

**AY 2017-18 Campus Climate Committee Final Report**  
**Submitted by**  
**Ruth Chung and Renee Smith-Maddox, Co-chairs**  
**July 23, 2018**

The 2017-18 Campus Climate Committee Members:

**Co-chairs:** Ruth Chung (Rossier) and Renee Smith-Maddox (Dworak-Peck)

**Members:** Jody Armour (Law), Ruben Davila, Executive Board Liaison, (Marshall), Farida Habeeb (Dornsife), Rebecca Haggerty (Annenberg), Shaun Harper (Rossier), Sharoni Little (Marshall), Elahe Nezami (Dornsife), Elyn Saks (Law), Erik Schott (Dworak-Peck), Miki Turner (Annenberg), and Leslie Wind (Dworak-Peck).

History and Context of the Campus Climate Committee

2017-18 marked the second year that the Campus Climate Committee (CCC) has been operating as a standing committee of the Academic Senate. The official charge of the Committee is as follows:

*The Campus Climate Committee identifies, and shares with the Senate, effective approaches to cultivating a culture of equity, inclusivity, and respect that enhance the success of all faculty within a pluralistic context. It will alert the Senate to issues on campus that require attention, and will make recommendations for how the Senate can be helpful in addressing these issues, in collaboration with the Provost's office and the Provost's Diversity Committee. This committee will work with the Senate Executive Board to plan and implement two mini-retreats a year (one in the fall and one in the spring) that aim to enhance campus climate at USC. Topics might include how to better recruit, retain, and support a diverse faculty; how to achieve more gender equity in STEM fields; or how to help faculty to have difficult dialogues about culture in the classroom.*

Overview of Committee Activities and Report

The CCC coordinates workshops and presentations with the support from the Provost's office as well as the Academic Senate to foster awareness and discussion of campus climate issues. For 2017-18, the CCC engaged in a similar range of activities to advance DE&I work on campus. This annual report provides a summary of these activities as well as recommendations for future activities that can have a greater impact.

Accomplishments for 2017-18

**Forum with Daryl G. Smith**

The Provost and the Campus Climate Committee co-sponsored a forum with Daryl G. Smith, senior research fellow and professor emerita of Education and Psychology at Claremont Graduate University. The designated Diversity Liaisons for each of the 19 schools and Deans along with members of the Campus Climate Committee, Associate Provosts and administrators in the Provost's Cabinet were invited to the forum. The objectives of the forum were to:

- Discuss the importance of leadership and a viable infrastructure to support diversity, equity, and inclusion work;
- Evaluate how and if the 5-Year Diversity and Inclusion Strategic Plan is embedded in each school’s mission and activities; and
- Examine strategies for making sure that 5-year Diversity and Inclusion Strategic Plan is implemented and monitored.

Dr. Smith is also the author of “Diversity’s Promise for Higher Education: Making it Work”. Her book was distributed to all the Diversity Liaisons and Deans in order to provide Diversity Liaisons, administrators, and leadership teams a framework for developing and instituting effective and sustainable diversity initiatives.

*Key Action Steps:*

1. Identify speakers for a yearly forum.
2. Secure a budget for ongoing forums/trainings
3. Host a forum/training session each academic year for Diversity Liaisons, Deans, members of the Provost’s Cabinet, and campus stakeholders.

**Development of evaluation instrument for D&I Week**

Under the leadership of Sharoni Little (Marshall), a sub-committee of the Campus Climate Committee created an evaluation feedback survey for participants of the 2018 Diversity and Inclusion Awareness Week. The survey was distributed to all workshop presenters and the completed forms were collected for analysis (see Appendix A).

*Key Action Steps:*

1. Work with the co-chairs for the Diversity and Inclusion Awareness Week to implement the evaluation form for the 2019 training sessions/workshops offered during Diversity and Inclusion Awareness Week.
2. Create a CCC sub-committee to collect the forms, analyze the feedback, and prepare a report.

**Shoah Foundation Report on Terms and Definitions of Diversity and Inclusion**

Language surrounding diversity, equity, and inclusion (DEI) can varied. To create a shared understanding of terms among members of the campus community, it is important to identify, clearly define and frame key terms that are meaningful to USC’s DEI work and integral to specific policies on recruitment and retention. Through the efforts of designated Shoah Foundation’s staff, a glossary of terms and definitions for diversity, equity, and inclusion and related topics has been developed. To download a copy of the report, go to link below:

<https://drive.google.com/open?id=15yF4gCNdmeofYryCG1q-qrSAJi0MFsx7>

*Key Action Steps:*

1. Disseminate the report with an executive summary with suggested recommendations for a common set of terms and definition to be used consistently in website materials, and other publications to ensure coherence, consistency, and transparency on the institution-specific meaning of key terms.
2. Provide training to key University personnel, particularly enrollment and external relations, to be aware of nuances and implications of key terms and concepts and to help them make connections to their work.

Recommendations for Ongoing Efforts of the Campus Climate Committee

To enhance the impact and effectiveness of the CCC, it is the recommendation of the co-chairs that future efforts of CCC be more specifically focused on the goals of supporting **recruitment of diverse faculty** and **retention of diverse faculty**. The following recommendations focus on approaches to supporting these efforts:

**Faculty recruitment support.** *Review, assemble, and/or implement* best practices around the following:

1. Crafting job announcements to attract a diverse applicant pool.
2. Strategizing to promote a diverse applicant pool for faculty searches.
3. Developing training programs that focus on implicit bias.
4. Creating a template for a diversity dashboard to track progress in hiring faculty to track and hold each academic unit accountable.

**Faculty retention support.** *Review, assemble, and/or implement* best practices around the following:

1. Training and support for Deans of Faculty Affairs and department chairs to assist them in creating an environment that is welcoming and accepting of minority and women faculty, particularly for those who may be the only one or one of a few in a department.
2. Hosting a series of faculty forums, similar to “Real Talk Faculty Forums” to provide safe and brave spaces for faculty to share concerns and be supported.
3. Working closely with the Academic Senate and Provost’s office to create and implement a professional mentoring and training program differentiated by particular needs and/or faculty lines.
4. Conducting a bi-annually faculty satisfaction survey, for 8 to 10 years so as to collect meaningful data for informed decision-making.

Recommendation to Create a Center in the Provost’s Office for Diversity, Equity, and Inclusion

Although we recommend that for the AY 2018-19 CCC addresses faculty recruitment and retention, we also recognize that in many ways, this work needs to extend beyond a group of

faculty serving on an Academic Senate committee. It needs to be institutionalized and supported *with resources* within the central administrative structure. There is also a compelling need for *better coordination and support of various DE&I initiatives* across USC. In order to address these issues, we recommend that a center be created within the Provost's office following the model of the Center for Excellence in Teaching.

The primary role and function of this center would include the following:

- Serving as primary entity and clearinghouse for all DE&I efforts on campus related to faculty.
- Coordinating various DE&I efforts and initiatives on campus.
- Providing training and support to Diversity Liaisons based on the latest research on “what works” in successfully recruiting and retaining diverse faculty.
- Providing training and support to Faculty Diversity Recruitment Advisors, hiring managers, and search committees.
- Establishing guidelines and support for high quality faculty mentorship.
- Creating an archive of best practices for DE&I work in recruitment and retention
- Providing professional development experiences for new deans and executive leaders focused on handling DE&I issues.
- Serving as a conduit for providing additional resources to schools in DE&I efforts (see below)

A full version of the proposal for the *Center for Excellence in Diversity, Equity and Inclusion* is included in Appendix B.



## Appendix B

### **Proposal for a Center for Excellence in Diversity, Equity, and Inclusion Ruth Chung and Renee Smith-Maddox**

#### Perceptions of Current Status of Diversity, Equity and Inclusion Efforts at USC

Under the leadership of Provost Michael Quick, USC has made diversity, equity and inclusion (DE&I) an institutional imperative. As a result, substantial strides have been made toward implementing key initiatives in the last three years, namely:

- Provost's Diversity Taskforce
- Campus Climate Committee which became a standing committee of the Academic Senate
- Requirement of a 5-year Diversity and Inclusion Strategic Plan from each school
- Diversity Liaison for each school
- Faculty Diversity Recruitment Advisor for each school

Although these DE&I initiatives have been critical in jump starting the process, there is a need for better coordination of these initiatives to reduce redundancy and enhance the diffusion of responsibilities. Repeatedly, colleagues have expressed their confusion and frustration about the lack of clarity of roles and responsibilities as well as lack of training and the resources needed to fulfill their roles and expectations. While greater clarity of roles and responsibilities is emerging, there is a critical need for more support and training to increase capacity and coordination of existing initiatives. Furthermore, there is a need for *better coordination of effort* across the various entities with *budgetary support* for initiatives such as training for the Diversity Liaisons and administrative support for the Diversity and Inclusion Awareness Week.

#### Rationale for the Formation of a Center for Excellence in Diversity, Equity and Inclusion

Current DE&I efforts need to be more comprehensive and coordinated within the Provost's office. To address the above concerns, strategic priorities, and enhance the quality and effectiveness of DE&I efforts at USC, we recommend that a Center be created within the Provost's office, following the model of the Center for Excellence in Teaching. The Center will 1) demonstrate the kind of commitment needed to accomplish institutional DE&I goals, 2) systematically monitor, implement, and evaluate the DEI efforts, and 3) serve as a resource and clearing house for the various academic units. To that end, we offer the following proposal for the creation of the *Center for Excellence in Diversity, Equity and Inclusion*.

#### Features of a Center for Excellence in Diversity, Equity and Inclusion

##### **Potential Names**

Although we suggest the above name as the current working title, other possible names include *Center for Inclusive Excellence* and *Center for Faculty Recruitment and Retention Research*. For now, we will use *CDEI* to refer to this entity.

### **Primary Audience/Stakeholders**

The primary stakeholders for CDEI would be the academic units, specifically the faculty and academic administrators.

### **Mission, Focus and Activities**

CDEI's two main areas of focus are supporting efforts for *recruitment of diverse faculty* and *retention of diverse faculty*. The role of CDEI is to create and implement resources and training around these priority areas. The primary role and function of CDEI would include the following:

- Serving as primary entity and clearinghouse for all DE&I efforts on campus related to faculty.
- Coordinating various DE&I efforts and initiatives on campus.
- Providing training and support to Diversity Liaisons based on the latest research on “what works” in successfully recruiting and retaining diverse faculty.
- Providing training and support to Faculty Diversity Recruitment Advisors, hiring managers, and search committees.
- Establishing guidelines and support for high quality faculty mentorship.
- Creating an archive of best practices for DE&I work in recruitment and retention
- Providing professional development experiences for new deans and executive leaders focused on handling DE&I issues.
- Serving as a conduit for providing additional resources to schools in DE&I efforts (see below)

### **Organizational Structure of CDEI**

- CDEI would be housed in the Provost's office .
- Designate a director and/or leadership team.
- Adopt the Train-the-Trainer model. Identify a core group of faculty fellows who have the expertise to lead trainings.
- Hold an annual conference centered around a DE&I related topic.
- Coordinate the activities for the Diversity and Inclusion Awareness Week.

### **Allocation of Competitive Funds**

In order to provide ongoing support for DE&I efforts, the Provost's office needs to provide incentives to schools and have a systematic way of reviewing and funding worthy projects. CDEI can be the conduit by which schools may apply for and receive competitive funds in their efforts to hire and retain diverse faculty (exclusive of individual hiring packages of faculty).