

2018-22 Diversity, Equity and Inclusion Strategic Plan



From Scholarship to Practice:
Advancing Inclusive Excellence within USC Dornsife

October 2019

USCDornsife
Dana and David Dornsife
College of Letters, Arts and Sciences

Acknowledgements

This strategic plan was developed collaboratively with input from Dean Amber D. Miller, the dean's cabinet, faculty chairs, the faculty council, staff members, and students. USC Dornsife also wishes to thank the members of the USC Provost's Diversity and Inclusion Council and in particular the two co-chairs, Renee Smith-Maddox and Ginger Clark, for providing guidance and helpful feedback along the way. The contributions from Associate Provosts Daniela Bleichmar, Camille Rich, and Larissa Rodriguez have also shaped the final version of this plan. A special note of thanks goes to campus allies and partners from across a variety of departments for providing insights and observations, all of which served to enrich the development of this plan. Once formally adopted, we will post to our website and provide links to additional resources that support our plan. Like all strategic planning documents, this is a working document that will be updated regularly over the next five years.

Kimberly Freeman, Associate Dean and Chief Diversity Officer

Amber D. Miller, Dean, USC Dornsife College of Letters, Arts and Sciences

Executive Summary

Diversity is central to USC Dornsife's academic and strategic planning efforts, because diversity in the truest sense of the word lies at the core of a liberal arts education. As USC's oldest, most diverse school and with 36 departments that span the humanities, natural sciences, and mathematics, and social sciences, our size and scope uniquely situate us as at the intersection of cultivating new knowledge in all forms and preserving the heritage and traditions of a liberal arts college.

This plan represents a component of a broader effort undertaken by the USC Dornsife leadership team to create sustainable change within the organization. Within that broader effort, our diversity strategic planning approach builds upon three pillars. First, we will expand our school's academic excellence by achieving representational diversity in recruitment and retention of faculty, students, and staff from a range of backgrounds. Shifting demographics and a hyper-connected world necessitate re-thinking our approach to recruitment and retention. Second, we will nurture an inclusive climate through leveraging the benefits diverse teams bring in the academy, the classroom, and the workplace. Plenty of evidence exists that inclusion brings about better solutions. Third, we will tell our USC Dornsife story through engagement within the community at home and abroad. We recognize that it is through these stories that we relate and connect with a broad cross-section of stakeholders beyond the walls of the university.

We performed a cohesive assessment of what other institutions are doing in this space. We reviewed institutional and departmental diversity plans written by peer institutions. We talked to other diversity leaders across the country, and we examined diversity, equity and inclusion work through a multisector lens framed by business, university and government practices. Most importantly, specific strategies and ideas were generated based upon qualitative data collected from faculty, staff and students, together with synthesizing approaches learned from some of the nation's leading public and private R1 universities.

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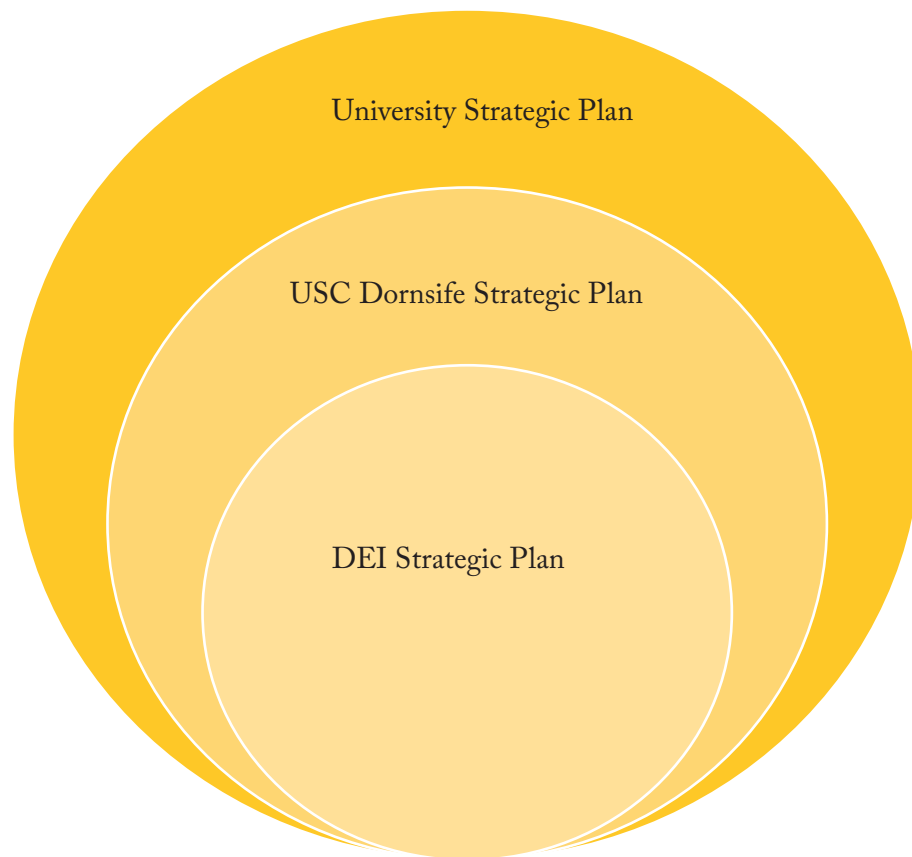
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Overview

Introduction

USC Dornsife is pleased to present this comprehensive Diversity, Equity, and Inclusion (DEI) Strategic Plan. This plan communicates measures we will enact in order to increase diversity, advance equity, and foster inclusion within the USC Dornsife community over the next five years. As the largest, oldest, and most diverse of USC's schools — and the academic heart of the university — USC Dornsife's faculty, staff, students, donors, and allied stakeholders are committed to excellence in embracing the benefits that having a diverse, equitable and inclusive community bring, while simultaneously tackling the challenges that these issues present. We believe that a high degree of social diversity leads to better solutions and deeper engagement at home and abroad. Moreover, diversity, equity and inclusion align with our values as a liberal arts college and our mission to create, preserve and communicate knowledge in all forms. Diversity, equity and inclusion principles are also embedded in our USC Dornsife Academic Plan and they align with our 2018 University Strategic Plan, *Answering the Call*.

Figure 1. How it all fits together



Background

Last fall USC Dornsife embarked upon a strategic planning process designed to make USC Dornsife the nation’s premier school of letters, arts and sciences. The plan consists of four themes: the Academic Plan; the Undergraduate Education Plan; the Graduate Education Plan; and the Diversity, Equity, and Inclusion (DEI) Plan. This document represents the DEI contribution to the overall USC Dornsife Strategic Plan.

Our College has an academic breadth and depth unmatched within the university. With 36 academic departments and programs spanning the humanities and sciences, USC Dornsife “creates and imparts knowledge to enrich the human condition.” This vision, coupled with USC Dornsife’s central place within the University, gives USC Dornsife a distinct educational advantage among liberal arts colleges in one of the most diverse metropolitan regions in the world. Importantly, USC Dornsife aspires to be the leader on campus and among liberal arts colleges nationwide for advancing diversity, equity and inclusion. To paraphrase our university strategic plan, for USC Dornsife to lead, it must embrace an inclusive spirit.

Dean Amber D. Miller and other key stakeholders from within USC Dornsife have provided input to this plan in concert with the college’s strategic planning process. To help us better track our progress in this DEI planning process, we have summarized governance and accountability structures, performance measures, and plans for data collection and presentation. Future revisions of this DEI plan will incorporate additional input from members of the USC Dornsife DEI Advisory Council, the USC Dornsife Faculty Council, divisional deans, students and staff.

Milestones

As part of the USC Dornsife Diversity, Equity and Inclusion strategic planning process, Kimberly Freeman was hired as Associate Dean and Chief Diversity Officer in December 2017 with a start date of January 2018. An integral part of her role is to develop the infrastructure necessary to develop and implement this strategic plan. As such, she will be working across the USC Dornsife divisions: Natural Sciences and Mathematics, Humanities, and Social Sciences. She will also work closely with the dean’s cabinet and other key stakeholders within USC Dornsife to meet the official June 2018 launch of the plan.

2016	University-wide diversity initiative launches
2016	USC Dornsife hires dean and reorganizes dean’s cabinet
2016	USC Dornsife strategic planning process launches
2017	Using the framework provided by the provost’s office, USC Dornsife leadership makes decisions about the College’s approach and priorities for diversity, equity and inclusion
2017	USC Dornsife hires Associate Dean, Chief Diversity Officer Kimberly Freeman
Jan	USC Dornsife launches accelerated strategic planning process under the leadership of CDO; Provost’s Retreat
Feb	Faculty public forum held; meetings with divisional and College deans; draft DEI plan submitted
March	Staff public forum held; meetings with department chairs; revisions to draft plan
April	Student public forum held; meetings with diversity council
Summer 2018	Final strategic plan released

School Mission and Values

To align with our university's mission to create informed and prepared citizens of the world, advance new knowledge, and serve the public good, this plan builds upon two key principles within USC Dornsife's mission: scholarship and service to the Trojan community on-campus and abroad.

Specifically:

The mission of the USC Dana and David Dornsife College of Letters, Arts and Sciences is firmly grounded in the broader goals set forth in the Role and Mission of the University of Southern California. We are committed to the creation, preservation and communication of fundamental knowledge in all its forms. USC Dornsife faculty endeavor to awaken in each student an appreciation for critical thinking and a profound understanding of the problems and aspirations of human societies, past and present, as well as a lifelong passion for learning and a commitment to the betterment of society.

Moreover, the USC Dornsife Strategic Plan states: "The lifeblood of our scholarly mission is the generation of new knowledge." We believe diversity is central to excellence in the generation of new knowledge. Also, as a global research university, we integrate study abroad into the undergraduate curriculum and send a significant number of undergraduates abroad for study at some time during their college lives, facilitating both longer-term study (semester and year-long programs) and other shorter-term immersive and innovative possibilities for cultural exchange. Thus, our university mandate of scholarship and service, combined with cultural engagement worldwide, affords us with the opportunity to embed DEI strategy into our creation of new knowledge and innovation in the classroom, in the community, and in the world. To achieve our goals of creating, preserving, and communicating new knowledge at home and abroad, the strategic priorities outlined within this DEI plan (recruitment and retention, climate and engagement) fundamentally align with the university's and USC Dornsife's missions.

Diversity, Equity and Inclusion Definitions

To support our mission, we find it instructive to use three frameworks for diversity: academic (educational diversity), multicultural (interactional diversity), and equity/social justice (representational diversity). Furthermore, we adopt the following definitions of diversity, inclusion, equity, and equity mindedness from the Association of American Colleges & Universities (AACU).

Diversity: Individual differences (e.g., personality, learning styles, and life experiences) and group/social differences (e.g., race/ethnicity, class, gender, sexual orientation, country of origin, and ability as well as cultural, political, religious, or other affiliations).

Inclusion: The active, intentional, and ongoing engagement with diversity — in the curriculum, in the co-curriculum, and in communities (intellectual, social, cultural, geographical) with which individuals might connect — in ways that increase awareness, content knowledge, cognitive sophistication, and empathic understanding of the complex ways individuals interact within systems and institutions.

Equity: The creation of opportunities for historically underrepresented populations to have equal access to and participate in educational programs that are capable of closing the achievement gaps in student success and completion.

Equity-Mindedness: A demonstrated awareness of and willingness to address equity issues among institutional leaders and staff (Center for Urban Education, University of Southern California).

The National Association of Diversity Officers in Higher Education (NADOHE), the National Science Foundation (NSF) and the University of California have all adopted similar definitions. For example, per the Standards of Professional Practice for Chief Diversity Officers adopted by the National Association of Diversity Officers in Higher Education (NADOHE), the scope of diversity, equity and inclusion work includes a wide range of *social identities* (e.g., race, gender, sexual orientation), *focal groups* (e.g., students, faculty and staff), and *core areas* applicable across focal groups and social identities (e.g., recruitment and retention, campus climate, curriculum and instruction) (Worthington, 2012). Within this comprehensive definition, USC Dornsife adopts the NSF definition of minority as a racial or ethnic group that is a small percentage of the U.S. population. These minority groups are Blacks, Hispanics, American Indians or Alaska Natives, Native Hawaiians or Other Pacific Islanders, Asians, and Persons Reporting More Than One Race. Also, per the State of California, traditionally underrepresented groups include: Black/African American, American Indian/Alaska Native, and Latinx.

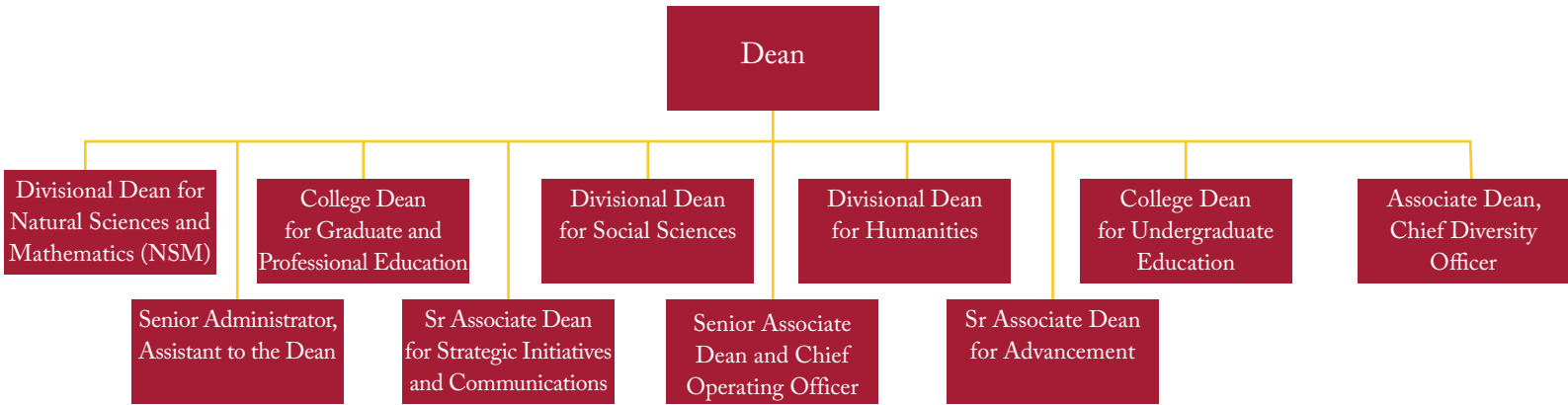
Since we are a California-based university and 60% of our undergraduate and graduate students combined are from California, we take note of the State's definition of diversity as well.

At USC, a more comprehensive definition of identity includes: Race, Ethnicity, Class, Gender, Sexual Orientation, Religion, Military Service, and Disability. Essentially, by defining diversity in the broadest terms, USC Dornsife as a liberal arts college exemplifies the power of diverse disciplines and diverse minds working together to solve our common problems.

¹Association of American Colleges & Universities. Retrieved from <https://www.aacu.org/making-excellence-inclusive>

²*Latinx* is used generally as a gender-neutral term for Latin Americans, but it has been especially embraced by members of Latin LGBTQ communities as a word to identify themselves as people of Latin descent possessing a gender identity outside the male/female binary. Retrieved from: <https://www.merriam-webster.com/words-at-play/word-history-latinx>

Leadership Organization of USC Dornsife



Governance & Accountability

Overview: A System of Support

Under the guidance of the dean and cabinet, the associate dean/Chief Diversity Officer is charged with leading the development and implementation of the USC Dornsife Diversity, Equity and Inclusion (DEI) strategic plan.

The associate dean/CDO reports to the Dean pragmatically and is a key member of the Dornsife Leadership Team. Functionally, the office maps to administration and finance and aligns with human resources, faculty affairs, finance, research, decision support, IT, and facilities with dotted lines to each of the members. This organizational structure ensures a holistic approach to diversity, equity, and inclusion planning. This means:

The USC Dornsife Strategic Initiatives and Communications Office provides technical writing support to the CDO for the development and publication of the final DEI document.

Every USC Dornsife Faculty Search Committee has an assigned diversity liaison who is responsible for ensuring the Committee is meeting the objectives of DEI in their searches.

The Dean and divisional deans are reinforcing the “Casting the Net Widely” policy (issued by the Provost’s Office on April 17, 2017) through discussions with chairs during the search authorization process.

Additionally, the Office of Strategic Diversity Initiatives (OSDI) reports to the associate dean/CDO.

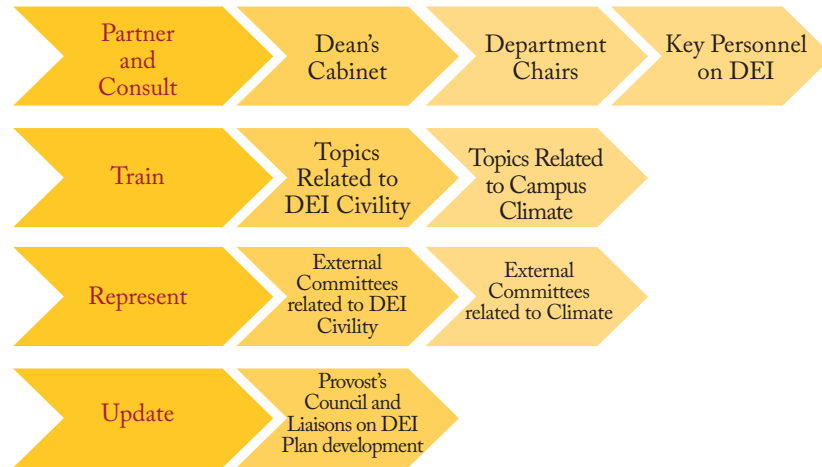
Associate Dean, Chief Diversity Officer Roles and Responsibilities

The associate dean/Chief Diversity Officer ensures that diversity, equity and inclusion are integrated into all facets of USC Dornsife’s organizational practices. She serves as liaison to other campus offices engaged in promoting inclusiveness and diversity and develops collaborative relationships with them to address campus climate, inclusive organizational culture, and representational diversity.

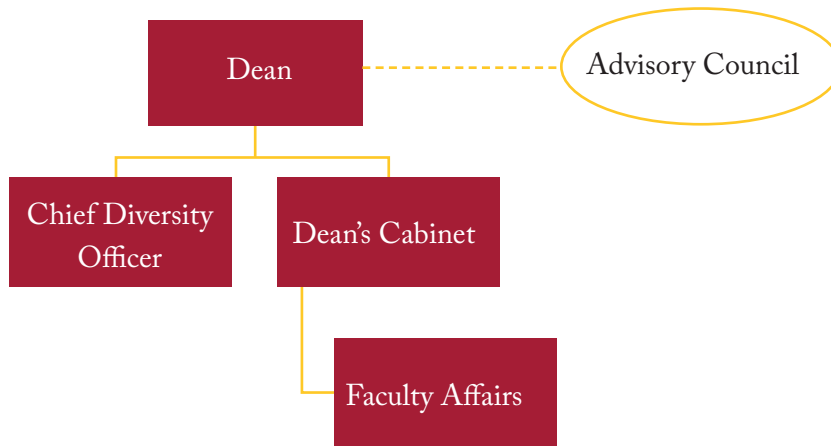
The associate dean/CDO:

- Serves as a consultant to the dean’s cabinet, department chairs, and key USC Dornsife personnel on matters of diversity, equity and inclusion.
- Serves as the college’s representative on campus and external committees related to diversity, equity, inclusion, civility and campus climate.
- Provides training and recommends training initiatives on topics related to diversity, equity, inclusion, civility and campus climate.
- Under the guidance of the Dean and cabinet, the associate dean/CDO is charged with leading the development and implementation of the USC Dornsife DEI strategic plan.
- Partnering with dean, cabinet and key stakeholders, the associate dean/CDO works closely with the Provost’s Council and other liaisons on the development and updating of the USC Dornsife DEI plan.

Given the overlapping nature of the strategic planning framework described in a later section of this document, the associate dean/CDO will integrate recommendations and solutions across the three priorities: the recruitment and retention of historically underrepresented faculty, students and staff; climate; and engagement.



USD Dornsife DEI Accountability Structure



Diversity, Equity and Inclusion (DEI) Advisory Council

As part of our diversity and inclusion strategic planning process, USC Dornsife has created a Diversity, Equity and Inclusion Advisory Council. The USC Dornsife Diversity, Equity and Inclusion Advisory Council is composed of eight faculty leaders who reflect a cross-section of teaching, research and service expertise within USC Dornsife. The advisory council will:

- Serve as a “sounding board” on USC Dornsife’s existing and proposed diversity, equity, and inclusion policies, programs and initiatives.
- Leverage faculty advice and expertise on how USC Dornsife can maintain and expand inclusive leadership in areas that impact scholarship, teaching and service.
- Give feedback on how USC Dornsife can best communicate emergent diversity, equity and inclusion issues within the College and to the USC family at large.
- Contribute faculty perspective and insight, advising the dean and her senior leadership team of emerging issues that can impact the College and the stakeholders we serve.

Members of the advisory council are senior faculty members who have outstanding records of achievement and who have made important contributions to understanding diversity, equity, and inclusion through research, scholarship and creative endeavors.

2018-2019 DEI Advisory Council Members

(2019-2020 Council To Be Determined)

Susan L. Forsburg

Gabilan Distinguished Professor in Science and Engineering and Professor of Biological Sciences
Commitment to women in science through mentorship and advocacy

Ange-Marie Hancock Alfaro

Professor of Political Science and Gender Studies and Sociology
Expert on political engagement, African American politics, black-Latino relations, and women in politics

Matthew Kahn

Professor of Economics, Spatial Sciences and Environmental Studies
Economic expert on climate change policy, energy efficiency and urban quality of life

Jill L. McNitt-Gray

Gabilan Distinguished Professor in Science and Engineering and Professor of Biological Sciences and Biomedical Engineering
Expert in biomechanics and sports science. Can comment on technology used to train Olympic athletes.

Manuel Pastor

Professor, Sociology and American Studies & Ethnicity
Director, USC Program for Environmental and Regional Equity (PERE)
Director, USC Center for the Study of Immigrant Integration (CSII)
Expert on sustainable development and social, economic and environmental justice in urban areas

Danzy Senna

Associate Professor of English

Expert on issues of identity, motherhood, gender and race.

Nayan Shah

Professor of American Studies and Ethnicity and History

Expert in minorities, immigration, refugees and human rights

Riley Snorton

Associate Professor of American Studies and Ethnicity

Expert on cultural theory, queer and transgender theory and history, Africana studies, performance studies, and popular culture.

Baseline Data, Benchmarking, Transparency and Reporting Frequency

USC Dornsife is creating an interactive diversity dashboard that will be publicly available in 2020. This dashboard will provide the most recent baseline data for faculty, students and staff and is broken down by category. Going forward, the plan is to annually report on key demographic features of faculty, staff and students.

Fall 2017 USC Dornsife Students **All**

USC Dornsife	Social Sciences	Natural Sciences	Humanities
American Indian	0.1%	0.2%	0.2%
Pacific Islander	0.2%	0.1%	0.4%
Unknown	1.5%	1.2%	2.0%
Black	4.8%	3.2%	6.1%
Two or more	5.0%	4.8%	5.2%
Hispanic	15.1%	12.8%	18.0%
Nonresident	17.9%	21.7%	10.6%
Asian	19.0%	25.2%	10.9%
White	36.4%	30.7%	46.6%
Grand Total	100.0%	100.0%	100.0%
Female	55.1%	48.6%	62.0%
Male	44.9%	51.4%	38.0%
Grand Total	100.0%	100.0%	100.0%

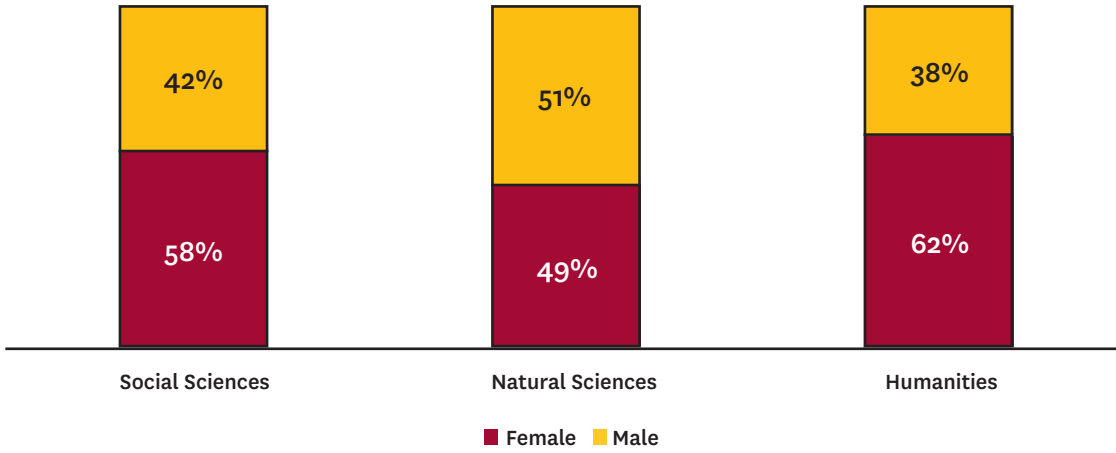
Fall 2017 USC Dornsife Students **Graduate**

USC Dornsife	Social Sciences	Natural Sciences	Humanities
American Indian	0.1%	0.1%	0.0%
Pacific Islander	0.0%	0.0%	0.0%
Two or more	1.8%	1.0%	1.5%
Black	2.5%	0.7%	2.3%
Unknown	2.8%	2.0%	4.9%
Hispanic	8.7%	6.5%	7.6%
Asian	8.8%	7.6%	7.6%
White	35.6%	28.3%	52.1%
Nonresident	39.9%	53.9%	24.0%
Grand Total	100.0%	100.0%	100.0%
Female	51.1%	41.7%	54.4%
Male	48.9%	58.3%	45.6%
Grand Total	100.0%	100.0%	100.0%

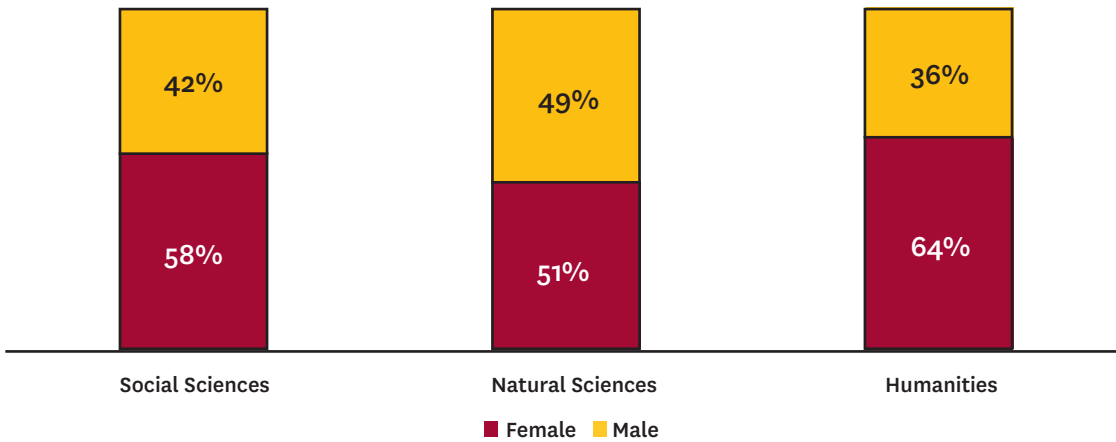
Fall 2017 USC Dornsife Students **Undergraduate**

USC Dornsife	Social Sciences	Natural Sciences	Humanities
American Indian	0.2%	0.2%	0.2%
Pacific Islander	0.3%	0.1%	0.5%
Unknown	1.1%	0.9%	1.2%
Black	5.5%	4.0%	7.1%
Two or more	5.9%	6.0%	6.2%
Nonresident	11.5%	11.9%	7.3%
Hispanic	17.0%	14.8%	20.6%
Asian	22.0%	30.5%	11.8%
White	36.7%	31.4%	45.2%
Grand Total	100.0%	100.0%	100.0%
Female	56.2%	50.8%	63.9%
Male	43.8%	49.2%	36.1%
Grand Total	100.0%	100.0%	100.0%

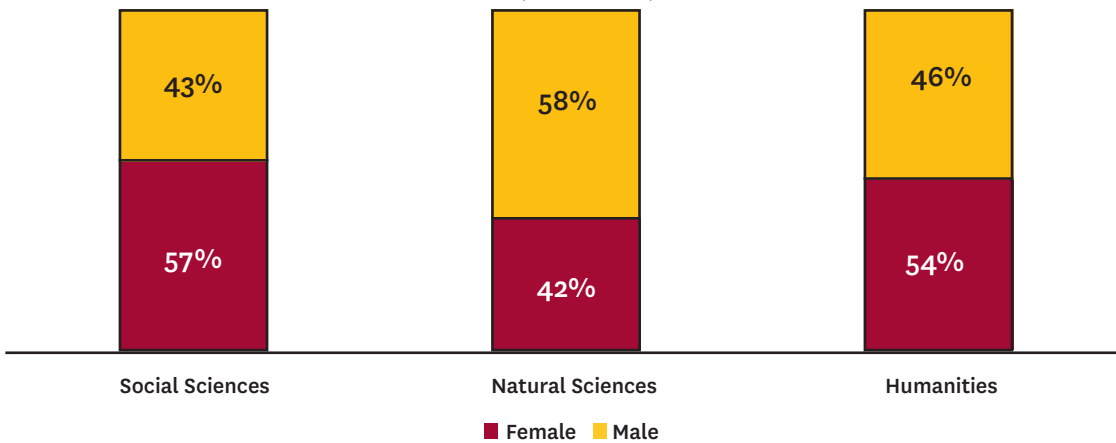
**Gender - USC Dornsife Students *All*
(Fall 2017)**



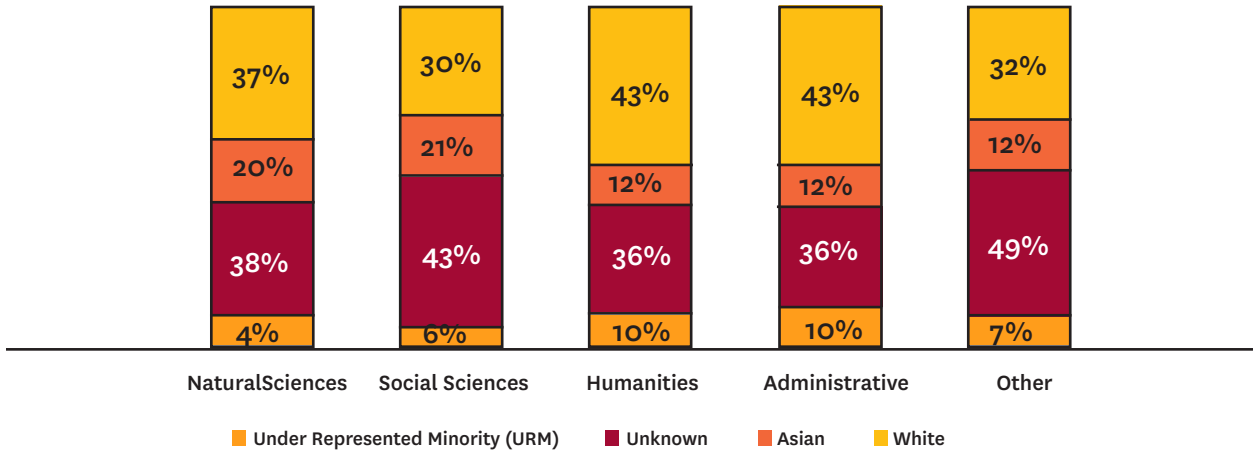
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(Fall 2017)**



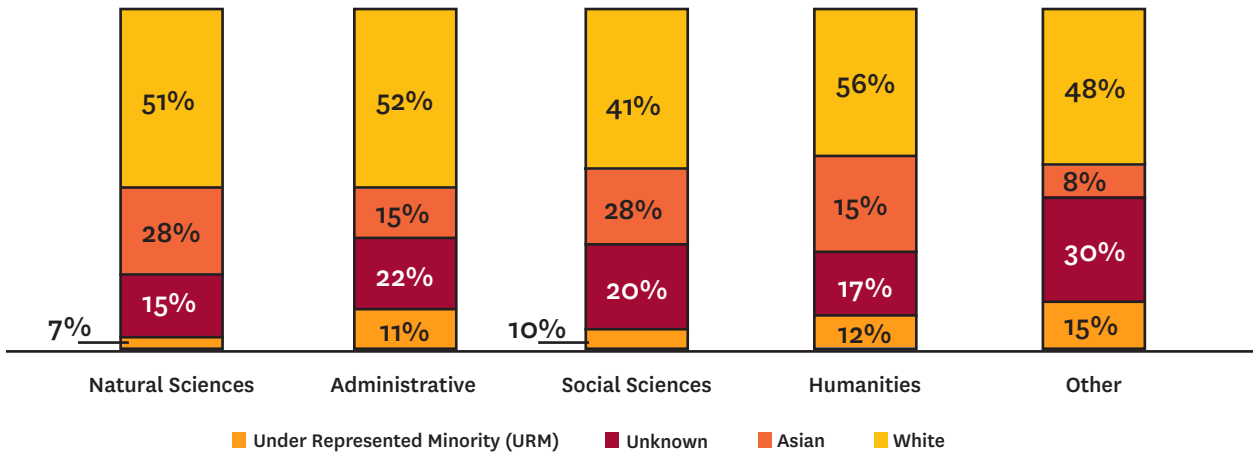
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(Fall 2017)**



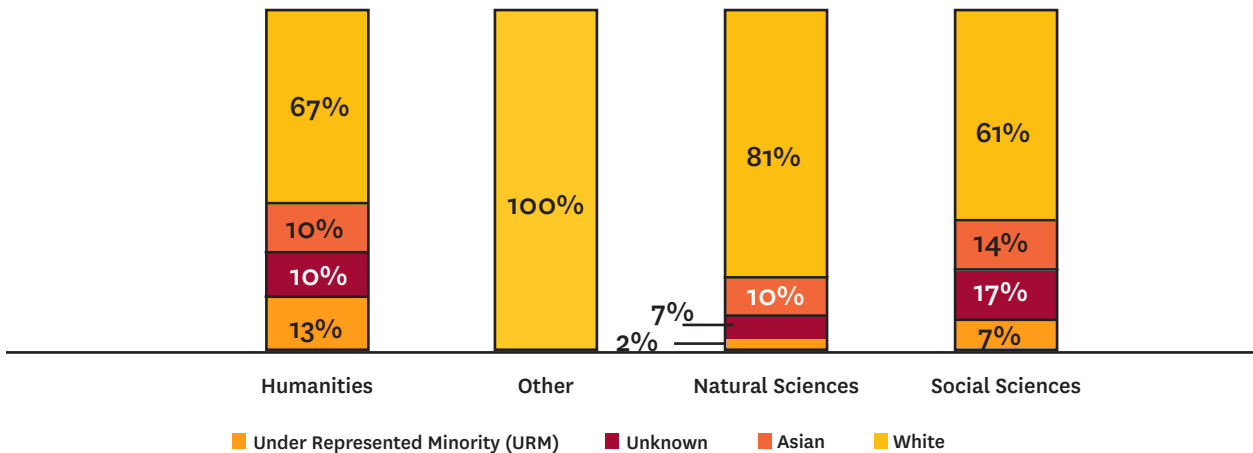
Ethnicity - USC Dornsife Employees All (Fall 2107)



Ethnicity - USC Dornsife Employees Staff (Fall 2107)



Ethnicity - USC Dornsife Employees Faculty (Tenure & Tenure Track) (Fall 2107)



2018-2022 DIVERSITY, EQUITY AND INCLUSION STRATEGIC PLAN

Fall 2017 USC Dornsife Employees **All**

USC Dornsife		Natural Sciences	Social Sciences	Humanities	Admin	Other
PACIFIC ISLANDER	0.2%	0.2%	0.2%	0.3%	0.0%	0.0%
AMERICAN INDIAN	0.4%	0.3%	0.2%	0.6%	0.5%	0.6%
HISPANIC	3.2%	2.0%	2.7%	5.2%	3.7%	4.1%
BLACK	3.3%	1.9%	2.9%	3.8%	7.5%	2.8%
ASIAN	17.9%	20.1%	20.8%	11.4%	21.8%	11.8%
WHITE	35.0%	37.3%	29.7%	42.8%	28.4%	31.7%
UNKNOWN	39.9%	38.1%	43.3%	35.8%	38.0%	49.1%
Grand Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Female	52.5%	42.5%	51.7%	57.0%	65.2%	64.4%
Male	45.0%	54.8%	44.9%	38.2%	34.8%	35.2%
Unknown	2.5%	2.7%	3.4%	4.7%	0.0%	0.4%
Grand Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

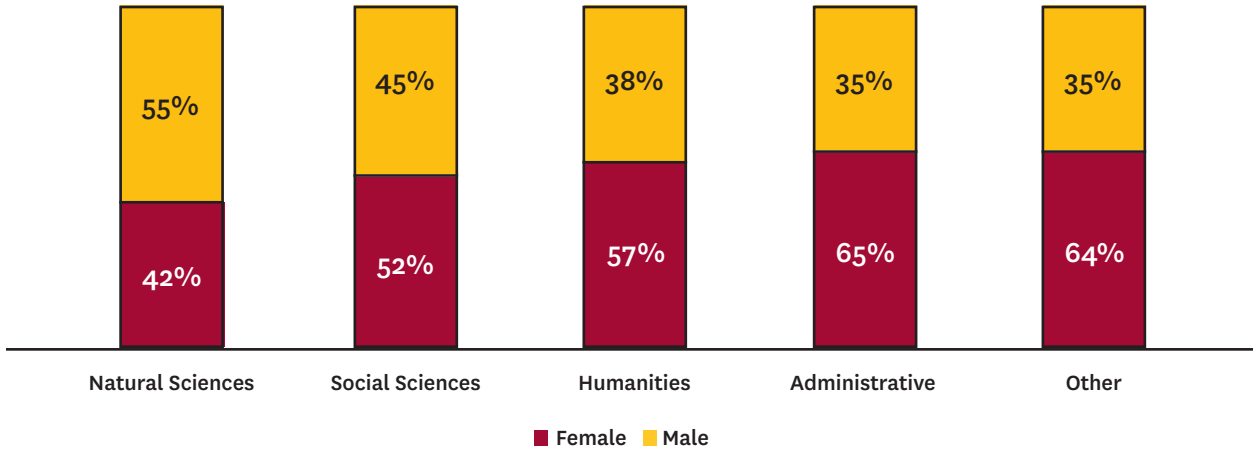
Fall 2017 USC Dornsife Employees **Staff**

USC Dornsife		Natural Sciences	Admin	Social Sciences	Humanities	Other
PACIFIC ISLANDER	0.2%	0.3%	0.0%	0.7%	0.0%	0.0%
AMERICAN INDIAN	0.8%	0.5%	0.9%	0.7%	0.0%	5.0%
HISPANIC	2.3%	3.0%	1.3%	2.2%	1.9%	2.5%
BLACK	6.2%	3.0%	9.0%	7.3%	9.6%	7.5%
UNKNOWN	18.4%	14.7%	21.8%	20.4%	17.3%	30.0%
ASIAN	22.0%	27.4%	15.0%	27.7%	15.4%	7.5%
WHITE	50.2%	51.0%	52.1%	40.9%	55.8%	47.5%
Grand Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Female	61.5%	50.3%	66.2%	70.8%	78.8%	67.5%
Male	38.5%	49.7%	33.8%	29.2%	21.2%	32.5%
Unknown						
Grand Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

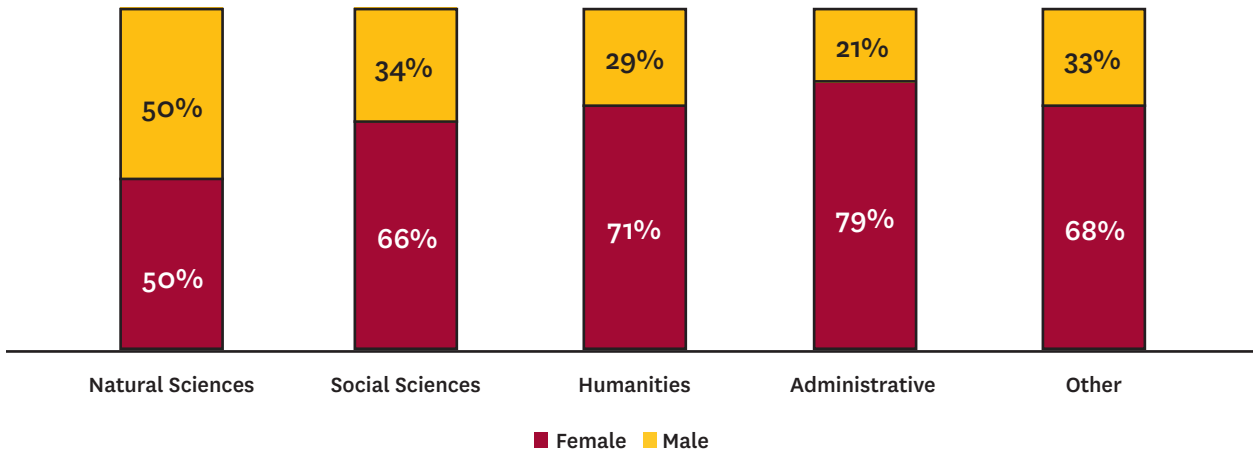
Fall 2017 USC Dornsife Employees **Faculty Tenured & Tenured Track**

USC Dornsife		Humanities	Other	Natural Sciences	Social Sciences
PACIFIC ISLANDER	0.0%	0.0%	0.0%	0.0%	0.0%
HISPANIC	1.1%	3.2%	0.0%	0.0%	0.0%
AMERICAN INDIAN	2.8%	4.5%	0.0%	1.0%	4.1%
BLACK	3.0%	5.1%	0.0%	1.5%	3.1%
UNKNOWN	10.4%	10.2%	0.0%	7.3%	17.3%
ASIAN	10.8%	10.2%	0.0%	9.7%	14.3%
WHITE	71.9%	66.9%	100.0%	80.6%	61.2%
Grand Total	100.0%	100.0%	100.0%	100.0%	100.0%
Female	31.6%	47%	0.0%	18%	35.7%
Male	66.7%	52%	100.0%	80%	62.2%
Unknown	1.7%	1.0%	0.0%	2.0%	2.0%
Grand Total	100.0%	100.0%	100.0%	100.0%	100.0%

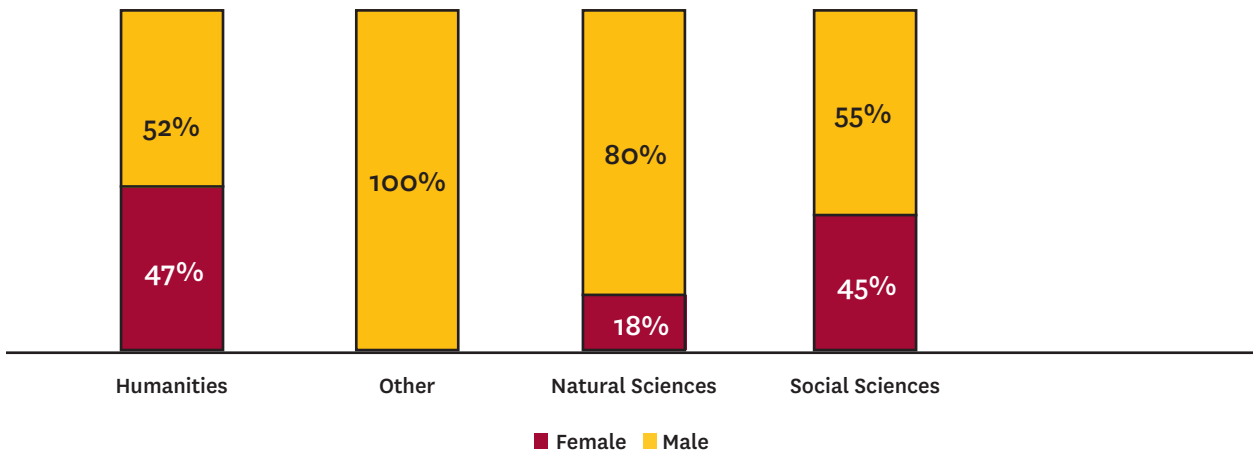
**Gender - USC Dornsife Employees All
(Fall 2017)**



**Gender - USC Dornsife Employees Staff
(Fall 2017)**



**Gender - USC Dornsife Employees Faculty (Tenure & Tenure Track)
(Fall 2017)**



Programs and Outreach Supporting Diversity, Equity and Inclusion

Black Ph.D. Community Mixers

ODSI coordinates semester community mixers to support and retain Black Ph.D. students in USC Dornsife.

The California Forum for Diversity in Graduate Education

The California Forum for Diversity in Graduate Education is hosted by a consortium of public and private colleges and universities that have been designated to meet the needs of advanced URM undergraduates and master's candidates. Students attending the forum explore graduate opportunities and resources by participating in workshops and a recruitment fair.

First-Generation Task Force

Under the leadership of George Sanchez, professor of American studies and ethnicity and history, USC launched a First-Generation College Student Task Force in 2013. The purpose of the task force is to discuss, advise and develop programs and initiatives to better support first-generation college students at USC.

Food (and Toiletry) Pantry Program

ODSI, in partnership with USC Student Affairs, coordinates the emergency resource for USC students experiencing food insecurity. USC Dornsife's Leo S. Bing Chair in English and American Literature, Leo Braudy and his wife, Dorothy Braudy, generously donated the funds to initiate the food pantry program in response to food insecurity experienced by students on campus. A temporary physical food pantry opened in Student Union 422 in February 2018.

Geobiology and Genomics Undergraduate Research Experiences Program

The program aspires to change the complexion of higher education while transforming cultural perceptions of college studies. The program accepts undergraduate students, with emphasis on underrepresented and first-generation students, a strategic calculation so tomorrow's scientists become more diverse than today's. Broadening access to research in higher education helps change the student body, create access to high-quality research opportunities and build a pipeline of professionals who can one day step into faculty leadership roles.

Imagining America

Imagining America is a national consortium of colleges and universities committed to public scholarship in the arts, humanities and design. ODSI coordinates a 10-week civic engagement program with Vermont Avenue Elementary School where 2nd graders engage in identity in the context of community through the arts.

JEP (Joint Educational Project)

Established in 1972, the USC Joint Educational Project (JEP) is one of the oldest and largest service-learning programs in the United States. Each year, 2,000+ USC students enroll in JEP's service-learning, work-study and volunteer programs. Over the years JEP has been honored with numerous awards and recognitions for its pioneering contributions to the field. JEP offers a wide range of service and service-learning opportunities in nearby schools, community-based organizations, healthcare facilities and legal clinics. JEP partners with USC faculty who offer course credit for participating in JEP; the program offers opportunities for alumni, USC employees and student volunteers, as well. All of JEP's programs combine hands-on experience with reflective practice, enabling students to learn first-hand about the critical issues facing the communities surrounding USC.

SACNAS (Society for the Advancement of Chicanos and Native Americans in Science).

ODSI coordinates the recruitment efforts at the national SACNAS Conference to increase underrepresented Ph.D. and masters' students enrollment in the fields of science, technology, engineering and math (STEM).

Sophomore Seminar (SSEM): Career Pathways Course

This is a 2-unit course designed for first-generation students to explore the connection between academic programs and potential careers.

The SPEC Lab

The Security and Political Economy (SPEC) Lab conducts interdisciplinary, policy-relevant research on issues at the intersection of climate change, security, and economic development. The interdisciplinary nature of the SPEC Lab draws students from a wide range of fields including international relations, economics, computer science, political science, environmental studies and mathematics and focuses in particular on recruiting and serving female, minority and first-generation students to build the next generation of social science researchers.

Trojan Guardian Scholars (TGS)

This program supports college-bound students who are exiting the foster care system. ODSI assists students in attaining a bachelor's degree or master's degree, encourages career development, and promotes self-sufficiency through programs and services.

Women in Science and Engineering (WiSE)

Founded by USC Dornsife and the Viterbi School of Engineering, the program aspires to create a more female-friendly workplace and learning environment for researchers, students, and faculty. WiSE provides financial and academic support, professional development and mentoring. Since its inception, the number of women faculty members in science and engineering departments has tripled.

Mathematics Department Initiatives

The WoMentoring Group

Mentorship is a key pillar of support for undergraduate and graduate students in mathematics as they navigate the academic world, especially as they are making key decisions about their future. In addition to pairing graduate and undergraduate students as mentors and mentees, the organization facilitates bi-weekly group meetings for all participants of the WoMentoring Group, alternating with one-on-one mentor-mentee meetings. Each group meeting has its own theme (e.g. "The Career Workshop") and mentors and mentees are given small "homework" tasks to complete during their pair meetings. The goal is to provide more support and structure for the mentor-mentee relationships, in addition to facilitating a close-knit community of women in math. The WoMentoring Group is funded by the NSF INCLUDES: WATCH US (Women Achieving Through Community Hubs in the United States) grant.

Charlotte's Web

This is the Women in Mathematics group of the department lead by Professor Cymra Haskell. Charlotte's Web organizes regular mathematics talks by women mathematicians or women graduate students.

Women in Mathematics of Southern California

WIMSOCAL is a yearly symposium for women in the region. The main organizer is Professor Cymra Haskell.

Los Angeles Math Teachers' Circle

Founded by David Crombecque and supported by the department and a grant from Union Bank, The Math Teachers' Circle (MTC) is a professional learning community that aims to engage mathematics teachers in working collaboratively on intriguing and stimulating math problems with an opportunity to supplement and enrich their knowledge and appreciation of mathematics. All middle school and high school mathematics teachers who are interested in exploring accessible topics in Mathematics and who strive to incorporate a problem-solving approach in their classrooms in the spirit of the Common Core, are encouraged to participate. The MTC meets once a month at USC and also offers a two-day workshop on campus during the summer. The LA MTC targets Math Teachers from schools surrounding USC. It helps foster a sense of community among them and provide with interesting mathematics problems they can bring back to their students, which are mostly low-income, first generations and racially diverse.

Mathematics Classes with Community Service Component

Developed by Professor (Teaching) of Mathematics Cymra Haskell and Associate Professor (Teaching) of Mathematics David Crombecque, the department offers two classes with a required community service component. The two classes are: Foundations of Mathematics and Its Learning, and Elementary Mathematics.

Both classes require USC students enrolled in the class to mentor students in local schools (JEP helps coordinating with the chosen schools) for about 10 weeks. At the end of the semester, the mentees are all invited for a day of math games on the USC campus.

LA BEAM Partnership and Math Competition

Faculty in the department (professors Cymra Haskell, David Crombecque, Neel Tiruvilumala) have partnered with LA BEAM (Bridge to Enter Advanced Mathematics). The mission of BEAM is to create pathways for underserved middle school students to become scientists, engineers, or programmers (<https://www.beamath.org/mission/>). The partnership (along with the help of Darin Gray, director of the Viterbi STEM Educational Outreach Program) led to the organization of a yearly mathematics competition for local middle-schoolers at USC. The first competition was held in December 2017.

STEM Week Career Panel

During the annual STEM week in the summer of 2017, organized by Darin Gray and the STEM Educational Outreach Program, professors David Crombecque and Neel Tiruvilumala contributed with a day of math activities and a panel on careers in mathematics for local high school students and their parents.

South Central Scholars Summer Academy

South Central/Noonans Scholars is a foundation that, with the support of the USC Provost, organizes a 7-week summer academy on the USC campus for talented but underserved students from local high schools. The academy provides junior and senior high school students with intense preparation in college writing and mathematics. Of note, Prof. David Crombecque is leading the precalculus program. Although many of the students enrolled in the Academy will go to different universities across the country, some do choose USC. In addition, the math program, which runs 3 hours a day, Monday through Friday, for 7 weeks, emphasizes group work during daily sessions of 2 hours that are led by undergraduate math majors, thus providing them with a great teaching and mentoring experience with underserved students.

USC MATH CLUB and the Math Graduate Students Association

Each year, the MGSA organizes a math day on campus. Led by graduate students, mathematics games are on display by Bovard Auditorium. All USC students are invited to stop by and explore intriguing mathematics through games. The USC Math Club (faculty advisor: David Crombecque) organizes regular events such as an Undergraduate Research In Math Symposium where math majors can present their research work, and a career panel where USC math alumni are invited to share their experience in getting a job and starting a career using a math degree. All these events, while obviously open to any USC student, are especially beneficial to first-generation students who receive informal advice and mentorship.

Research Activities

We hired both a data scientist and a grants strategist to provide expertise and support to the faculty and assist with developing opportunities. These positions are in addition to the work of our development office and the research advancement office. We believe this is an area where we can make significant movement, with the right focus and with the support of our existing faculty, in strategically recruiting targets of opportunity.

Additionally, as reported in the USC Office of Research Strategic Plan 2018 (p,46,tables), listed below are 20 USC Dornsife diversity-related research projects.

PI	Lead Unit Name	Proposal Title	Sponsor Name
Brie Loskota	Center for Religion and Civic Culture	Reverend Cecil “Chip” Murray Archives: Documenting and Resourcing African-American Community Engagement in Southern California	John Randolph and Dora Haynes Foundation
Cecil Murray	Center for Religion and Civic Culture	Community Church Transformation Project (CCTP)	Weingart Foundation
Jan Amend	Earth Sciences	REU Site: Community College Cultivation Cohort (C4)	US - National Science Foundation
Brian Bernards	East Asian Languages and Cultures	Imagined Horizons: The Multicultural Nationscapes of Inter-Asian Cinema	Social Science Research Council
David Kang	East Asian Studies Center	USC-UCLA Joint East Asian Studies Center NRC and FLAS Program	US - Department of Education
Manuel Pastor	Program for Environmental and Regional Equity	A Changing South Los Angeles, A Changing America? Black-Latino Coalition Building for Civic Health and Neighborhood Well-Being	W.K. Kellogg Foundation
Manuel Pastor	Program for Environmental and Regional Equity	Dissemination of Knowing Together, Growing Together: Equity, Growth and Community in a Changing Economy	Institute of International Education

PI	Lead Unit Name	Proposal Title	Sponsor Name
Manuel Pastor	Program for Environmental and Regional Equity	Research and Relationship: Supporting Community and Civic Engagement for the Next California	James Irvine Foundation
Steven Lopez	Psychology	Barber-Pharmacist Coordination to Improve Blood Pressure Management in Black Men	Cedars-Sinai Medical Center
Steven Lopez	Psychology	Disparities in Mental Health Care for Latinos	US-National Institute on Minority Health and Health Disparities
Steven Lopez	Psychology	Disparities in Mental Health Care for Latinos with Serious Mental Illness	US-National Institute on Minority Health and Health Disparities

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PI	Lead Unit Name	Proposal Title	Sponsor Name
Steven Lopez	Psychology	Reducing the Duration of Untreated Psychosis through Community Education	US-National Institute on Health
Jody Agius Vallejo	Sociology	Class and Assimilation Among Latino Entrepreneurs in the Formal Economy	American Sociological Association
Jody Agius Vallejo	Sociology	Ethnic Safety Nets: Do Elite Latino Entrepreneurs Help to Alleviate Poverty in Latino Communities?	University of California Davis
Leland Saito	Sociology	Community Benefits Agreements in Los Angeles: AEG's LA Live and the National Football League Stadium	John Randolph and Dora Haynes Foundation
Michael Messner	Sociology	2014 Gender in Televised Sports	Purdue University
Albert Weerman	USC Dornsife Center for Economic and Social Research	Health and Aging in Africa: Longitudinal Studies of an INDEPTH Community (HAALSI)	Harvard School of Public Health
Anya Samek	USC Dornsife Center for Economic and Social Research	Anya Samek Advisory Services to Blackbaud	Blackbaud
Marco Angrisani	USC Dornsife Center for Economic and Social Research	Youth Leadership and Health Study: Understanding How Civic Engagement Shapes Individual and Community Well-being	University of California Santa Cruz
Stephen Smith	USC Shoah Foundation of Visual History and Education	Witness: Outreach to the Jewish Educational Community of Los Angeles	Jewish Federation of Greater Los Angeles

Source: Office of Research Strategic Plan for Diversity and Inclusion 2018

Strategic Framework

The first phase of this strategic planning process is alignment of our three strategic priorities — recruitment and retention, climate, and engagement — with our mission, values, and the broader mission of USC. Studies have shown that community-based learning in more diverse settings promotes creativity, intercultural communication, collaboration, teamwork, civic engagement, and more. These skills are essential to our mission of lifelong learning for the betterment of society.

Faculty Recruitment and Retention Goals	
<p>1. Broaden faculty diversity by using available campus and market data to maximize excellence and diversity.</p> <p>2. Illuminate and adapt successful internal and external recruitment and retention practices through transparent communications across all USC Dornsife divisions.</p>	
<p>Specific Actions for Faculty</p>	<ul style="list-style-type: none"> • Create new diversity initiatives for identification, attraction, and recruitment and retention of diverse faculty (especially underrepresented minority (URM)) • The USC Dornsife Faculty Affairs Office will take the lead on collaborating with Natural Sciences and Mathematics, Social Sciences, and Humanities Divisional Deans to enrich the already existing program faculty search Committee process with professional development seminars and presentations. • The associate dean/CDO will collaborate with the Faculty Affairs Office to develop a Search Committee Toolkit for all faculty with in USC Dornsife to be posted on the diversity page of the USC Dornsife website. • For departments within the Divisions that are having trouble identifying diverse candidates, collaborate with tenured professors at Historically Black Colleges and Universities (HBCUs) and Hispanic Serving Institutions (HSIs) to access affinity networks within those disciplines. <ul style="list-style-type: none"> - Identify specific individuals by reaching out to faculty and students at these institutions. - Partner with affinity networks on programming and outreach to cast a wider net.

Undergraduate Student Recruitment and Retention Goals	
<p>1. Using available campus data, create new diversity initiatives to identify, attract, recruit and retain underrepresented minority (URM) students where needed (e.g., Black/African American and Latinx undergraduate and graduate students).</p> <p>2. Illuminate and adapt successful internal and external recruitment and retention practices through transparent communications across all USC Dornsife divisions.</p>	
<p>Specific Actions for Faculty</p>	<ul style="list-style-type: none"> • Align strategy to current Admissions strategy/tactics for outreach to URM students locally, regionally, and nationally. Make recommendations for improvement when required. • Increase the flow of information to current Latinx and Black/African American USC Dornsife undergraduate students about graduate study at USC. • Develop equity scorecard in partnership with College Dean of Undergraduate Education. • Identify courses and majors within USC Dornsife where needs exist to provide supplemental instruction for URM students with a goal of creating more inclusive STEM classrooms. <ul style="list-style-type: none"> - Increase the number of URM and women STEM majors. - Use equity research to inform efforts aimed at designing inclusive STEM classrooms. • Find meaningful ways to involve USC Dornsife undergraduate students in outreach and awareness building of college opportunities for diverse students.

Graduate Student Recruitment and Retention Goals	
<p>1. Using available campus data, create new diversity initiatives to identify, attract, recruit and retain underrepresented minority (URM) students where needed (e.g., Black/African and Latinx undergraduate and graduate students).</p> <p>2. Illuminate and adapt successful internal and external recruitment and retention practices through transparent communications across all USC Dornsife divisions.</p>	
<p>Specific Actions for Faculty</p>	<ul style="list-style-type: none"> • Assess existing graduate program outreach initiatives aimed at producing more graduate students from talented underrepresented minority students in each Division. • Assist College Dean of Graduate and Professional Education in developing diversity module for PhD Academy. • Coordinate with College Dean of Graduate and Professional Education to launch graduate school outreach initiative designed to move our high potential URM undergrads in USC Dornsife through the pipeline to our PhD programs. • Create more visibility for USC Dornsife cabinet leaders to meet with prospective graduate students at graduate school fairs, informational events, and via social media and other electronic means. • Develop partnerships with Student Affairs and Alumni affinity groups to increase awareness of graduate study within USC Dornsife for Latinx, Black/African American and Pacific Islander graduate students. • Build alliances with other liberal arts colleges and potential pipelines for USC Dornsife graduate studies by attending events such as California Diversity Forum.

Climate Goals	
<p>1. Create a strong sense of belonging for all members of the USC Dornsife community.</p> <p>2. Enable change to happen at USC Dornsife so that people from all backgrounds and identities feel respected, included, and welcome.</p>	
<p>Specific Actions for Faculty</p>	<ul style="list-style-type: none"> • Survey department chairs to identify opportunities for collaboration on diversity initiatives. • Communicate quickly and decisively when addressing racial microaggressions and other diversity-related matters that adversely impact the teaching, learning, working, or social environment of our USC Dornsife community. • Use stronger accountability and assessment measures such as a diversity dashboard and equity scorecard designed to track diversity progress and to make that progress transparent to all of our stakeholders. • Preserve a positive USC Dornsife climate for marginalized groups by conducting a climate survey to gain insight and allow for reflection. • Proactively engage with members of groups that have viewpoints that differ from our own.

Climate Goals	
<p>1. Create a strong sense of belonging for all members of the USC Dornsife community. 2. Enable change to happen at USC Dornsife so that people from all backgrounds and identities feel respected, included, and welcome.</p>	
<p>Specific Actions for Students</p>	<ul style="list-style-type: none"> • Work with low-income and first-generation students to enhance their academic success, personal development, and professional growth. • When appropriate, along with events staff monitor diversity and inclusion of speakers and guests attending student-facing events promoted within the USC Dornsife community. • Create structures to accept feedback from students and provide recognition for positive DEI outcomes.

Climate Goals	
<p>1. Create a strong sense of belonging for all members of the USC Dornsife community. 2. Enable change to happen at USC Dornsife so that people from all backgrounds and identities feel respected, included, and welcome.</p>	
<p>Specific Actions for Staff</p>	<ul style="list-style-type: none"> • Survey IMPACT Committee members to identify opportunities for collaboration on diversity initiatives. • Communicate quickly and decisively when addressing racial microaggressions and other diversity-related matters that adversely impact the teaching, learning, working, or social environment of our USC Dornsife community. • Use stronger accountability and assessment measures such as a diversity dashboard and equity scorecard designed to track diversity progress and to make that progress transparent to all of our stakeholders. • Preserve a positive USC Dornsife climate for marginalized groups by conducting a climate survey to gain insight and allow for reflection. • Construct strong faculty-staff partnerships in support of DEI work.

Engagement Goals	
<p>1. Celebrate diversity, equity and inclusion within USC Dornsife community.</p> <p>2. Develop a system of educational strategies beyond the classroom to support the growth and development of USC Dornsife stakeholders.</p> <p>3. Translate ideas into impact by expanding experiential learning opportunities related to DEI within surrounding communities and abroad.</p>	
<p>Internal Actions</p>	<ul style="list-style-type: none"> • Create inventory of faculty engaged in research and service within underserved communities. • Develop communication Plan for posting of D&I Plan. • Expand incentive-based research opportunities for students, faculty and staff that focus on D&I and host with awards ceremony to highlight winners. • Work with Development to cultivate donor for USC Dornsife-branded Excellence in DEI award to be awarded annually to a faculty member, staff member and student. • Collaborate with on-campus partners and departments on programming and events of mutual benefit. <ul style="list-style-type: none"> * Participate annually in D&I Awareness Week. • Partner with the Dornsife Faculty Council on D & I initiatives. • Work closely with Associate Dean of Experiential Learning to remove barriers to access for students with financial need for study abroad. • Generate human interest stories that highlight Dornsife community members' global engagement for publication on website and through social media. • To promote awareness and belonging, hold D3 (Dornsife Diversity Dialogues) sessions over lunch and invite students, faculty and staff to attend. Topics presented will focus on issues of race, ethnicity, gender and other identities, allowing participants to hear multiple perspectives, engage with the challenges of difference and develop empathy for others.

Engagement Goals	
<p>1. Celebrate diversity, equity and inclusion within USC Dornsife community.</p> <p>2. Expand experiential learning opportunities related to DEI within surrounding communities and abroad.</p>	
<p>External Actions</p>	<ul style="list-style-type: none"> • Invite members of local community to USC Dornsife programming. • Leverage University's existing external relationships with K-12, community college, and 4-year institutions for outreach purposes. <ul style="list-style-type: none"> *For example, collaborate with Rossier School of Education on possible cohort model for providing professional development for Chemistry teachers in under-resourced local public high schools. • Partner with local organizations that serve veterans on initiatives to recruit and retain veterans as employees and students. • Create USC Dornsife service opportunities within community surrounding campus.

Climate Survey

According to a recent email exchange among diversity liaisons, Shaun Harper Executive Director of USC Race and Equity Center indicated that the student portion of the multi-institution, membership-based Campus Climate survey will be ready to launch in 2019. This survey will be offered to all schools at USC at no cost. Dr. Harper estimates that he will be contacting schools in early fall 2018 to participate; the survey will be sent between January and March 2019. Information will be disaggregated by school.

A faculty/staff instrument will follow.

Communicating Progress with Stakeholders

Public Forums

USC Dornsife held three public forums with faculty, staff, and students, respectively. The purpose of these forums was to explore the actions that USC Dornsife can pursue over the next five years to improve in these areas. The meetings were videotaped and transcribed in order to accurately capture the comments provided during the forums. The dean was always present at the forums and provided the opening remarks. The first forum was held with faculty on February 27. The second forum was held on March 20th with staff. The final forum was held with students on April 11.

Individual Meetings with Stakeholders

The CDO regularly attends the dean's cabinet meetings to brief members of the Cabinet on progress made with the DEI plan. In addition, the CDO met with the dean's cabinet, College deans, advisory council members, the faculty council, department chairs, and the business office senior leadership team over a period of two months. Input from these various stakeholders has been incorporated into this updated plan.

The plan will be posted on our website and links to additional resources will be provided. Doing so will enhance the visibility of DEI-related materials available to faculty, staff and students. The website will include an email address for obtaining feedback in real-time from our stakeholders.

Appendix A: References

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