 of this Roadmap for Change. The committee’s recommendations in this report are based on 1) a review of USC schools’ existing rewards policies and 2) school responses to the survey that the committee conducted in 2020-21. For more complete information on faculty perceptions on the culture and status of teaching at USC and how teaching excellence is rewarded, the committee recommends a university-wide survey.