

## Ginger Clark, Ph.D.

Associate Vice Provost for Academic and Faculty Affairs  
Director of the Center for Excellence in Teaching  
Professor of Clinical Education  
Marriage and Family Therapy Program  
University of Southern California

## Abbreviated Curriculum Vitae

Center for Excellence in Teaching  
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## Administrative Experience Highlights

2019-Present Associate Vice Provost for Academic and Faculty Affairs, University of Southern California  
2016-2019 Assistant Vice Provost for Academic and Faculty Affairs, University of Southern California

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### Faculty Affairs

- In role as Academic Senate President, proposed changes to Provost on policies regarding full-time and part-time research-track, teaching-track, practitioner-track, and clinical-track (RTPC) (AKA non-tenure-track) faculty affairs including titles and profiles, merit reviews, promotions, continuing appointment, and salaries.
- As Associate Vice Provost:
  - Developed guidance, provided consultation and feedback to faculty affairs deans in all 21 schools on how to implement new RTPC policies and practices within the unique culture of each school, and tracked progress
  - Collaborated with Executive Vice Provost's team to increase progress on school compliance
  - Provide new faculty onboarding to RTPC faculty
- In role of Academic Senate President, proposed changes to the Provost on policies regarding salary benchmarking for tenure-track and full-time and part-time RTPC faculty, with focus on equity analyses
- As Associate Vice Provost:
  - Developed guidance, provided consultation and feedback to faculty affairs deans in all 21 schools on how to implement benchmarking policies and practices within the unique culture of each school
  - Collaborated with Executive Vice Provost's team on increasing progress on school compliance
- Served as faculty affairs voice on high-level university committees on policy recommendations
- Served three years as chair and member of Provost's Diversity and Inclusion Council

### Academic Affairs

- Oversight of university's response to support remote teaching during COVID-19, including
  - Faculty training and support of inclusive, accessible, evidence-based online teaching practices, reaching
    - nearly 1000 faculty through intensive training
    - nearly 4000 faculty through over 150 workshops
  - Briefings to the Provost and President on faculty training
  - Remote teaching and learning needs assessments of faculty and student populations, reporting results to the Provost, President, Academic Senate, and other key university stakeholders
  - Service on Provost's Emergency Operations Committee
  - Consulting on university policies and communication regarding remote teaching
- Oversight of implementation of USC Teaching Excellence Initiative, including
  - Implementing plan to build the same infrastructure for teaching as we have for research, to shift away from student evaluations to peer review as the primary measure of teaching effectiveness. Goal was to define, develop, rigorously evaluate, and meaningfully reward teaching excellence, and improve inclusivity in teaching, and fairness in evaluation by decreasing bias.
  - Development of central resources through collaboration between a faculty advisory committee and the Center for Excellence in Teaching (where I am also the Director). Resources included:
    - A USC *definition* of excellence in teaching, including inclusive teaching practices
    - Faculty *development* programs based on criteria in the definition of excellence in teaching
    - Peer review *evaluation* tools for teaching observation, syllabus review, grading practices, teaching reflection statements, with training on tools to increase reliability and decrease bias
    - Guidance on revision of *reward* and incentive structures, including merit, promotion, and tenure criteria
  - Coordinated with school leaders to implement a process for the development of a customized, faculty-led, *school-based* teaching excellence plan, including defining, developing, evaluating, and rewarding teaching excellence within their specific disciplines for all 21 schools
  - Provided feedback on school teaching plans, made recommendations for approval to the Executive Vice Provost
  - Invited to present USC's process/lessons learned or share USC resources by over 70 institutions working on their own teaching initiatives, including: Pomona College, Stanford, Johns Hopkins, U of Melbourne, Carnegie Mellon,

UVA, Tufts, NYU, UBC, UCI, William and Mary, Tulane, UT Austin, BU, University of Illinois Urbana-Champaign, UO, McGill University, Santa Clara, UW, Rutgers, George Washington, NASEM, AAU, etc.

- Led revision of student evaluation from a teaching effectiveness measure to student learning experience measure
- Oversight of top university teaching and mentoring awards criteria development and selection processes
- Teaching and academic/faculty affairs liaison on university governance committees
- In role as Academic Senate President, proposed changes to the Provost on policies regarding campus climate and diversity, equity, and inclusion (DEI)
- As Associate Vice Provost:
  - Coordinated with school leaders to implement a process for the development of a customized, faculty-led, *school-based* DEI plan, including recruitment, retention, climate, and education for all 21 schools
  - Provided feedback to Provost, met with school deans, provost, and diversity liaisons to provide feedback on plans
  - Provided feedback on 2nd drafts of DEI plans, made recommendations for approval to the Provost

2016-Present Director for the Center for Excellence in Teaching, University of Southern California

- Supervise staff of 1 associate director, 3 assistant directors, and 1 office manager, manage \$700K budget for center
- Re-designed Center from a center that supports faculty-led workshops on teaching, to a center that provides centralized and decentralized comprehensive faculty training on best practices in instruction and course design
- Focus on inclusive teaching practices and accessibility in education
- Led development of evaluation and reward resources, such as:
  - Evidence-based peer review evaluation tools, guidance resources, and training for 19 schools
  - Guidance on incorporating rigorous review of teaching development and performance in incentive structures, such as merit, promotion, and tenure
  - Oversight on top university teaching awards and grants
  - Guidance on the development of school-based teaching awards and grants
  - Guidance on criteria for university-level continuing appointments for teaching-track faculty

## Governance Leadership Highlights

### Administrative Governance

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2016-Present	Faculty Affairs Liaison to the Academic Senate
2017-Present	Campus Threat Assessment Committee, Faculty Affairs Representative
2016-Present	Joint Provost/Senate Committee on Teaching and Academic Programs, Provost Representative
2015-Present	Joint Provost/Senate Committee on Mentoring, Provost Representative
2020-2022	Provost's Academic Planning Committee
2020	Provost's COVID-19 Emergency Operations Committee
2016-Present	Convocation Planning Committee

### Faculty Governance

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2016-Present	USC Academic Senate Committee of Past Presidents
2016-2017	USC Academic Senate Executive Committee—Past President
2015-2016	<i>USC President of the USC Faculty—Academic Senate President</i>
2014-2015	USC Academic Senate Executive Committee—Academic Vice-President/President Elect
2012-2014	USC Academic Senate Executive Committee—Member At Large

- First non-tenure-track faculty member elected President of USC Faculty in its history
- Passed seven resolutions addressing issues related to: Delaying greek rush until spring, campus climate, non-tenure-track (renamed Research, Teaching, Practitioner, and Clinical track or RTPC) faculty, part-time faculty, research reproducibility, faculty handbook updates, and salary benchmarking. Led changes to university policy and practice, most significantly around diversity and inclusion, RTPC faculty policies, part-time faculty policies, and salary benchmarking
- Developed charges for 12 Senate subcommittees, and oversaw progress toward their goals
- Consulted on grievance and mediation cases with faculty rights and responsibilities committee
- Created five new subcommittees: Campus Climate, Part-Time Faculty Affairs, Sustainability, Joint Provost/Senate Committee on Finance and Enrollment, and Joint Provost/Senate Mentoring Committee
- Created new website and social media accounts to improve communication
- Consulted on governance issues with Provost, Provost's cabinet, individual faculty, faculty councils, and at USC 19 schools' faculty meetings

- Planned spring Senate retreat on race; summer Senate planning retreat on campus climate, part-time issues, and faculty resources; Joint Provost/Senate retreat on campus climate and access and opportunity
- Co-hosted closed faculty forums on campus climate
- Mentored undergraduate and graduate student government presidents
- Consulted with President of Staff Assembly and Director of the Emeriti Center
- Visited 19 of 21 schools' faculty meetings with Provost to share university priorities for the Senate and Provost
- Led faculty in convocation, baccalaureate, and graduation ceremonies, and introduced the President of the University at his annual faculty addresses
- Participated in annual Trustees' retreat, Provost's retreat, and Vice Provost's retreat

### Presentation Highlights:

- Clark, G. (2022, Mar). [Staying Pedagogically Nimble During Adversity](#). Pac-12 Academic Leadership Coalition Conference: Pac-12 Center for Teaching and Learning Directors Speak Out!, Virtual.
- Clark, G. (2021, Mar). (Keynote) [USC Teaching Excellence Initiative: What we did. What we learned. Where we are now.](#) 17th Annual Advancing Teaching and Learning Conference, Texas Tech, Virtual.
- Clark, G. (2021, Jan). *USC Teaching Excellence Initiative*. National Academies of Science, Engineering, and Mathematics' [National Dialogue on Transforming STEM Teaching Evaluation in Higher Education Teaching Evaluation Showcase](#), Virtual.
- Clark, G. (2020, Oct). *USC Teaching Excellence Initiative*. [NSEC Network of STEM Education Center's Webinar on Advancing Teaching Evaluation](#) (sponsored by NSF and APLU), Virtual.
- Folmer Greenhoot, A. & Clark, G. (2020, Jan). *Practices to Document, Evaluate, and Reward Teaching Effectiveness*. Association of American Universities' Undergraduate STEM Education Initiative's [STEM Network Conference](#). Washington, DC.
- Clark, G. (2019, Sep). *USC Teaching Excellence Initiative*. Systemic Change in Undergraduate STEM Education. Flash Talks and Round Table Discussions at the National Academies of Science, Engineering, and Mathematics. Published in [NASEM Proceedings](#). Washington, DC.
- Miller, E., Clark, G., Lang, J., & Darby, F. (2019, May). *Deepening a Culture of Teaching Excellence with Robust Formative and Summative Processes*, B. Trachtenberg (Moderator). In *Defining Teaching Excellence & Promoting Instructional Quality at Mizzou*. A symposium conducted at the annual [Celebration of Teaching](#) Conference conducted at the University of Missouri, Columbia.
- Miller, E., & Clark, G. (2019, May). *Debrief of Carl Weiman's (Stanford Nobel Laureate) talk: Expertise in university teaching and the implications for teaching effectiveness, evaluation, and training*. In *Defining Teaching Excellence & Promoting Instructional Quality at Mizzou*. A symposium conducted at the annual [Celebration of Teaching](#) Conference conducted at the University of Missouri, Columbia.
- Clark, G., Dawson, S., Hickey, M., Rumbarger, L. (2019, May). *Alternative Methods to Evaluating Teaching*. A panel commissioned by the University of Washington's Task Force on Teaching Evaluation to lead discussions as part of the university's efforts to change the way teaching is evaluated.
- Rodriguez, H., Clark, G., Blackmon, D., Rios-Ellis, B (2017, Dec). *Cultivating a Healthy Campus Climate*. A. Carry (Moderator). Panel conducted at the regional conference of New Connections: Diversity in Programming for the Robert Wood Johnson Foundation, Los Angeles, CA.
- Clark, G., Stromberger, M., Uriagereka, J. (2014, Nov). *A changing professoriate: Rethinking professional roles and identities*. A breakout session at the National Conference for the Reinvention Center: A national consortium of research universities dedicated to strengthening undergraduate education. Conference title: "Engaged learning and the ethos of discovery: Achieving the promise in a tumultuous era." Arlington, VA.

### Relevant Publications

- Clark, G. (2016). Traditional uses of technology in counseling education and supervision. In S. Gross, K. Anthony, L. Sykes Stretch, & D.M. Nagel (Eds.), *Mental Health and the Impact of Technological Development* (2<sup>nd</sup> ed., pp. 260-271). Charles C. Thomas Publisher: Springfield, IL.

- Clark, G. (2016). Using technology to enhance supervision at the University of Southern California. In S. Gross, K. Anthony, L. Sykes Stretch, & D.M. Nagel (Eds.), *Mental Health and the Impact of Technological Development* (2<sup>nd</sup> ed., pp. 368-376). Charles C. Thomas Publisher: Springfield, IL.
- Clark, G. & Swerling, J. (2012). [Creating changes for NTT faculty within a decentralized university environment](#). In A. Kezar (Ed.), *Embracing non-tenure track faculty: Changing campuses for the new faculty majority* (pp. 162-177). Rutledge: NY.

### Lead Organizer of Conferences, Retreats, and Fora

#### USC Administration

- 2021 Deans of Faculty Affairs, Training meetings on part-time faculty policy changes
- 2019 Deans of Faculty Affairs, Training meetings on salary benchmarking
- 2018 Deans of Faculty Affairs, Retreats on implementation of school-based teaching excellence plan process
- 2017 Deans and Diversity Liaisons Retreat, Co-planned with Provost's committee

#### USC Academic Senate

- 2016 Real Talk Faculty Forums: Co-sponsored confidential, facilitated meetings where faculty could speak openly about the campus climate issues and around diversity and inclusion
- 2016 Provost/Academic Senate Retreat: Enacting Access and Opportunity
- 2015 Academic Senate Planning Retreat: Communication, Climate, Part-time Issues, and Faculty Resources
- 2015 Academic Senate Mini-Retreat: What can we learn from Ferguson? An examination of race and policing as a framework for addressing equity and inclusion on campus

#### Association for Humanistic Psychology

- 2014 [A Roadmap for Engaging Difficult Clients](#). (2014, November).
- 2013 [Phoenix Rising: Futures of Humanistic Psychology](#). (2013, February)
- 2012 [Mind/Body Connection: Empirically Supported Humanistic Approaches](#). (2012, October).
- [Treating and Overcoming Trauma: Empirically Supported Humanistic Approaches](#). (2012, June).
- [Mindfulness in Psychotherapy](#). (2012, March).

### Relevant Media Engagement

- 2022 Quoted in "Building a Faculty that Flourishes—How 4 Colleges are Innovating to Support Their Faculties." A report published by the [Chronicle of Higher Education](#), By Emma Pettit, 5/22.
- 2021 Quoted in "The Damaging Myth of the Natural Teacher—After the Pandemic: What Will Change?" An article published by the [Chronicle of Higher Education](#), By Beth McMurtrie, 10/21.
- 2021 Quoted in "The future of teaching: How the classroom is being transformed." A report published by the [Chronicle of Higher Education](#), By Beckie Supiano and Beth McMurtrie, 5/21.
- 2020 [Testified before California State Assembly](#) at Joint Oversight Hearing of Higher Education and Budget Committees. *The Impact of COVID-19 on Post Secondary Education (On-the-ground responses in the COVID era)*, 11/12/20.
- 2020 Quoted in [Physics Today](#) in article about the changing landscape of evaluating teaching in higher education *Reevaluating teacher evaluations in higher education: Relying on students to rate professors is convenient, cheap, and problematic*, 73(1), By Toni Feder
- 2019 Quoted in the [Chronicle of Higher Education](#) in article on USC's new approach to evaluating teaching *Colleges are Getting Smarter About Evaluations. Here's How*, By Kristen Doerer, 1/13/19
- 2018 USC CET services described in [Chronicle Newsletter](#) around faculty training *Creative Ways to Train Instructors*, By Beth McMurtrie, 8/23/18
- 2018 USC featured in the [Chronicle of Higher Education](#) in article on changing its student evaluations *A University Overhauled its Course Evaluation to Get Better Feedback*, By Beckie Supiano, 6/29/18
- 2018 USC featured in [Inside Higher Ed](#) in article on changing the evaluation of teaching *Teaching Eval Shakeup*, By Colleen Flaherty, 5/22/18
- 2016 Quoted in [Her Campus](#) on article about women speaking up in work settings *How to Speak Up at Work in Any Situation*, By Brienne Davis/ 2/2/16
- 2015 Featured in [Women in Higher Education](#) in article on NTT faculty leading governance

*Clark Makes Distinct Imprint on USC*, By Lois Elfman/ 12/24/15

- 2015 Featured in [Chronicle of Higher Education](#) in article on NTT faculty leading governance  
*Non-Tenure-Track Professor Leads the Academic Senate at a Major Research University*, By Sydni Dunn/ 9/28/15
- 2015 Quoted in [Los Angeles Times](#) Article the installation of USC's new Provost  
*In House Pick for Provost Aims for Expanded Research Role for USC*, By Larry Gordon/ 3/30/15
- 2014 Quoted in the [Daily Trojan](#) in Article on Rape Culture  
*More Needed to End Campus Sexual Assault*, By Jennifer Frazin/ 8/15/14
- 2014 Quoted in [Chronicle of Higher Education](#). NTT Faculty Leading Faculty Governance  
*Off the Tenure Track and at the Helm: Adjuncts Now Lead Some Faculty Senates*, By Sara Jerde / 6/2/14
- 2014 Mentioned in [Inside Higher Ed](#). NTT Faculty Leading Faculty Governance  
*Non-Tenure-Track Professor Will Lead USC Senate*, By Scott Jaschik 5/30/14

## Teaching Experience

### USC

- 2015 to Present Professor of Clinical Education, Marriage & Family Therapy Program  
2009-2015 Associate Professor of Clinical Education, Marriage & Family Therapy, Program Director  
2005-2009 Assistant Professor of Clinical Education, Marriage & Family Therapy, Program Director

### CSULB

- 2001-2005 Full-Time Lecturer and GE Course Coordinator, California State University Long Beach  
Department of Educational Psychology, Administration, & Counseling

## Other Relevant Service

### USC

- 2005 to Present Search Committees
- Serve on multiple faculty search committees, including tenure-track, endowed chair, and teaching-track faculty
- 2005-2014 Curriculum Redesign Committees
- Served on curriculum redesign committees for multiple Rossier School of Education graduate programs
- 2013 RSOE Difficult Dialogues Workshop Series
- Presented, with two other faculty, a two-part workshop on facilitating difficult dialogues related to gender, race, SEES, sexual orientation, and other issues that are often hard to navigate in the classroom.
- 2008-2009 Rossier School of Education Enrollment Management Advisory Board
- Consulted with key recruitment staff and faculty on raising application numbers, increasing visibility, and increasing conversion rates within the school.

### CSULB

- 2003-2005 CSULB College of Education Veffie Milstead Jones Endowed Chair Committee
- Clarified mission of chair position. Delineated evaluation procedures and evaluated the current chair.
- 2002-2004 CSULB College of Education EDPAC Department Grade Appeals Committee
- 1999-2000 Program Development, *Voices of Discovery, Counseling and Psychological Services (CAPS)*
- Implemented intergroup dialogue program, developed by the Intergroup Relations Center at Arizona State University, designed to create dialogue between socially diverse groups (e.g., women of color/white women, LGB/straight students, etc.).
- 1999-2000 Program Development, *Sexual Assault Prevention, CAPS*
- Developed and presented a sexual assault prevention program designed to educate men and women about making safe and smart choices about sexual and social behavior. Program was utilized by various resource and service groups on campus, including women's resource center, Greek system, UNI 100 program, housing/residential life, and women's studies department.
- 1999-2000 Program Development, *Freshman Experience, CAPS*

- Conducted needs assessment for freshmen students, as well as campus services, to understand what services are needed to maximize retention in first year students. Developed skill development interventions for stress management, making connections on campus, and time and money management.

1999-2000 LGBT Speakers' Bureau Trainer, *LGBT Speakers' Bureau, LGBT Resource Center*

- Trained LGBT students in facilitating discussions in classrooms about LGBT issues. Topics included creating a safe environment for dialogue, setting boundaries, dealing with disagreement and rejection of ideas, developing realistic expectations, and providing support for speakers.

## Education

<u>Institution</u>	<u>Area</u>	<u>Degree</u>	<u>Year</u>
Arizona State University	Counseling Psychology	Ph.D.	2000
California State University Long Beach	Psychology (Research Option)	M.A.	1998
California State University Long Beach	Psychology	B.A.	1992
<u>License</u>			
California Licensed Psychologist	#PSY 19222		2003

## Clinical Experience

2016 to Present	Licensed Psychologist—Private Practice
2000-2016	Licensed Psychologist—Associated Therapists, Long Beach, CA
2000-2003	Postdoctoral Psychological Assistant—Associated Therapists, Long Beach, CA
1999-2000	Predocotoral Intern, Counseling and Psychological Services, CSULB—APA approved internship
1997-1998	Counselor, Center Against Sexual Abuse, Phoenix Arizona

## Honors

2017	USC Academic Senate's Distinguished Faculty Service Award
2016	Academic Senate President's Medallion for Service to the University
2016	USC Undergraduate Student Government's Campus Partner of the Year

## References:

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