Pain, Promise, and Possibility: Towards a More Equitable & Inclusive USC

Task Force on Racial Equity, Diversity, and Inclusion (REDI)
Task Force Members

Leadership Team
Co-Chair: Felicia Washington, Senior Vice President for Human Resources
Co-Chair: Manuel Pastor, Distinguished Professor, Sociology and American Studies & Ethnicity; Director, USC Equity Research Institute
Staff: Kim Tabari, Director, Organizational Development, USC Equity Research Institute
Staff: Moira Mulroney, Special Project Administrator, OCR Implementation, Human Resources
Faculty: Brandi Jones, Vice Dean for Diversity & Strategic Initiatives, Viterbi School of Engineering

Ex-officio members
Ange-Marie Hancock-Alfaro, Professor, Political Science
Erroll Southers, Practice Professor, Price School
Tracy Poon Tambascia, Incoming Academic Senate President, Professor of Clinical Education
Elizabeth Graddy, Executive Vice Provost of Faculty and Academic Affairs
Thomas Kosakowski, Ombudsperson

Task Force on Racial Equity, Diversity, and Inclusion (REDI)
Staff Representatives
Erika Chesley, USC Staff Assembly President
Stacy Giwa, Vice President of Culture, Ethics and Compliance
Michael Gorse, Center Supervisor (Assistant Center Director), LGBT Resource Center
Christine Street, Associate Vice Provost, Institutional Accessibility and ADA Compliance
Jonathan Wang, Director Asian Pacific American Student Services, Student Affairs

Student Representatives
Undergrad Student: Moakea Rivera, Co-Director Native American Student Assembly
Graduate Students:
  Quinn Anex-Ries, Director of Diversity & Equity
  Annie V. Lam, Rossier School of Education
  Anna Cockrell, Price School for Public Policy

Task Force on Racial Equity, Diversity, and Inclusion (REDI)
Faculty Members
Pedro Noguera, Dean, Rossier
Varun Soni, Vice Provost for Campus Wellness & Crisis Intervention, Dean of Religious Life
Ruth Chung, Rossier School of Education
Camille Rich, Associate Provost for Faculty and Student Initiatives in the Social Sciences, Professor of Law and Sociology
Shaun Harper, Professor in USC Rossier School of Education and USC Marshall School of Business; Clifford and Betty Allen Chair in Urban Leadership; USC Race and Equity Center Founder and Executive Director
Sharoni Little, Associate Dean and Chief Diversity, Equity, and Inclusion Officer, Marshall School. Professor of Clinical Business Communication

Task Force on Racial Equity, Diversity, and Inclusion (REDI)
Faculty Members
Ricky Bluthenthal, Professor of Preventive Medicine; Associate Dean for Social Justice
Melissa Durham, Associate Professor of Clinical Pharmacy, Asst Dean of DEI
Parveen Pamaar, Associate Professor of Clinical Emergency Medicine
Leana Golubchik, Professor, Computer Science, Viterbi, Director of WISE
Moh El-Naggar, Professor of Physics and Astronomy and Chemistry
Tara McPherson, Cinema (on previous committee)
Nao Bustamante, Professor, Director of MFA Art, Roski
Luis Alfaro, Dramatic Arts
Maria Aranda, Associate Professor, Director of the Edward Roybal Institute, School of Social Work
Pedro Noguera, Dean, Rossier
Varun Soni, Vice Provost for Campus Wellness and Crisis Intervention, Dean of Religious Life

Task Force on Racial Equity, Diversity, and Inclusion (REDI)
Framing

1. The Two Sides of Our History
   - Joseph & Robert Widney
   - Japanese-American students & WWII
   - Verna B. Dauterive (MS '49, EdD '66) & @black_at_usc

2. Why Racial Equity, Diversity, & Inclusion?
   - It’s the right thing for justice
   - It’s the best thing for leadership
   - It’s the strategic thing for USC’s future
Framing

3. Equity Over Time
- Understand our past
- Provide for full engagement in our present
- Set goals and insure accountability in our future
Organization of work to meet the charge

1. Recruitment and Retention
2. Programs and Curriculum
3. Research and Evaluation
4. Culture and Values
5. Support and Resources

Task Force on Racial Equity, Diversity, and Inclusion (REDI)
Methodology

Goal was to be bold, honest, and ambitious.
- Collected & reviewed previous efforts
- Met in small workgroups
- Considered a set of discussion questions
- Presented each area to larger group
- Incorporated additional offerings

Task Force on Racial Equity, Diversity, and Inclusion (REDI)
Historical Context

DEI Accountability
There is a lack of meaningful DEI accountability at the institutional, school, unit levels.

"Oppression Olympics"
There is competition, among minoritized groups, for scarce resources leading to questions about the relative weight of disadvantage.

Historical Context
There is a lack of acknowledgement of institutional hierarchical power dynamics both past and present.

Task Force on Racial Equity, Diversity, and Inclusion (REDI)
Faculty by Rank and Race/Ethnicity, 2010

- White: 77.1%
- Black: 13.7%
- Latino: 15.3%
- Asian: 15.6%
- Native American: 19.3%
- Two or more races: 1.0%
- Non-Resident: 4.4%
- Decline to state: 7.3%

Tenured:
- White: 2.3%
- Black: 2.7%
- Latino: 4.4%
- Asian: 4.4%
- Native American: 4.7%
- Two or more races: 2.7%
- Non-Resident: 4.5%
- Decline to state: 7.3%

Tenure-Track:
- White: 46.6%
- Black: 1.0%
- Latino: 12.2%
- Asian: 4.7%
- Native American: 4.7%
- Two or more races: 4.7%
- Non-Resident: 4.7%
- Decline to state: 7.3%

RTPC:
- White: 61.5%
- Black: 4.4%
- Latino: 4.4%
- Asian: 2.7%
- Native American: 4.7%
- Two or more races: 2.7%
- Non-Resident: 4.5%
- Decline to state: 7.3%
Faculty by Rank and Race/Ethnicity, 2020

- Tenured:
  - White: 71.7%
  - Black: 2.8%
  - Latinx: 4.7%
  - Asian: 0.2%
  - Native American: 0.3%
  - Two or more races: 1.8%
  - Non-Resident: 11.8%
  - Decline to state: 0%

- Tenure-Track:
  - White: 37.1%
  - Black: 5.7%
  - Latinx: 18.1%
  - Asian: 0.3%
  - Native American: 1.6%
  - Two or more races: 1.1%
  - Non-Resident: 21.0%
  - Decline to state: 3.8%

- RTPC:
  - White: 54.6%
  - Black: 4.0%
  - Latinx: 7.0%
  - Asian: 0.3%
  - Native American: 3.8%
  - Two or more races: 4.5%
  - Non-Resident: 3.0%
  - Decline to state: 0.3%
USC Graduate Student Race and Ethnicity, 2010 & 2020

<table>
<thead>
<tr>
<th>Category</th>
<th>2010</th>
<th>2020</th>
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</thead>
<tbody>
<tr>
<td>Asian</td>
<td>17.4%</td>
<td>15.3%</td>
</tr>
<tr>
<td>Black</td>
<td>4.5%</td>
<td>5.9%</td>
</tr>
<tr>
<td>Hispanic / Latino</td>
<td>9.6%</td>
<td>13.9%</td>
</tr>
<tr>
<td>International / Non-resident</td>
<td>25.6%</td>
<td>30.4%</td>
</tr>
<tr>
<td>White</td>
<td></td>
<td>25.3%</td>
</tr>
<tr>
<td>American Indian / Alaska Native</td>
<td>0.2%</td>
<td>0.2%</td>
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<tr>
<td>Pacific Islander</td>
<td>0.2%</td>
<td>0.2%</td>
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<tr>
<td>Two or more</td>
<td>1.8%</td>
<td>2.3%</td>
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<tr>
<td>Unknown</td>
<td>8.1%</td>
<td>6.5%</td>
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# Recruitment and Retention Priorities

<table>
<thead>
<tr>
<th>Recommendations</th>
<th>Specific Steps</th>
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| Recruit and retain more historically underrepresented Black, Latinx, Indigenous faculty, staff and students throughout the campus community (both UPC and HSC) | • Launch an ambitious hiring program with a goal of 100 new faculty of color.  
• Adopt a multi-year hiring strategy to facilitate diversity  
• Continue and expand ambitious programs to attract and support diverse students and staff |
| Develop USC pipeline to encourage scholarship from undergraduate level through Postdoctoral | • Collaborate with other institutions on an ambitious postdoc program  
• Mentor graduate and postdoctoral students to engage in DEI research.  
• Inspire, mentor and engage undergrads to research opportunities. |

**Task Force on Racial Equity, Diversity, and Inclusion (REDI)**
## Recruitment and Retention Priorities

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| Reexamine “merit” in hiring, retention, and promotion | • Ask departments and schools to be clear about criteria  
• Be more transparent about promotion and retention  
• See staff as leaders and invest in their training and development |
| Support junior faculty of color | • Create a support program to bring senior scholars who can validate and explain their work  
• Develop a bold housing subsidy program that recognized reality of racial wealth gap |
### Programs & Curriculum Priorities

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<tbody>
<tr>
<td>Offer a bold DEI curriculum for classrooms at UPC and HSC</td>
<td>• Implement a GE requirement for foundational knowledge on racial equity</td>
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<td>• Integrate racial equity across the curriculum, engaging scholar experts in this task</td>
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<td>• Provide graduate student training on racial equity issues in terms of both substance and teaching</td>
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<td>Provide co-learning, education, and development for faculty, staff and students to equip our university community with skills to lead and thrive</td>
<td>• Provide opportunities for staff and faculty to seek professionally led anti-racist trainings, including on teaching</td>
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<td>• Centralize and coordinate training in foundational skill for racial equity and multicultural leadership</td>
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<td>• Facilitate Cultural Centers working with curriculum committee</td>
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## Programs & Curriculum Priorities

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| Establish strategic-level effort with dedicated staff, to address training/learning opportunities on equity and inclusion for students, faculty, and staff | • Offer a variety of trainings including de-escalation and conflict resolution skills as part of the mandatory implicit bias training curriculum  
• Incorporate diversity, equity, and inclusion in all students’ academic program preparation.  
• Bridge available resources at UPC and HSC involving equity and inclusion |

### Task Force on Racial Equity, Diversity, and Inclusion (REDI)
## Research & Evaluation Priorities

<table>
<thead>
<tr>
<th>Broad Recommendations</th>
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<tbody>
<tr>
<td>Make a significant “moon shot” investment in research and deep learning around DEI issues</td>
<td>• Create at least three major new DEI centers, perhaps a Black Studies Research Center, Latinx Research Center, and LGBT Research Center</td>
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<td>• Celebrate and highlight leaders on campus, and leverage strengths to attract cluster hires of diverse faculty</td>
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<td>• Facilitate research strategies and approaches centered on indigenous, people of color, and community voices</td>
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## Research & Evaluation Priorities

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<td>Require Search Committee training for staff, faculty and students naming implicit and explicit biases.</td>
<td>• Create uniform Search Committee training</td>
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| Organize stakeholder needs for internal research with specific data on pay, promotion, and leadership opportunities. | • Centralize information but disaggregate stakeholder needs to distinguish what research needs identifying and/or what is happening.  
• Develop new systems with specific data on pay, promotion, leadership opportunities as part of the new HR equity model.  
• Consider how leadership positions and critical committees such as Merit Review select faculty membership, to promote diversity, equity, and inclusion |

**Task Force on Racial Equity, Diversity, and Inclusion (REDI)**
## Culture & Values Priorities

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<td>Boldly instill university values in our communication policies across the campus</td>
<td>• Open lines of communication</td>
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<td>• Create mechanisms to safely raise and effectively resolve problems</td>
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<td>Establish a clear and consistent program to manage, reward and recognize performance</td>
<td>• Implement effective evaluation processes to align goal performance and demonstrated behavior with Unifying Values, including DEI</td>
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<td>Increase transparency and access to DEI data</td>
<td>• Build an information hub with data, best practices, and resources on DEI milestones</td>
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<td>• Publish an annual DEI Report to include demographic data, promote accomplishments, and highlight challenges</td>
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<td>• Coordinate consistent and timely access to accurate information</td>
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<td>Recognition and acknowledgement of contributions by indigenous people and other diverse cultures</td>
<td>• Affixing campus plaques/markers honoring the homeland of the Tongva Nation at entrances of campus.</td>
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<td>• Celebrate diversity through performing arts and industry leaders.</td>
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## Support & Resource Priorities

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<tr>
<td>Create a centralized system for open communication and accountability</td>
<td>• Reconsider the role of diversity liaisons</td>
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<td>• Hold deans and departments accountable to DEI goals</td>
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<td>Provide resources and support in an equitable way at both UPC and HSC campuses</td>
<td>• Provide more funding for DEI cultural centers</td>
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<td>• Broaden DEI and trauma-informed support to include all sectors of the campus</td>
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<td>• Conduct benchmarking for equitable distribution of resources for all stakeholders</td>
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| Develop Management and Leadership training for faculty and staff to operate more effectively and with equity | • Create a multi-sector council (faculty, staff, students) to review data and complaints  
• Create specific paid training days focused on racial equity, diversity, and inclusion |
| Reimagine new Advancement efforts, with an emphasis on the strategic advantage and opportunity provided by DEI | • Diversify Advancement staff and strategies  
• Facilitate racial equity work with the Board of Trustees and school-level Boards of Councilors  
• Launch a bold and ambitious “Campaign for Equity” |

### Task Force on Racial Equity, Diversity, and Inclusion (REDI)
Ten Big Themes

1. Set ambitious and bold REDI goals
2. Create systems of transparency and accountability
3. Value leadership potential of all (faculty, staff, students)
4. Provide anti-racist training (up and down the ladder)
5. Provide cutting edge equity-oriented pedagogy at all levels
6. Value the whole person, understanding hurt, healing and health
7. Examine systems that stand in the way of DEI
8. Leverage strengths to become the nation’s leading institution
9. Create multiple pipelines to equity
10. Launch a new USC “Campaign for Equity”

Task Force on Racial Equity, Diversity, and Inclusion (REDI)
Who is responsible for the work?
Thank you!

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