Provost's Diversity and Inclusion Council
Diversity and Inclusion Plan Feedback Form

The Provost's Diversity and Inclusion (D & I) Council was tasked by the Provost to review and provide feedback for the D & I plans created by each school. The Council included the concepts of access, opportunity, equity, diversity, and inclusion in our framework. The term 'Diversity and Inclusion' and its abbreviation (D & I) used throughout this document includes those concepts. The feedback is organized as follows:

1. **Criteria used for plan review**
2. **General feedback on all plans**
3. **School-specific feedback**
4. **Innovative ideas across plans**
5. **Campus resources for plan development**

The Council included the *criteria* used to review the plans both for informational purposes and to provide a framework schools may wish to use to fortify their plans. A *general feedback* page is provided to address common omissions or weaknesses seen in many plans, and to highlight desirable elements found in some plans that all schools should consider including. *Innovative ideas* found within the plans are shared to promote creative thinking that could help overcome some of the barriers to advancing diversity and inclusion. A list of *campus resources* are provided to aid schools in identifying consultants to enhance various aspects of their plans. Though there may be some overlap, the Council tried to reserve items not covered on pages 1 or 2 for the *school-specific feedback* on page 3. All schools should consider all five pages of feedback and resources as they review their plans for revision and resubmission.

<u>**Comprehensive Diversity and Inclusion Plan Criteria**</u>

1. **School Mission and Values** Highlight the value and leverage D & I provide to the school's mission and values
2. **D & I Definitions and Structure**
   a. D & I defined, needs identified, and measurable goals established within the unique context of each school
   b. Articulated accountability structures, including training of leadership and high impact committees, reporting lines, diversity liaison roles & responsibilities, adjusted workload profiles, faculty, student, & staff representation in D & I structure, as well as budget, staffing, and resources set aside for equity efforts
3. **Mission-Based D & I in Action**
   a. Articulated focus on scholarly/creative pursuits related to D & I stemming from mission and values
   b. Articulated focus on curriculum related to D & I stemming from mission and values
   c. Articulated targets for recruitment and retention of faculty, students, and staff stemming from mission, values, discipline guidelines, scholarship, and curriculum related to D & I
   d. Articulated outreach related to D & I stemming from mission, values, scholarship, and curriculum
4. **Data Collection and Presentation Plans**
   a. Plan for regular data collection and evaluation (i.e., demographics, recruitment source yields, retention, time to graduation/tenure/promotion for marginalized groups (MG)/underrepresented groups (URG), impact of intersectionality)
   b. Plan for benchmarking data against peer institutions, discipline guidelines, or other aspirational benchmarks
   c. Plan for evaluating searches and hires to advance D & I, evaluating termination and voluntary resignation of MGs/URGs
   d. Plan for data transparency for public and/or governing body consumption
5. **Creating an Inclusive Environment for On-Ground and Online Community**
   a. Tying structures, processes, programming, and initiatives to articulated D & I goals
   b. Operationalizing D & I plan processes and outcomes, evaluating impact, and using data to adjust approach. Includes phased planning, with specified timeframes
   c. Develop and evaluate plan for recruitment, retention, mentoring, and promotion of leadership for MGs/URGs
   d. Plan for building inclusive academic community, space and time for open dialogue around D & I
   e. Fundraising plan for pipeline programs, scholarships, research, and community outreach for MGs/ URGs
   f. Strategies for education and increased participation of all faculty, students, and staff in D & I efforts
   g. Structure for addressing climate concerns that OED determines should be handled at the school level
   h. Climate surveys, interviews, focus groups, school communication pathways to D & I liaisons/committees
   i. School contribution/leadership in advancing D & I at USC, in the community, and in the discipline
6. **Curriculum and Scholarship**
   a. Where appropriate, process for review of GE Diversity requirement courses for D & I content and impact
   b. Process for comprehensive review of program curriculum to include diverse perspectives in materials, inclusive assignments/case studies, awareness of D & I issues in the field
   c. Training for faculty in facilitating productive, educational dialogues around D & I issues in the classroom
   d. Support for research and interventions in areas where marginalized and underrepresented perspectives or populations have not been studied, particularly as they relate to the characteristics of megacities
   e. Incentives in merit, promotion, and tenure criteria for participation in D & I efforts
7. **Communication Plan for Public Posting of D & I Plan and School Engagement in D & I issues**
   a. Communication plan for school D & I engagement, regular updates to school and university community
   b. Website publishing school's D & I plan and engagement in D & I issues
   c. PR Plan highlighting school leadership on D & I issues in university, community, and discipline

Constructive Feedback on All Plans

1. D & I **plans will be publicly available**, hosted on school websites, and centrally linked to the https://diversity.usc.edu site. Plan organization and formatting are critical to communicating our efforts, please consider how plans will be received by faculty, students, staff, media, leaders in the profession, and the public.

2. Consider **making disability, and gender and sexual identity, key diversity components** in your plans. These identities play a role in all school communities' experience, and in many schools' curricula and scholarship.

3. Consider including an **evaluation of the workload required to execute a strategic D & I plan**. Include adjusted workload profiles and training of diversity liaisons and others who will be leading your efforts.

4. Consider **incentivizing faculty to participate** through merit, promotion, and tenure criteria that include D & I.

5. Many plans address the needs of students and faculty, but fail to address the recruitment, retention, and needs of staff. **Consider the experience of staff** around campus climate, cultural exposure, and competency training.

6. **Women and faculty of color are asked to serve on more committees and mentor more** to increase diverse representation. Consider how this might apply in your school and how you might address this issue.

7. **Women and faculty of color tend to be rated lower** than their white male counterparts on course evaluations due to bias (intersectionality exacerbates this effect). Consider how you might address this issue.

Highly Desirable Elements from Reviewed Plans

1. **Outstanding plans were *strategic* D & I plans** developed by a standing dean-level committee comprised of faculty, students, and staff. Plans were intricately tied to the mission and values of the school, within the context of a research university, and leveraged the assets of a highly diverse mega-city. Their mission and goals around D & I emerged from this identity and informed their curricular, scholarly, and climate goals. From that context, they articulated how they would identify, recruit, retain, and support faculty, students, and staff who could help them reach these goals, built incentive structures, and identified the dedicated resources needed to be successful.

2. These plans explicitly **articulated how diversity was defined in the context of their school and discipline, and included baseline demographic data broken down by category**. They identified target areas needing to be addressed (e.g., specific racial groups, gender issues, disability, intersectionality, etc.), provided a rationale for those targets based on data within their discipline, and set measurable goals for improvement over time.

3. Plans with the most promise had **operationalized terms and actionable items specifically tied to articulated goals**. Goal objectives were measurable and metrics were defined. Vague terms like "encourage" and "improve" were omitted. Processes were described with steps laid out for reaching each goal. Clear timeline benchmarks or points of review were used.

4. **Data-driven plans were favored most** and included evaluation and feedback loops for all D & I efforts.

5. **Clearly articulated accountability structures** that included reporting lines, roles, and decision-making power allowed schools to identify needed allocation of resources and who was responsible for various goals.

6. **Budgets** projecting funds for recruitment and retention efforts, liaison and staff positions, programming and events, and support for research and curricular review were necessary in determining feasibility of plans.

7. Plans that **tied outreach and programming to their school's mission, curriculum, training, and scholarship** were more integrated and comprehensive. They identified who they were serving and why. They identified what successful programming would yield, and articulated measures of effectiveness and impact. They defined successful student performance in outreach programming, tying it to training and curricular objectives.

8. The most highly rated plans **addressed foundational D & I needs** within the school, while **at the same time setting goals to catapult the school into a leadership position** in the area of D & I within their discipline in the next 5 years.

9. Innovative plans **offered their school's knowledge base to other schools** and the university to forward USC's D & I efforts, recognizing their role as a citizen of the university contributing to the greater good.

School-Specific Feedback

Innovative Ideas:

Strengths:

Ideas to Build on:

Recommendations:

Additional questions:

Innovative Ideas From Reviewed Plans

Presentation/Communication
1. **Public Policy's** Diversity and Inclusion website: http://pricediversity.usc.edu/
2. **Education's** D & I plan for organization and clarity of process, and **Medicine's** plan for outlining of goals
3. **Dramatic Art's** strengths-based framing of D & I as a crucial asset to their discipline
4. Providing media training for faculty around speaking to D & I related issues **(Business)**

Structure
1. Creating Vice Dean position, CDO, dean-level cabinet, program manager, and faculty programming coordinator **(Medicine)**
2. Creating Vice Dean for Diversity and Strategic Initiatives **(Engineering)**

Needs Assessment, Planning, Data Gathering
1. Consulting with (and recruiting) researcher Shaun Harper (http://www.gse.upenn.edu/equity/) to assess climate issues. Harper is establishing his USC's Race and Equity Center in the fall **(Education)**
2. Using trending data over 10 years allowing examination of student demographics over time **(Pharmacy)**

Recruitment, Retention, Support of Faculty, Students, and Staff
1. Creating awards and endowed chairs for D & I scholarly pursuits **(Public Policy)**
2. Making D & I activity a criteria for merit review and promotion **(Education)**
3. Requiring bias and D & I training for search committees **(Education)**
4. Setting targets and planning for mentoring women and UR faculty toward leadership roles **(Dentistry)**
5. Creating an "Opportunity Fund" for experiential parity for all students **(Accounting)**
6. Consulting central admissions to identify strategies that work in diversifying incoming classes **(Gerontology)**
7. Mentoring/supporting first gen and former foster/transitional students, including food pantry **(College)**

School Climate, Training, Education
1. Using climate Consultants Cook Ross (http://cookross.com/) for faculty and staff training **(Business)**
2. Proving discipline-specific, curriculum-based D & I training for faculty, students, and staff **(Dramatic Arts)**
3. Holding community building event (All School Day) for dialogue on social issues **(Social Work)**
4. Setting target (90%) for number reporting high inclusivity and equity in climate study **(Dramatic Arts)**
5. Providing discipline-based D & I training: Diversity Communications Certificate **(Comm/Journalism)**
6. Using discipline-specific diversity language including sizeism, SES, physical and mental differences **(Dance)**

D & I in the Curriculum
1. Using Center for Urban Education's Equity Scorecard and other tools to review syllabi, rubrics **(Education)**
2. Creating a course that bridges Music (of all disciplines) with issues of D & I **(Music)**

Contributing to the University's D & I efforts
1. Leveraging school's expertise to enhance campus climate across the university through enacting plays and staffing informational videos that address climate issues on campus (e.g., sexual assault) **(Dramatic Arts)**
2. Taking the lead in the Diversity and Inclusion Training Week (**Social Work & Business)**
3. Systematizing collections from underrepresented groups to enhance accessibility and searchability **(Libraries)**

Development
1. **Cinema's** aggressive advancement campaign around D & I should be a model for fund raising

Programming and Outreach
1. Leadership Program recruits and mentors students from local community colleges **(Accounting)**
2. First Generation Professionals (FGP): Mentoring relationships between FGP students and alumni **(Law)**

Campus Resources to Consider for Consultation on Plans

- **Alumni Relations:** USC Alumni Association--Patrick Auerbach
- **Bias Reporting (Students):** Campus Support and Advocacy--Lynette Merriman
- **Community Outreach Partnerships:** Office of Civic Engagement--Earl Paysinger
- **Curricular and Classroom Consultation:** Center for Excellence in Teaching--Ginger Clark
- **Demographic Data, Comparison Data (Job Pool Candidate Availability and Census Data):** Office of Equity and Diversity--Patrick Noonan
- **Development:** Office of Advancement--Amanda Valle, also
  - USC Alumni Association--Patrick Auerbach
    - Asian Pacific Alumni Association--Grace Shiba
    - Black Alumni Association--Michéle Turner
    - Lamda LGBT Alumni Association--Miguel Vasquez
    - Latino Alumni Association--Mercy Willard
- **Disability Inclusion:** Disability Services and Programs and ADA/504--Christine Street
- **Discrimination/Harassment (Faculty/Staff), Title IX (Students):** Office of Equity and Diversity--Gretchen Dahlinger Means
- **Diversity Liaison Consultation/Collaboration:** Associate Provosts for Faculty and Student Initiatives --Daniela Bleichmar (Arts and Humanities), Camille Rich (Social Sciences), Larissa Rodriguez (STEM)
- **Faculty, Student, Staff Recruitment, Retention, and Climate Issues:** USC Race and Equity Center--Shaun Harper, Admissions and Planning--Katharine Harrington, Graduate School--Sally Pratt, also:
  - Academic Senate Campus Climate Committee
  - Graduate Student Government: Director of Diversity and Equity--Advocacy, Director of Diversity and Equity--Health Science Campus
  - Undergraduate Student Government: Chief Diversity Officer
- **Faculty Leadership in Diversity and Inclusion:**
  - National Center for Faculty Development and Diversity (USC has a subscription)--Camille Rich
  - National SEED Project--Anita Dashiell-Sparks
- **Faculty and Staff Support:** Center for Work and Family Life--John Gaspari
- **International Student/Scholar Support and Retention:** Office of International Services--Tony Tambascia
- **Legal Aid:** Immigration Law Clinic--Niels Frenzen
- **Plan Conceptualization:** Provost's Diversity and Inclusion Council--Ginger Clark & Renee Smith-Maddox
- **Policy and Practice Consultation:** Center for Urban Education--Estela Bensimon
- **Research and Grant Consultation:** Center for Excellence in Research--Randy Hall
- **Student Support and Community Building:** Campus Support and Advocacy--Lynette Merriman, Campus Wellness and Education--Ilene Rosenstein, Student Health and Wellness Promotion--Paula Swinford, also
  - Asian Pacific American Student Services--Jonathan Wang
  - Center for Black Cultural and Student Affairs--Rosalind Conerly
  - Disability Service Programs--Mattie Grace, Christine Street
  - El Centro Chicano--Billy Vela
  - LGBT Resource Center--Kelby Harrison
  - Office of Religious Life--Jim Burklo
- **USC Wellness Resources:** Campus Wellness and Crisis Intervention--Varun Soni

External Resources

- Increasing diversity in pipelines to STEM https://www.aacu.org/tides
- Leadership development for women and faculty of color https://www.aacu.org/pcff
- Self Study Guide https://www.aacu.org/sites/default/files/CommittingtoEquityInclusiveExcellence.pdf