PAIN, PROMISE, AND POSSIBILITY:
TOWARD A MORE EQUITABLE & INCLUSIVE USC

REPORT OF THE
USC RACIAL EQUITY, DIVERSITY, AND INCLUSION (REDI) TASK FORCE

MARCH 2021

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EXECUTIVE SUMMARY

In the summer of 2020, against a backdrop of a national reckoning with structural racism in the United States and a set of concerns about our own practices at the University of Southern California, USC President Carol Folt created a Racial Equity, Diversity, and Inclusion (REDI) Task Force that was charged with assessing current gaps and providing specific recommendations to tackle anti-Blackness and systemic racism and foster inclusion and equity on both the University Park Campus (UPC) and the Health Sciences Campus (HSC).

The REDI Task Force met frequently during Fall 2020 to understand our history, share evidence and perspectives on the current moment, and come to a common set of recommendations for the future to address issues in five areas:

- Recruitment and retention,
- Programs and curriculum,
- Research and evaluation,
- Culture and values, and
- Support and resources.

This report outlines that process and shares our conclusions and recommendations. Despite the report's length, not every idea that was generated is shared here, mostly for reasons of time and space. While we offer some goals that are bold and ambitious – and will require several years to implement – we believe that some of what we offer should be implemented in fairly short order.

We stress throughout that pursuing equity and inclusion is important because of the need to rectify past and present injustices, including those that have been a part of this institution's DNA. But we also note that diversity, equity, and inclusion (DEI) are key for developing Trojan leaders – and that a vigorous approach that builds on our current research and teaching expertise in diversity issues both leverages and strengthens USC's strategic advantages.

While we have numerous details throughout the report, we have organized them into ten overall recommendations:

1. *Set ambitious and bold REDI goals*: The Task Force believes that this is a moment to make significant progress and that this will require noteworthy but realistic goals. For example, we recommend a multi-year campaign to hire 100 faculty of color – pointing out how that builds on a previous USC faculty hiring initiative and can be accomplished because of our strategic advantages in attraction.

2. *Create systems of transparency and accountability with regard to DEI*: There is a concern about accountability with regard to achieving DEI goals and a sense that Deans and departments should have resource flows partially dependent on their success in achieving these goals. The REDI Task Force calls for new methods of disaggregated data collection and analysis to measure progress, and better training and more transparent processes for Search Committees. We also suggest a Trojan Council for Equity, Diversity, and Inclusion that can analyze confidential de-identified data and offer annual reports on progress.

3. *Value the leadership potential of all, including students, staff, and faculty*: One of the reasons to train and upskill our community on core competencies of DEI is to teach leaders how to demonstrate equity and inclusion in all work settings. As leadership can come from every sector, the Task Force was particularly interested in encouraging faculty, students, and staff to all be seen and developed as leaders in racial equity.

4. *Provide anti-racist training up and down the ladder*: We are all inculcated in the habits of a society that has deeply embedded practices of white supremacy. Anti-racist training to facilitate the daily challenge of both practices and structures should go beyond anti-bias skills and include proactive capabilities for conflict identification and resolution, and such training should be made available at every level in the organization.

5. *Provide cutting-edge, equity-oriented pedagogy at all levels*: With an extraordinary group of available faculty, we can be a model of anti-racist education. The REDI Task Force recommends reinstituting a more focused General Education (GE) requirement, creating incentives to develop new courses on racial equity and diversity, and providing cutting-edge instruction to graduate students.

6. *Value the whole person, understanding hurt, healing, and health*: Structural racism has material consequences and it affects the psyche in deep ways. Too many approaches to transformation seek to sweep away a past that has caused pain; we need to understand the whole person and provide trauma-informed support to students, staff, and faculty.

7. *Examine systems that are barriers of DEI*: Changing systems (and the practices within them) that may not overtly discriminate could make a big difference. For example, multiple-year hiring horizons could help departments defer hires if they are not meeting diversity goals or accelerate hiring in order to take advantage of opportunities. We should reevaluate merit, better support junior faculty of color, and rethink programs of housing support. We should also consider

overhauling the staff performance management process and emphasize the need for supervisors and managers to be culturally competent and upskilled to lead and support their teams.

8. *Leverage strengths to become the nation's leading institution on DEI*: While it is important to expand our faculty ranks, USC boasts leading-edge scholars in the area of racial equity. These scholars could assist in the recruitment of new faculty and be retained as a partial result. Existing research strengths should also guide the establishment of new research enterprises and we call for making "moon shot" investments in several key research areas.

9. *Create multiple pipelines to equity*: While blaming an inadequate "pipeline" for not producing next generation of students and scholars is too often used as an excuse for current outcomes, training the next generation of scholars and staff is a critical need. USC should enhance undergraduate research opportunities to promote future faculty diversity and should increase postdoctoral opportunities, perhaps in collaboration with other universities. We should also clarify the review process for faculty and create a better performance management process for staff.

10. *Launch a new USC "Campaign for Equity"*: All these steps will require significant investments, particularly to bring in new faculty, develop major new research centers, and hire the staff to run them. The REDI Task Force recommends that USC take advantage of the current national acknowledgement of racial trauma and emerging philanthropic interest in racial justice, and both invest its own resources *and* launch a fundraising campaign to support these efforts.

Like the United States, USC has a complex history with regard to racial equity. We can boast of impressive programs to develop and attract students of color and also feel pained by the incidents of racial profiling on our campuses and in our classrooms. We can be proud of receiving some of the most significant gifts to a university by Black donors and be chagrined by the absence of a Black Studies Center.

The past must be acknowledged but the future is ours to determine. Between the pain of yesterday and the promise of tomorrow, there is the possibility of meaningful action today and in the years to come. In a moment in which the entire nation is coming to terms with white supremacy and the structural and actual violence it has wrought, there is an opportunity for USC to lead.

When asked to chair this effort, the co-chairs deliberately requested it be called the Racial Equity, Diversity, and Inclusion (REDI) Task Force, both because we wanted to center racial equity in this moment and because we think our students, staff, faculty, and leadership are all *ready* for action.

Positioned in one of the most diverse cities in the world – and one that has been wracked by inequality and violence as it has come to terms with its multicultural realities – USC can show what a premier private university can contribute to a more inclusive and welcoming America. We hope this report contributes to making that goal a reality for our campus community.

INTRODUCTION

The University of Southern California – like the United States itself – has a complex history with regard to racism and racial equity. One of USC's founders, Judge Robert Maclay Widney, is reported to have stood up against a mob during anti-Chinese riots in the 1880s, saving life and earning well-deserved honor in the halls of Trojan leadership. In contrast, his brother, Joseph Pomeroy Widney, subsequently became the second president of USC. Among his claims to fame: he authored the volume, *Race Life of the Aryan Peoples* – which suggests that Black and white people "cannot live together as equals" and otherwise reads about as badly as its title suggests.[1]

In an era of pre-WWII exclusion and discrimination against both immigrant and native-born people of Asian descent, USC was the college of choice for more than 100 Nisei (second generation) Japanese American students. When the war broke out, President Rufus von KleinSmid – yes, the eugenics promoter whose name was recently removed from a campus building – announced to an assembly that ". . . on this campus, we will respect and treat with decency all of our Japanese students."[2] When internment orders came, there may have been little that the university could do to truly protect their own. But after the war and the end of the camps, none of the students were welcomed back – and it was not until 2008 that those students were awarded honorary alumni status.[3]

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[1] William Tierney, "Universities Need to Confront Their Past, Not Omit It," University World News, March 2, 2018, https://www.universityworldnews.com/post.php?story=20180227144546775; Tomás Mier, "USC Must 'reckon with Its History of White Supremacy' in Its Namesake Sites, Some Say," *Los Angeles Times*, July 4, 2020, sec. California, https://www.latimes.com/california/story/2020-07-04/usc-racism-white-supremacy-leader-name.

[2] Evan Jacoby, "Remembering USC's Japanese American WWII Prisoners," USC Annenberg Media, February 18, 2020, http://www.uscannenbergmedia.com/2020/02/19/remembering-japanese-american-usc-students-interned-during-wwii/.

[3] Southern California Public KPPC, "USC Awards Degrees to Japanese-Americans Sent to Internment Camps," Southern California Public Radio, March 18, 2012, https://www.scpr.org/news/2012/03/18/31681/usc-awards-honorary-degrees-japanese-americans-sen/.

USC is rightly known for its local community engagement, including a Neighborhood Achievement Initiative that includes a multi-year college preparatory program for more than 1,000 young people from South and East Los Angeles. Partly because of that, Foshay Learning Center – a school that is more than 99 percent student of color – is always one of the top high schools sending new Trojans even as USC has gotten increasingly competitive.[4] And a remarkable fact few recognize or appreciate: with a $35 million gift from Andre Young (Dr. Dre) and $30 million gift from Dr. Verna Dauterive, USC has received among the top donations to any American university from Black donors.

At the same time, USC also has a troubled history with neighbors deeply concerned about displacement from gentrification and upset with the University for the dragged-out negotiations about community benefits from the USC Village project.[5] Meanwhile, both off-campus visitors and our own students report experiences of racial profiling by on-campus security as well as discriminatory enforcement by the Los Angeles Police Department.[6] And the pain of both structural racism and micro-aggressions was deeply etched into the wider campus community by the words of students and alumni on the Instagram site, @black_at_usc, an effort that emerged in the wake of the murder of George Floyd and the broader reckoning with structural racism that has emerged in our nation.[7, 8]

It was also that historical reckoning that prompted President Carol Folt on June 11, 2020 to announce six initiatives to "confront anti-Blackness and systemic racism, and unite as a diverse, equal, and inclusive community. These included the renaming of the Von KleinSmid building, rebooting a Community Advisory Board for the Department of Public Safety (DPS), searching for a new Chief Diversity, Equity,

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[4] Howard Blume, "A Small Distance, but a Great Feat: Foshay Learning Center Sends More Students to USC than Any Other High School," Los Angeles Times, September 28, 2016, https://www.latimes.com/local/education/la-me-edu-foshay-has-most-usc-freshmen-20160926-snap-story.html.

[5] Manuel Pastor et al., "Planning, Power, and Possibilities: How UNIDAD Is Shaping Equitable Development in South Central L.A." (Los Angeles, CA: USC Program for Environmental and Regional Equity, September 2015), http://dornsife.usc.edu/pere/shaping-equitable-development-south-central/.

[6] Sofia James, "'They Watch Us Closely': Black Students Describe Patterns Of Racial Profiling By USC Police," LAist, accessed January 9, 2021, https://laist.com/2020/11/17/_they_watch_us_closely_black_students_describe_patterns_of_racial_profiling_at_the_hands_of_uscs_pol.php; Shereen Marisol Meraji, "USC Students Allege Racial Profiling By LAPD," NPR.org, May 8, 2013, https://www.npr.org/sections/codeswitch/2013/05/09/182175917/L-A-s-Police-Department-Faces-Allegations-Of-Racism.

[7] The Shaylee Navarro, "A Digital Movement: Creating a Safe Space for Black Trojans Seeking Institutional Change," Daily Trojan, July 7, 2020, https://dailytrojan.com/2020/07/06/a-digital-movement-creating-a-safe-space-for-black-trojans-seeking-institutional-change/. The anecdotes shared on @black_at_usc seem to reflect a more pervasive problem: USC participated in the Consortium on Financing Higher Education 2018 Student Enrollment Survey and less than half (49%) of underrepresented minority (Black, Latino, and Native American) students at USC agreed or strongly agreed with the statement, "Students of my race/ethnicity are respected on this campus" versus 72% of students who agreed who are not considered underrepresented minorities. This information is taken from USC's 2021 accreditation report available at https://accreditation.usc.edu/2021-reaccreditation/reports/

[8] These efforts to grapple with experiences of racism on- and off-campus also gave rise to the United Black Student-Athletes Association (UBSAA) at USC. See Ryan Kartje, "USC Student-Athletes Form Organization to 'Combat Racial Inequality,'" Los Angeles Times, June 17, 2020, sec. USC Sports, https://www.latimes.com/sports/usc/story/2020-06-17-usc-black-lives-matter-student-athlete-group-ubsaa.

and Inclusion Officer, more space and programming for underserved students, mandatory training on unconscious bias, and creating a Task Force on Diversity, Equity, and Inclusion (DEI).[9]

The President and the Provost asked that the Task Force be chaired by Manuel Pastor, Distinguished Professor of Sociology and holder of the Turpanjian Chair in Civil Society and Social Change, and Felicia Washington, USC's senior vice president of human resources. Both enthusiastically agreed but they also asked that the group be renamed to the Racial Equity, Diversity, and Inclusion Task Force, a shift that also gave the group the convenient acronym of REDI.

The naming was important for several reasons. First, it had been the co-chairs' experience that some DEI efforts can inadvertently use "diversity" as a way to divert attention and not focus on structural racism. Putting "racial equity" first in the name signaled something different and that "confronting anti-Blackness and systemic racism" – as President Folt noted in her June 11, 2020 letter – was indeed central to this enterprise.[10] It also explains why this report mostly focuses on racial diversity even as it acknowledges that other forms of diversity – by gender identity, socioeconomic background, disability experience, and so much more – are also important.

A second reason for the name REDI: there have been many reports issued in the past and there is a sense on the part of many on the campus that we have a lot of knowledge about what to do but less action on doing it. The name thus also signaled that we were "ready" for action – and part of that meant that we tried to generate findings and recommendations on a highly accelerated schedule. Many such efforts take a full academic year; we wanted to hit early 2021 with recommendations in hand.

This report summarizes the activities of the REDI Task Force. We offer a brief outline of the guiding principles, processes, and personnel used to generate this report. We then cover five areas for action: recruitment and retention, programs and curriculum, research and evaluation, culture and values, and support and resources. We conclude with a list of ten overarching recommendations that we think can inform the work going forward and help to position USC as a leader in the arena of racial equity, diversity, and inclusion.

As usual, a few caveats are in order for the readers of this report.

First, as we noted above and will describe more below, we generated this work at a rapid pace and in a time of the COVID-19 pandemic. While we hope that we are comprehensive, we are also sure that we have let a few good ideas, including ones generated in our own deliberations, slip away in the spirit of parsimony and focus.

Second, while we tried to ensure that our recommendations are doable, we have also set some bold goals – including a significant increase in hiring, a thorough shift in campus structure, and a major fundraising campaign – that we understand are stretches. They should be pursued, even if some aspects need to unfold over time.

Third, we have not fully worked out implementation pathways for each of our recommendations; we thought it was more important to be timely so that planning could begin this spring for changes in the

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[9] Carol Folt, "A Message to the USC Community from President Folt," Office of the President, June 11, 2020, https://www.president.usc.edu/a-message-to-the-usc-community-from-president-folt/.
[10] Ibid.

next academic year with a collective understanding and support from the campus community. We understand that many of these recommendations will need further development by this Task Force and/or other groups.

Fourth, we do not cover all issues of importance to racial equity, diversity, and inclusion at USC in this report. For example, the role of the campus police has been controversial as noted earlier. We are hopeful that practices can be changed and trust can be rebuilt. But this is the charge (including a reevaluation of the relationship with the Los Angeles Police Department) that has been given to the Community Advisory Board for DPS whose co-chairs, Ange-Marie Hancock-Alfaro and Errol Southers, both served on the REDI Task Force.

Fifth, since we began the work of the REDI Task Force, there have been some advancements in DEI initiatives called for by President Folt, including the appointment of Christopher Manning as the inaugural Vice President, Chief Inclusion and Diversity Officer. He will join President's Senior Leadership Team in March 2021, tasked with creating strategies, programs, and initiatives that reinforce USC's commitment to inclusion, diversity, equity and belonging, and addressing ongoing challenges of discrimination and bias. Manning is also expected to lead the university's Diversity and Inclusion Council and work collaboratively with faculty, staff, and student leaders across USC to deliver sustained, measurable improvements in educational and organizational environments.[11]

Finally, as we began each of our Task Force sessions, so we begin this report: by acknowledging that we exist as an institution on the homeland of the Tongva people. We pay our respects to the caretakers of the land, the Tongva Nation, their ancestors, elders, and relations past, present, and forthcoming. Along with the Tongva, we also recognize the Chumash, Tataviam, Serrano, Cahuilla, Juaneño, and Luiseño People, for the land that USC also occupies around Southern California.

Many dehumanizing dynamics – colonization, genocide, slavery, violence, displacement, disenfranchisement, migration, and settlement – have set the stage for where we are today as a nation and a region. It is also the case, as with our brief history of USC above, that the United States has always teetered between those realities and the struggle to realize our higher aspirations for equality, democracy, and community. Refashioning a university that can claim that hopeful future with a full commitment to racial equity, diversity, and inclusion is the shared goal that animates this report and, we hope, our university.

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[11] Eddie North-Hager, "USC Announces First Chief Inclusion and Diversity Officer," USC News, February 8, 2021, https://news.usc.edu/181392/usc-chief-inclusion-and-diversity-officer-christopher-manning/.

CONTEXT FOR THE REPORT

The Task Force was comprised of a highly engaged group of staff, faculty, and students from both the University Park Campus (UPC) and the Health Sciences Campus (HSC), who all brought their energy and ideas to every conversation. A full list of the members is available in Appendix A; as one will be able to see from a glance at that list, there was a diversity of representation in terms of schools, fields, and positions. Members of the Task Force represented their communities and constituencies – and tried to bring to this important work the voices of many more, as well as to try to find common ground. While we would have hoped for even more voices in the group and a longer process, we were also trying to insure timely delivery of this report and our recommendations.

We will describe the work organization and work flow below – which also sets up the structure of this report – but we think it is important to begin by providing elements of the framework that guided us.

Framing Equity

First, we all shared a commitment to justice as a rationale for embracing equity, diversity, and inclusion as educational and institutional goals. Historical harms and disadvantages have created situations where students of color and low-income students frequently have less access to higher education. USC has helped our society make progress on addressing this challenge: we can boast of having one of the largest flows of students from community college of any private school.[12] We can do even more to

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[12] Rosanna Xia, "Most Private Colleges Take Very Few Transfers. At USC, about 1,500 Get a Spot Each Year," *Los Angeles Times*, June 5, 2017, sec. California, https://www.latimes.com/local/lanow/la-me-usc-transfers-20170605-story.html; Nick Anderson, "At the University of Southern California, a Rare Open Door for Transfer Students," *Washington Post*, accessed January 9, 2021, https://www.washingtonpost.com/news/grade-point/wp/2016/05/12/at-the-university-of-southern-california-a-rare-open-door-for-transfer-students/.

diversify our students – from undergraduates to graduates – and this will assist in correcting or remedying an unfair past and pointing to a more inclusive future.

Recognizing the inequities of the past and the present is also important for understanding the experience for professors of color at USC. Too often, they feel looked at as a rarity and sometimes find their credentials doubted by colleagues and students. As we explore below, the patterns of the racial wealth and income gap also mean that newly minted professors of color are often carrying more student debt, more family obligations, and less financial wherewithal than their counterparts – and attraction packages need to be designed accordingly. Similar challenges can face staff and students at all levels.

A focus on equity and diversity will also help to create a more complete curriculum so that we learn the full history of our society and our peoples. While the cry of #BlackLivesMatter has been thought to apply to policing, it also has salience with regard to whose life experiences get taught and which get erased in our teaching – and then require a television show like HBO's "Watchmen" to sear an important event like the 1921 Tulsa Race Massacre that destroyed the so-called "Black Wall Street" into the public consciousness.[13]

But while racial equity, diversity, and inclusion matter for reasons of justice and remedy, they matter for two other reasons as well. The first has to do with the cultivation of leadership. USC is proud of its Trojan graduates' positions in civic life and the public and private service they provide. But they are doing so in a nation and a world which is undergoing significant rapid demographic change.

By the mid-2040s, the United States will have a population that is majority people of color; California passed that demographic threshold back in 1998. Having a diverse set of classmates and workmates is crucial to preparing for that future. Developing both hard skills and the soft skills of cultural competency are important for those who are preparing to be a doctor, dentist, lawyer, filmmaker, journalist, artist, musician, urban planner, or any of the other professions for which we educate.

This does not mean that students of color should become building blocks or learning vehicles for elite preparation; the point is to not burden those already feeling macro- and micro-aggressions but rather to build better bridges between communities and learn from each other.[14] Preparing leaders for the future also requires a diverse faculty at all levels – not just in the junior ranks – who can help set the standards for what is taught and researched. The exact same can be said for our staff. A diverse faculty and staff at all levels – not just in the junior ranks – can help set the standards for what is taught and researched, as well as how people are embraced and treated.

Supporting educational justice and cultivating civic leadership would seem to be worthy enough rationales for this work but our Task Force was insistent on a third: strategic advantage. We share the

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[13] Jennifer Vineyard, "The Tulsa Race Massacre Happened 99 Years Ago. Here's What to Read About It. (Published 2019)," *The New York Times*, October 21, 2019, sec. Arts, https://www.nytimes.com/2019/10/21/arts/television/watchmen-tulsa-race-riot.html.

[14] Kevin Nadal defines microaggressions as the "everyday, subtle, intentional – and oftentimes unintentional – interactions or behaviors that communicate some sort of bias toward historically marginalized groups." See Andrew Limbong, "Microaggressions Are A Big Deal: How To Talk Them Out And When To Walk Away : Life Kit," NPR.org, June 9, 2020, https://www.npr.org/2020/06/08/872371063/microaggressions-are-a-big-deal-how-to-talk-them-out-and-when-to-walk-away.

goal of making USC a well-respected and well-endowed private university. We also understand that other universities – shaken awake by the events of 2020, recognizing their own role in perpetuating system racism, and wanting to make a difference – will also be undertaking initiatives to diversify faculty, revise curricula, and support underrepresented students.

But few are better suited to meet today's challenges and opportunities than USC. For scholars who want to work on race, Los Angeles is among the best places to be – and for faculty, staff, and students seeking a community where difference is accepted and families of all types can thrive, Los Angeles can be a welcome new home. On the research side, we are in a locale that received nearly a quarter of the immigrants entering the U.S. in the 1970s and 1980s, and we are in a city that became majority people of color in 1988, a decade before California as a whole. LA has been the scene of both hair-raising crises around policing and inequality and the platform for inspiring triumphs in terms of multicultural alliances and everyday accommodations.[15]

And yet we haven't taken fully advantage of our strategic setting. Los Angeles County has more Black people than Detroit and is at the heart of a renaissance of Black music, art, and filmmaking – and yet we are only now starting up a USC Black Studies Center. We have been at the center of Latino politics since the Chicano blowouts of 1968 in East L.A. – and yet, we do not have the Latino equivalent of the W.E.B. Dubois Center at Harvard.

Perhaps a surprise to some: Los Angeles County ranks top among all metro areas in the U.S. for the highest number of people who mark themselves as fully or partially "American Indian" on the Census – and yet we have no concentrated focus on Indigenous studies. We have among the nation's most diverse Asian American population – and certainly the second largest of any metro area, right behind New York – and yet investments in research and teaching in this arena are minimal.

We are firmly convinced that we both have a strategic advantage for attracting faculty, staff, and students of color – and that we are squandering that. With the right plan and the right support, USC is positioned to lead the university pack in this general area of DEI. As a result, we think the justice and leadership case for focusing on diversity, equity, and inclusion can be combined with a solid rationale based on our overall goals of preeminence in the world of top private and public universities.

The Charge and Process of the Task Force

The charge of the REDI Task Force was hashed out in a series of conversations between the co-chairs, Manuel Pastor and Felicia Washington, and the President and the Provost. We also asked that we be allowed to bring on two other individuals who would be part of the leadership team and help to steer the project: Brandi Jones, Vice Dean for Diversity and Strategic Initiatives at the USC Viterbi School of Engineering; and Kim Tabari, Director of Organization Development at the USC Equity Research Institute. We were also assisted in our efforts by Special Project Administrator Moira Mulroney.

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[15] Manuel Pastor and Michele Prichard, "LA Rising: The 1992 Civil Unrest, the Arc of Social Justice Organizing, and the Lessons for Today's Movement Building" (Los Angeles, CA: USC Program for Environmental and Regional Equity, April 2012), http://dornsife.usc.edu/pere/larising/.

The leadership team organized the work with a group of two co-chairs, twenty-seven regular members, and five *ex oficio* members, and sought to implement the charge along five main strands of university activity in the DEI realm: (1) Recruitment and retention, (2) Programs and curriculum, (3) Research and evaluation, (4) Culture and values, and (5) Support and resources. This allowed us to assign two broad charges to each area, slightly modified after initial discussion with the Task Force, and then form five working groups that would explore the general area and make recommendations.

With that set-up in mind, our charge emerged as follows:

- *Recruitment and Retention*
  - o Identify/develop strategies to hire and retain diverse faculty (including research faculty), Masters, Doctoral, and Postdoctoral students.
  - o Identify/develop strategies for recruitment, retention, and promotion of diverse staff.

- *Programs and Curriculum*
  - o Identify/categorize current infrastructure and all existing diversity programs and initiatives.
  - o Identify/categorize curricular and pedagogical concerns, including GE requirements and the possibility of new courses.

- *Research and Evaluation*
  - o Identify/categorize research on issues of racial equity, diversity, and inclusion, as well as new research topics and initiatives if needed.
  - o Identify/categorize evidence-based metrics to measure outcomes.

- *Culture and Values*
  - o Identify/categorize work of the USC Culture Commission and incorporate it to change behaviors around transparency and trust to align with DEI mission.
  - o Shape our collective vision of a racially-just campus community, including adopting an anti-racist mission and culture.

- *Support and Resources*
  - o Identify/categorize wellness, mental health, and community care opportunities for students, staff, and faculty.
  - o Identify resources needed to support staff, students and faculty, including scholarship support for students and student recruitment.

In order to generate recommendations in each area, we asked the members of each of the five workgroups to gather information on previous racial equity and diversity efforts on the campus, as well as to bring and share their own experiences with these issues. Each workgroup met several times on their own, considered a series of discussion questions to guide their conversation, and then developed their ideas and presented them over the course of ongoing biweekly full-group meetings during Fall 2020.

Feedback from those virtual meetings were then incorporated into each area's offerings. Finally, in late November, we held a virtual half-day retreat in which each group was asked to first meet separately to

prioritize recommendations, consider whether recommendations were overlapping and should stay in another area of work, and to offer some tentative implementation steps. After report-backs, the overall group looked for common themes and synthesized.

This report seeks to be a faithful reflection of that process. Of course, not every thought or concern expressed by Task Force members made it to the final list and some ideas may be more developed than others. We looked for where there was significant agreement and energy and try to highlight those below.

Considering Our History, Contemplating Our Future

Within each of the working groups, we asked members to consider three key questions: (1) What historical context or harm can we name and acknowledge?; (2) What current work is already happening that can be built on?; and (3) What are concrete and specific recommendations for the future?

The bulk of this report focuses on the recommendations for the future – and that is sensible since this is a guide for action and not just reflection. But we would be remiss if we did not point out the necessity of acknowledging the past. Too often in discussions of race and racism, as well as other forms of discrimination and exclusion, there is a sense that we should quickly move on from any grief or grievance and quickly move to wiping the slate clean for the next steps.

But the past lingers in important ways. When a department or a school has a reputation of exclusion, that steers away faculty, staff, and students, and makes it more difficult to achieve diversity and inclusion. When certain types of academic work on identity get labeled "me-search" versus "research", it not only stings for newer scholars, it conveniently forgets that the traditional cannon was generally also oriented around one particular identity.

When we do not think about the ways the hard sciences have pushed aside women and people of color, we do not come up with the creative approaches – like our very own Women in Science and Engineering (WiSE) – that can break down barriers. When we forget about the way the racial wealth gap affects the fortunes and livelihoods of younger scholars, we can devise housing support programs that are aimed at full professors rather than more economically insecure assistant professors.

So we asked each work group to identify harms and hurts in our history – and recounting all that we heard could make this report a far longer length. But while we encourage every unit to not be afraid of reexamining what has gone wrong in search of what could go right, what we want to do here is lift up three key areas of our history that guided our thinking and should be shared beyond the Task Force.

The first is a general sense of a lack of accountability for DEI at the institutional, school, and unit levels. While there are diversity liaisons at a school level, there is a sense that they are not well-coordinated and have limited authority. Whether true or not, there is a sense that Deans are not being held accountable to diversity goals and that departments and administrative units are not denied search authority even if they are consistently coming up short in terms of diverse candidates.

This sense led to an interesting dynamic within the Task Force: a call for centralization. In general, faculty, staff, undergraduate, and graduate students feel like devolving power to the most local level is a good approach for most areas of decision-making. But, in this arena, there were calls for centralized

anti-bias training, shifting hiring authority to departments with a better record on diversity, and a general bent toward more standardized approaches.

This requires that USC as a whole demonstrate its commitment to the effort. And the Task Force members were bold enough to suggest that this implied bringing Trustees and school Councilors fully on board with the mission, particularly if we could work with them to better understand the interplay of the justice, leadership, and strategic rationales for diversity and inclusion. Members were also ambitious enough to call for the University to both invest its own resources in the efforts we lay out below and to suggest USC launch a "Campaign for Equity" that could attract the best faculty, student, and staff applicants to our university.

The second major element of the historical context that Task Force members lifted up was the need to acknowledge institutional hierarchical power dynamics both past and present. While an emphasis here might seem like it contradicts the idea of reinvigorated centralized leadership, this is not necessarily the case. When faced with practices that do not always favor diversity, people do not always want devolution as an antidote; they just want more transparent behavior.

Certainly, this is a broader issue for the University that is a hangover from the practices of past administrations. But it is true, for example, that we have a remarkably opaque tenure process, one which either permits the quiet dismissal by senior scholars of an emerging area of study undertaken by junior scholars – or at least create the impression that this is possible. Similarly, staff report a fear of coming forward to their supervisors or the Office of Conduct, Accountability, and Professionalism to report microaggressions and mismanagement, which then allows such problems to persist and become worse over time.

USC prides itself on an entrepreneurial culture in which any idea can surface, any research center can rise, any educational enterprise can develop. Its school-based revenue structure reflects that. There is also a tradition of top-down management that has worn thin over time and reinvigorating trust and transparency will require an effort far beyond this specific issue area. But if racial equity, diversity, and inclusion are to be a central concern of the University, then central systems of accountability to that goal need to be in place.

A third element of the historical context which seemed to be key to Task Force members was more specific: that the relative scarcity of support for cultural centers and identity-based student assemblies can create competition among minoritized groups to determine the relative weight of exclusion and need. The truth is that such centers and assemblies feel resource-starved even as all their needs are significant and painfully obvious. But this idea of understanding the specifics of each group also touches on the need to adopt a more intersectional and cross-community approach to teaching, research, and student support on racial equity issues.

Paying attention to disparities in more complex and nuanced ways can also help better uncover and meet needs. For example, the usual term Asian Americans encompasses over 20 linguistically and culturally distinct subgroups, including Native Hawaiians and Pacific Islanders, that have stark contrasts in their social economic backgrounds and immigration patterns. This can give a false impression and perpetuate a "model minority" myth that suggests that Asian Americans, Native Hawaiians and Pacific Islanders (AANHPIs) do not experience discrimination and may not need special resources. As a result,

many socioeconomically disadvantaged AANHPI groups, particularly Southeast Asians, Native Hawaiians, and Pacific Islanders, are masked, hidden, and underrepresented in higher education.

Ultimately, we must grow past the mentality that one group's gains come at the expense of others. As we have articulated, the university as a whole will benefit – it will be more just, it will develop stronger leadership, and it will gain strategic advantage – by tackling structural racism and the impediments to success. We have seen a recognition of this spread across the faculty, the students, and the staff – and senior leadership has called us to study and act. What follows next are a specific set of recommendations for the future.

RECOMMENDATIONS

So what should USC do going forward? We organized our recommendations – just as we organized the charge into five areas of work: (1) Recruitment and retention, (2) Programs and curriculum, (3) Research and evaluation, (4) Culture and values, and (5) Support and resources. We go through each of these areas below. For each general area, we provide a bit of context to the issues, offer a chart highlighting a few recommendations, and then offer some discussion of those recommendations. We occasionally close each section with some thoughts that summarize the challenge and opportunity in the area and may not have been reflected in the specific recommendations.

Recruitment and Retention

If we are to live our stated values, USC must respect and promote a multicultural, diverse community of staff, students, and faculty. Our administrators and leadership should also reflect our commitment to diversity. We clearly have more to do. For example, with data provided to us by the Provost's Office, one sees that there has been some modest progress in terms of Latino representation between 2010 and 2020 at the tenured and tenure-track levels, but almost no progress for Black faculty.[16]

There was some decline in the percentage of white faculty at the tenure-track level but that decrease is essentially matched by a rise in those declining to state. There may be reasons why the willingness to self-identify is declining over time and it is also the case that racial and ethnic definitions themselves evolve. For example, research suggests that some groups (such as individuals from the Middle East and North Africa (MENA)) do not see themselves as white but are not offered what they view as appropriate options in the Census or other demographic questionnaires. In the run-up to the 2020 Census, the

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[16] As noted in the text, the data on faculty diversity come from the Office of the Provost. Subsequent data on staff come from University Human Resources and the data on students come from the Office of Institutional Research.

Bureau experimented with a new streamlined self-classification system that seemed to work better at capturing both Latinos and MENA populations; despite the evidence, the Trump administration reverted back to a less precise and less effective question.[17] While this is a general data concern for the nation, it is one that USC must address (perhaps by considering the classification that was field-tested *and* by nudging faculty to answer) if it is to better track change over time.

There was some increased diversity among the Research, Teaching, Practitioner, and Clinical-Track (RTPC) faculty – a pattern that has occurred over a period of time in which the share of faculty who are tenured or tenure track has actually declined from nearly half of the total faculty size to a third, with employment insecurity higher for those in the growing side of the faculty balance. In any case, combining the tenure and tenure-track faculty together, 3.1% are Black, 4.9% are Latino, 16.9% are Asian American, and 0.2% are Native American.
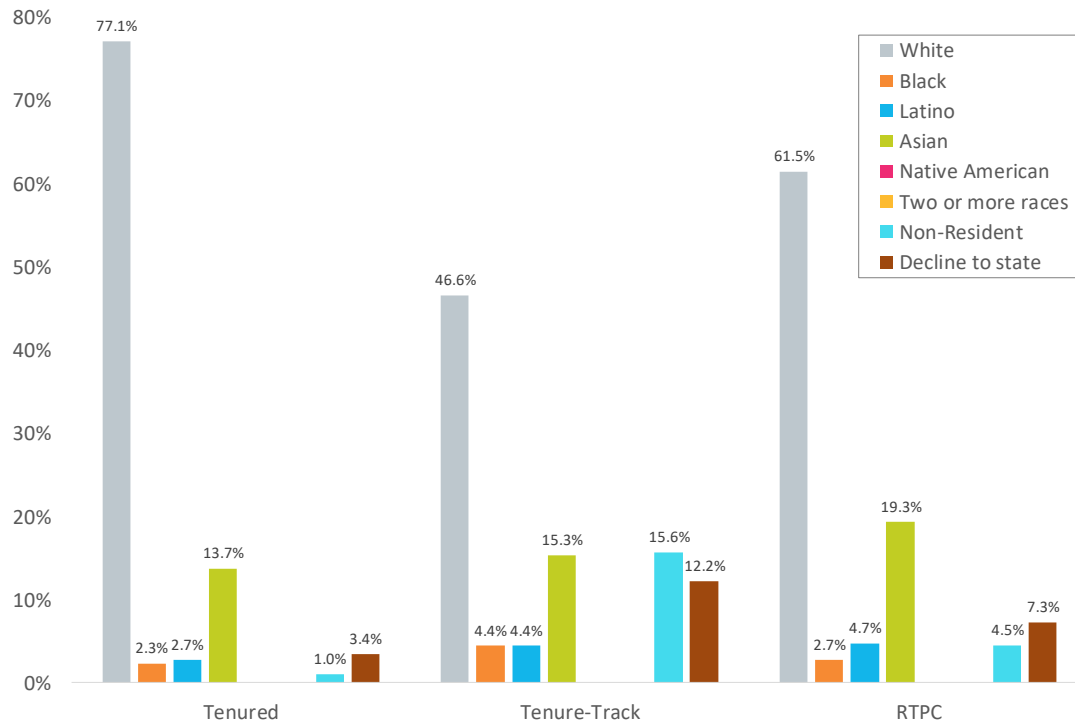
According to research offered by colleagues associated with the Concerned Faculty group, "Nationally, among all postsecondary institutions (associate degree granting and higher), Black professors make up 5% of tenured and tenure-track faculty (Fall 2018). Among private four-year institutions, 6% of all faculty are Black (Fall 2017)." The statistics above suggest that USC is lagging behind.

Surely, we can do better at recruiting faculty to one of the most diverse places in the United States and one highly amenable to scholars who study populations of color, immigration dynamics, and issues of race and racism. And we likely need to do much better at retention: while this does not show up in the data directly, there were numerous stories of faculty who have been easily recruited away, often because they felt that their work was not well-supported or well-recognized here at USC.
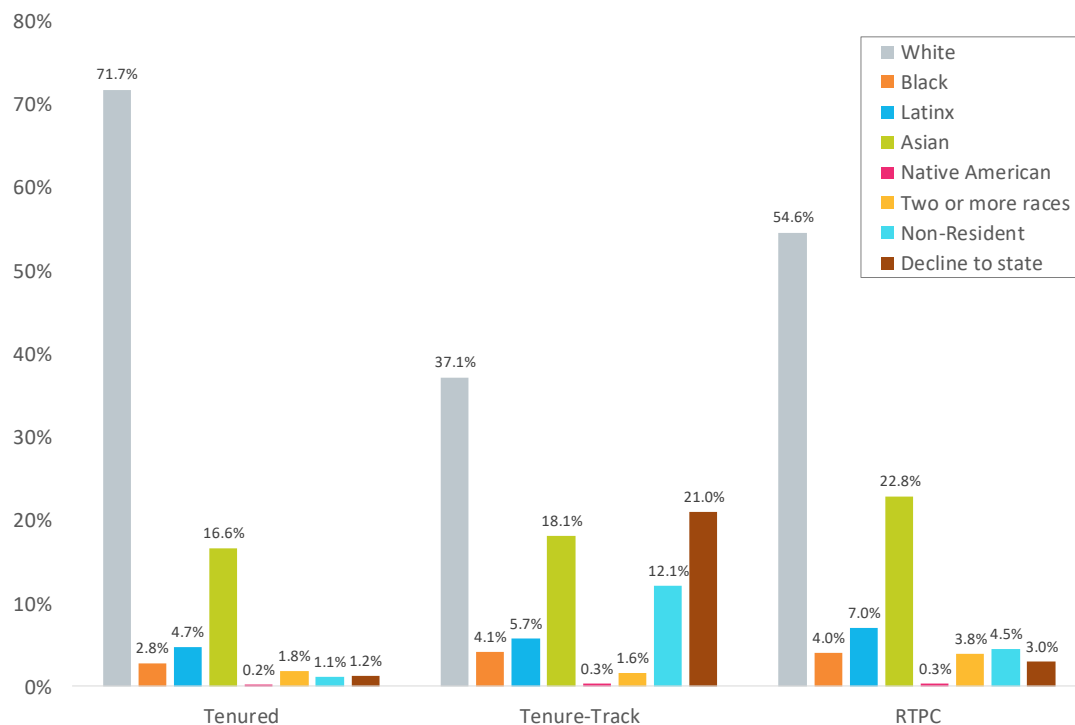
Unfortunately, there has been some decreased diversity in the staff workforce that has occurred over time, even as Los Angeles has become more diverse. We can see that Black/African American staff decreased from 11.5% to 8.8% over the ten-year period. Asian American staff declined from 20% to 16.2%. Hispanic or Latino held steady (31% to 30.2%) and American Indian or Alaska Native increased from 0.2% to 0.4%. We should also bear in mind that staff who identify as Two of More ethnicities has increased from 2.6% to 4.3%. It is important to also note that 4% of staff are not captured in that 3.2% did not provide their race or ethnicity and 0.8% expressly declined to answer.

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[17] Marlen Garcia, "The 2020 Census Count Will Be Shrouded by Doubt about Race and Ethnicity," *Chicago Sun-Times*, April 9, 2020, https://chicago.suntimes.com/opinion/2020/4/9/21215092/2020-census-race-origin-ethnicity-immigrants-latinos-middle-east-north-africa-marlen-garcia.
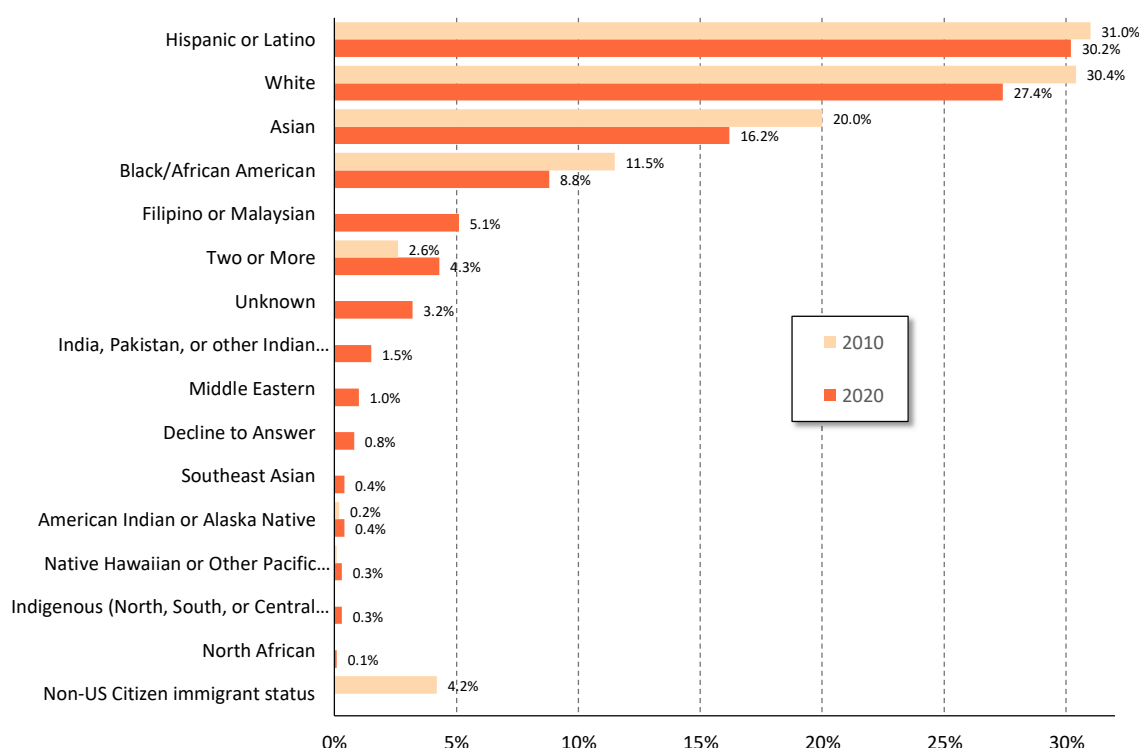
Faculty by Rank and Race/Ethnicity, 2010

Legend: White, Black, Latino, Asian, Native American, Two or more races, Non-Resident, Decline to state

Tenured: White 77.1%, Black 2.3%, Latino 2.7%, Asian 13.7%, Non-Resident 1.0%, Decline to state 3.4%

Tenure-Track: White 46.6%, Black 4.4%, Latino 4.4%, Asian 15.3%, Non-Resident 15.6%, Decline to state 12.2%

RTPC: White 61.5%, Black 2.7%, Latino 4.7%, Asian 19.3%, Non-Resident 4.5%, Decline to state 7.3%

Faculty by Rank and Race/Ethnicity, 2020

Legend: White, Black, Latinx, Asian, Native American, Two or more races, Non-Resident, Decline to state

Tenured: White 71.7%, Black 2.8%, Latinx 4.7%, Asian 16.6%, Native American 0.2%, Two or more races 1.8%, Non-Resident 1.1%, Decline to state 1.2%

Tenure-Track: White 37.1%, Black 4.1%, Latinx 5.7%, Asian 18.1%, Native American 0.3%, Two or more races 1.6%, Non-Resident 12.1%, Decline to state 21.0%

RTPC: White 54.6%, Black 4.0%, Latinx 7.0%, Asian 22.8%, Native American 0.3%, Two or more races 3.8%, Non-Resident 4.5%, Decline to state 3.0%

Task Force members also suggested that there is rich diversity among staff who work in our essential services positions – and that there is also diversity among staff in senior leadership. This leaves an opportunity to focus on staff diversity at the director, manager, and supervisor levels. We heard from Task Force members that there are not uniform university-wide efforts to ensure that staff are selected from diverse pools of candidates and some lamented a lack of focus on recruiting diverse staff. In a parallel to the issues of retention raised for faculty, staff members recounted the reasons for some early departures of newly-employed staff as the lack of professionalism of their managers/supervisors, lack of professional development, and a feeling a lack of care about career projection.
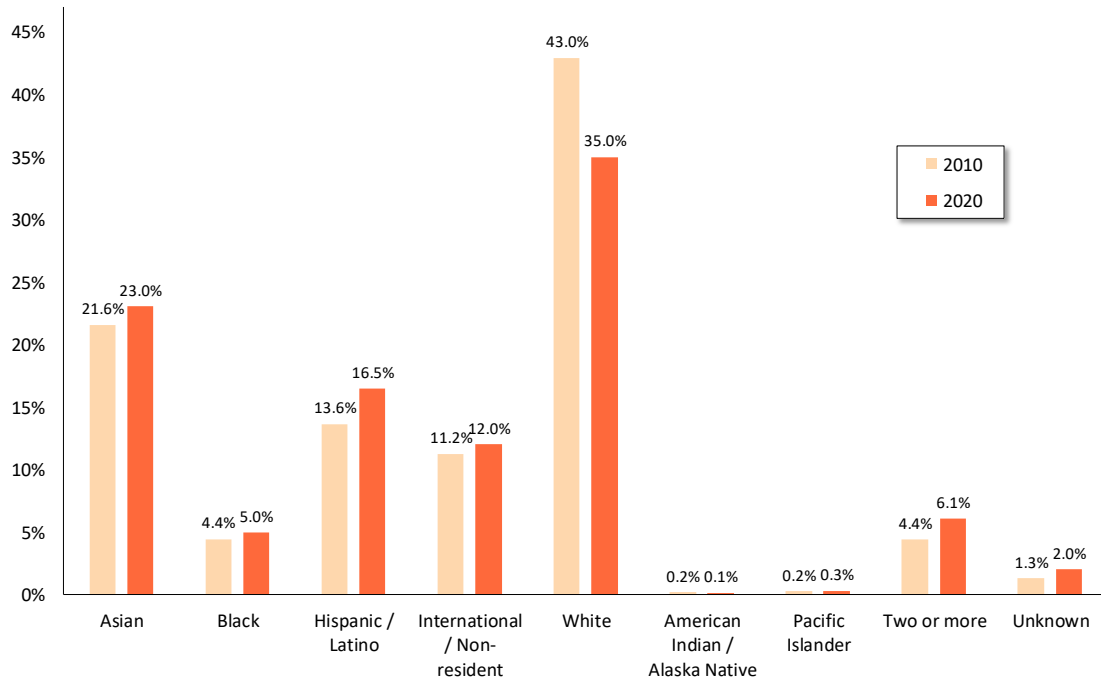
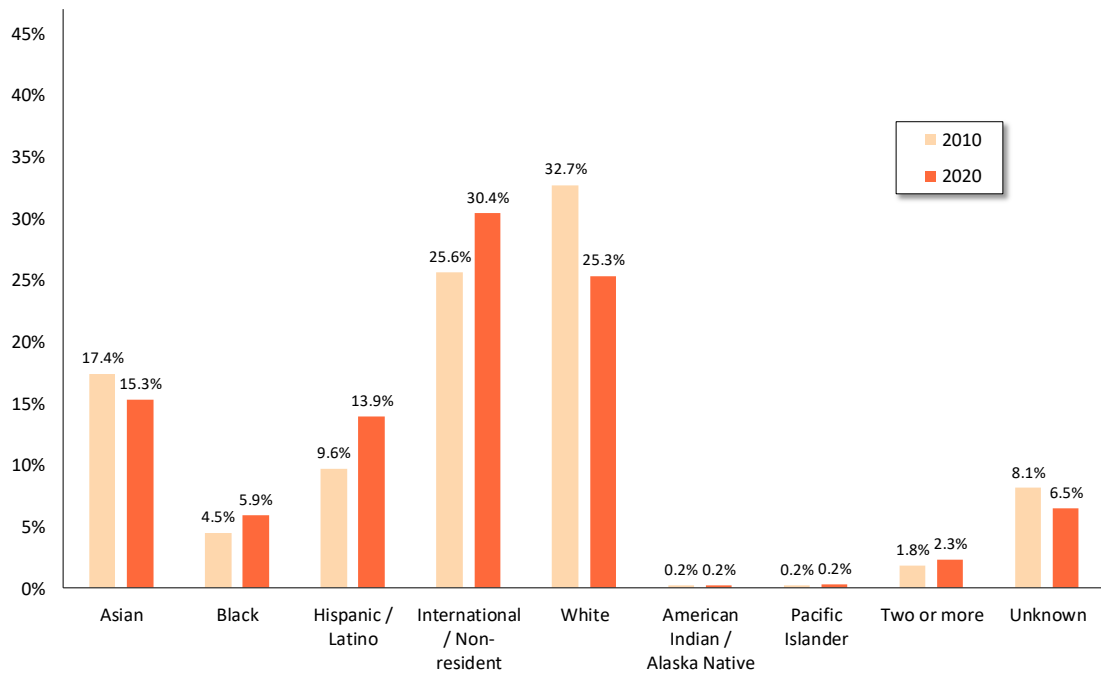## USC Staff Race and Ethnicity Totals, 2010 and 2020

Finally, our student data from 2010 to 2020 for undergraduate and graduate students show some interesting patterns of progress toward diversity and remaining challenges. For undergraduates, note that the share of student who identify as white has fallen by 12 percentage points. There have been corresponding increases in other groups but it is noteworthy that the increases in the share of Black and Latino undergraduate students is quite modest in a time period in which the share of Black 18 year-olds in the U.S. fell from 15.6 percent to 14.4 percent of the overall 18 year-old population and Latinos rose from 20.5 percent to 23.1 percent of the 18 year-old U.S. population. There has been virtually no change in Native American and Pacific Islander undergraduate shares. We do see a slight rise in those designating two or more and students who decline to state.[18]

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[18] Calculations for the U.S. 18 year old population derived from the American Community Survey for 2010 and 2019, with data drawn from Steven Ruggles et al., "IPUMS USA: Version 11.0" (Minneapolis, MN: IPUMS, 2021), https://doi.org/10.18128/D010.V11.0.

USC Undergraduate Student Race and Ethnicity, 2010 & 2020

Legend: 2010, 2020

	Asian	Black	Hispanic / Latino	International / Non-resident	White	American Indian / Alaska Native	Pacific Islander	Two or more	Unknown
2010	21.6%	4.4%	13.6%	11.2%	43.0%	0.2%	0.2%	4.4%	1.3%
2020	23.0%	5.0%	16.5%	12.0%	35.0%	0.1%	0.3%	6.1%	2.0%

USC Graduate Student Race and Ethnicity, 2010 & 2020

Legend: 2010, 2020

	Asian	Black	Hispanic / Latino	International / Non-resident	White	American Indian / Alaska Native	Pacific Islander	Two or more	Unknown
2010	17.4%	4.5%	9.6%	25.6%	32.7%	0.2%	0.2%	1.8%	8.1%
2020	15.3%	5.9%	13.9%	30.4%	25.3%	0.2%	0.2%	2.3%	6.5%

The general picture is that there has been some limited improvements in attracting and retaining Black and Latino students but the numbers seem to fall short of our potential, particularly given the geographic location of USC and all of the strategic advantages we have suggested that that brings. It should also be noted that we need more data to explore and compare the economic diversity of our students. A study done in the mid-2010s painted a challenging picture in which more than sixty percent of USC's students came from families in the top fifth of the income distribution, higher than other Pac-12 and California schools.[19] At the same time, other reports suggest that nearly a quarter of USC students are eligible for Pell grants, much higher than other selective private universities and a good marker of economic diversity.

The graduate student picture offers a bit more progress in terms of a rising share of Black and Latino students although the biggest growth in share is of international students. Such growth in diversity is crucial given the emphasis we place later in this report on growing our own pipeline of students for the professoriate as well as professional careers.

Broad Recommendations	Specific Steps
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 our USC pipeline to encourage more diverse scholars.	• Collaborate with other institutions on an ambitious postdoctoral program. • Mentor graduate and postdoctoral students to engage in DEI research. • Inspire, mentor and engage undergrad students to engage in research opportunities.
Reexamine "merit" in hiring, retention, and promotion.	• Ask departments and schools to be clear about hiring and promotion 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 the work of junior scholars. • Develop a bold housing subsidy program that recognizes the reality of the racial wealth gap.

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[19] Gregor Aisch et al., "Economic Diversity and Student Outcomes at U.S.C.," *The New York Times*, January 18, 2017, sec. The Upshot, https://www.nytimes.com/interactive/projects/college-mobility/university-of-southern-california.

Given this context, the Task Force therefore recommends the following specific steps:

- ***Launch an ambitious hiring program with a goal of 100 new faculty of color.***

    This is a seemingly bold goal that would also be facilitated by the creation of research centers with a DEI focus as a way of attracting clusters of scholars. While a research and teaching emphasis on issues directly related to race or racial inequality could be a draw for some scholars, a complementary effort with its own nuances could be in the Science, Technology, Engineering and Mathematics (STEM) areas, and there seems to be great will in this sector of our campus to do this. The basic idea is that such a definable hiring goal would put USC squarely on the diversity map and could create a continuing strategic advantage, one reinforced by the cohort mentality that might develop among the 100 faculty.

    Also stressed by the Task Force members: utilize the existing faculty of color and their networks and reputations to attract others. This is a strategy to expand, not substitute current recruitment strategies. Relying on current faculty can help with retention as well as recruitment, as we make USC a premier location for diverse faculty. Aside from relying on current faculty networks, USC should actively recruit graduates from Historically Black Colleges and Universities (HBCUs), as well as the emerging group of Hispanic-serving institutions (HSIs). Additionally, search committees should be trained in DEI practices and we should amplify the practice of requiring diversity statements from all candidates.

    While the goal of 100 new faculty may sound ambitious, it important to remember that USC College – now Dornsife – underwent a hiring effort in the mid-2000s that aimed at bringing in 100 senior and rising associate professors. That project that was carried out over five years and managed to achieve its goal of providing a significant boost to the College's lagging academic reputation.[20] In short, a similar effort has been successfully undertaken and staged in appropriate phases. It is also useful to note how little even this goal would do to the numbers. Assuming that there is otherwise no net change in the number of the composition of the rest of the faculty (which is highly unlikely as other sorts of expansion would likely occur), reasonable goals and hiring patterns could lift the percent African American to 4.7 %, the Latino share to 7.9%, the Asian American share to 18.6%, and the Native American share to 0.5%. These would still be percentages lagging far behind the population and what we think are the possibilities.

- ***Adopt a multi-year hiring strategy to facilitate diversity***

    One of the issues we heard repeatedly was the challenge that emerged from single-year hiring plans. If a position is promised to a department or a school but is only available for a particular year's search, it creates an incentive to fill it or lose it. If instead departments and schools know what their three-year plan is, they can delay a hire if they are not pleased with the diversity of the final pool or reach forward with a hire if they find a candidate that does not meet a specific academic need but does meet one coming down the transom in the next year or so.

    This was a recommendation that was particularly supported by colleagues in the natural sciences and those deeply involved in the successes of the WiSE program. They also noted that it would help

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[20] Stuart Silverstein and Rebecca Trounson, "USC's $100-Million Academic Pursuit," *Los Angeles Times*, September 28, 2002, https://www.latimes.com/archives/la-xpm-2002-sep-28-me-usc28-story.html.

to define fields broadly in science and engineering (STEM), rather than to choose too narrow a job description. In the social sciences, the humanities, and the arts, there was a sense that reworking job descriptions to focus on certain topics could be used to better attract faculty of color and others interested in issues of racial equity. All Task Force members agreed on a multi-year approach and were supportive of the idea that different strategies would be required for different disciplines.

- *Continue and expand ambitious programs to attract and support diverse students and staff*

   As noted above, USC is rightly proud of the Neighborhood Academic Initiative, the high level of community college transfers, and its support of First Generation students. USC estimates that first generation students comprised 22% of the enrolled class of 2024 and 29% of transfer students.[21] Helpful as well has been President Folt's commitment to waive tuition for students with family incomes of less than $80,000, a program that helps racial as well as economic diversity given the wide gaps in income and wealth by race and ethnicity in the U.S.[22] These efforts need to be strengthened and supported – and both implemented and documented at the graduate student level as well.

   We also need to insure that we are attracting and supporting diverse staff. Ensuring diverse pools of candidates for staff positions is important – and efforts to list job postings and market opportunities more broadly to more diverse job-seekers are critical. A particular support issue that was raised was leadership development and promotion of staff of color. As noted above, there is a sense that we have a diverse staff in essential services and in leadership – but gaps exist at the director, manager, and supervisor levels. USC has not historically captured data in a way that allows promotions to be tracked. Investments in our data systems will be needed to understand the status of staff promotions.

- *Collaborate with other institutions on an ambitious postdoctoral program*

   While we think that the issue of an inadequate "pipeline" of scholars emerging from graduate school can be used as an excuse to not tap into the pool that exists, expanding the ladders to opportunity is important. Of course, one of the best ways to do this is to "grow our own" – and this is what the Neighborhood Academic Initiative has done on the undergraduate level. The parallel for grooming faculty would involve an ambitious postdoctoral program.

   One key effort to build on is the Provost's Postdoctoral Scholars Program of Faculty Diversity, a program that seeks to grow a pool of exceptional underrepresented minority candidates for the next generation of faculty across higher education. Of course, just like the NAI, those involved in this and any grander USC postdoctoral effort might be trained here but recruited elsewhere. Because of this, it likely makes the most sense for USC to try to collaborate with other institutions – we would then benefit from their trainees as they would benefit from ours, depending on what sort

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[21] Ana Mata, Max Thors, and Noah Somphone, "USC's First Generation Plus Success Center Celebrates First Generation Student Week," USC Annenberg Media, November 9, 2020, http://www.uscannenbergmedia.com/2020/11/09/uscs-first-generation-plus-success-center-celebrates-first-generation-student-week/.

[22] Leah Asmelash, "USC Is Waiving Tuition for Students Whose Families Make Less than $80,000," CNN.com, February 21, 2020, https://www.cnn.com/2020/02/20/us/university-of-southern-california-tuition-low-income-trnd/index.html; Thomas M. Shapiro, *Toxic Inequality: How America's Wealth Gap Destroys Mobility, Deepens the Racial Divide, and Threatens Our Future*, 1 edition (New York, NY: Basic Books, 2017).

of hiring is occurring at respective institutions. We could, for example, join the Partnership for Faculty Diversity sponsored by the University of California and the University of Michigan (with a variety of other universities) or explore some other vehicle.[23] But in general we recommend dramatically expanding our current postdoctoral effort in ways that would intersect well with the recruitment of faculty and the development of research centers.

- ***Mentor graduate and postdoctoral students to engage in DEI research***

    Just as a new generation of postdoctoral scholars can lead to a more diverse faculty, a new approach to training can lead to more diversity in the curriculum and our research. The Task Force recognizes and celebrates much of the mentoring that already occurs for graduate students and postdoctoral students interested in DEI research but we note that much of this is done in one-on-one relationships rather than through collective work groups that could provide support for students interested in these issues. Encouraging workshops and other vehicles – with funded support – could deepen our expertise, overcome scholar isolation, and better position our graduate students and postdoctoral scholars for a world interested in what they have to offer.

    We think that such institutionalization could also ease the burden that mentoring can impose on DEI-oriented faculty, something that has been labeled a "cultural tax" – or more starkly, a "Black tax or brown tax." Time mentoring is important but it can also detract from research or teaching or other activities essential to tenure and promotion. For faculty and staff of color, this formal and informal mentoring is often on top of extra time already put into campus diversity processes (like this Task Force – so our special thanks to Task Force members for taking this on one more time!).[24]

    To appropriately provide mentorship, we suggest that funds be set aside to compensate faculty for their time (with either research supplements or course releases). The Campus Climate Committee recommended flexible mentorship programs that allow for both traditional, assigned and senior rank mentorship but also allow for alternative pairings: peer mentors chosen by the faculty themselves.[25] We also recommend that funds be set aside to support graduate student research on DEI issues, perhaps through a competition that would also help highlight the importance of this work to the institution.

- ***Inspire, mentor, and engage undergraduate students to engage in research opportunities***

    The ultimate pipeline starts from our own undergraduate students.[26] The graduate student members of the Task Force reported on how transformative their own experiences as undergraduates doing research were for them as they learned to think of themselves as scholars.

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[23] University of California, "Partnership for Faculty Diversity," accessed January 10, 2021, https://ppfp.ucop.edu/info/about-ppfp/partnerships.html.

[24] Virginia Gewin, "The Time Tax Put on Scientists of Colour," *Nature* 583, no. 7816 (June 24, 2020): 479–81, https://doi.org/10.1038/d41586-020-01920-6.

[25] Artineh Samkian and Helen Choi, "Campus Climate Committee Report" (Los Angeles, CA: USC Academic Sentate, May 22, 2020).

[26] Similar recommendations are in USC Office of Research, "Fulfilling the Promise for Diversity and Inclusion in Research and Scholarship: Strategic Plan 2018" (Los Angeles, CA: University of Southern California, 2018).

USC already has a variety of undergrad opportunities, including the Mellon Mays Undergraduate Fellowships which is specifically focused on eventually increasing diversity in faculty ranks.[27]

These program models should be expanded and new ones developed; moreover, students should be paid and those providing mentorship in such programs should also be rewarded.[28] This means developing a fund to provide need-based internship stipends. Unpaid internships are feasible for students with means but they are problematic for students who lack significant financial support. To increase equity, USC can develop funds specifically to support lower-income students, at every level, so they, too, can take advantage of career building opportunities available to students with more financial resources.

One interesting suggestion from our Task Force: support graduate students serving as mentors. Another resource may be USC's administrative and research staff, many of whom have been through extensive DEI training or are research professionals who have expertise in this subject matter. This would also be in concert with our general recommendation of tapping into staff as leaders in ways that have not always been utilized in the past.

- *Ask departments and schools to be clear about hiring and promotion criteria*

  There is a common sense among faculty of color that merit is not seen or appreciated fully by other colleagues, and that this affects promotion and hiring. There are other ideas below on how to expand our collective sense of merit, particularly in emerging fields where the expertise may lie with junior scholars and not incumbent senior evaluators, but there was also a discussion of asking each and every department to list their top criteria in hiring and promotion – and then be asked to interrogate whether those criteria reduce or promote (or are neutral) with regard to diversity.

  This is a process that would need to be steered by Deans but it is one that would clarify which criteria are road blocks and can be rethought in a way that will maintain excellence and equity. This recommendation squares with that in the Campus Climate Committee Report: "Diversify criteria for the evaluation of faculty and then socialize faculty of color and other underrepresented faculty to those criteria to ensure their success."[29] What we are talking about here is not just socializing faculty coming up the ladder but complementing that with efforts to socialize existing faculty to better understand the work of upcoming scholars. We discuss below specific strategies that would help, including providing workshops for junior faculty of color that would simultaneously educate senior faculty about the fields in which these junior faculty are working. We also need to ensure that these discussions about merit reach and impact the university-wide promotion process to insure fair reviews.

- *Be more transparent about promotion and retention of faculty*

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[27] "Mellon Mays Undergraduate Fellowship Program > USC Dana and David Dornsife College of Letters, Arts and Sciences," accessed January 10, 2021, http://dornsifelive.usc.edu/mmuf/; "Research & Discovery | Undergraduate Education | USC," accessed January 10, 2021, https://undergrad.usc.edu/experience/research/.

[28] One important effort is the Diversity, Inclusion, and Access (DIA) JumpStart Program which provides undergraduates from outside institutions an opportunity to engage in 10-week summer research opportunities. See https://graduateschool.usc.edu/dia/

[29] Samkian and Choi, "Campus Climate Committee Report," 4.

There were differences on the Task Force with regard to degree of optimal transparency in such promotion processes. Some wanted the nearly full information provided in the processes at the University of California where candidates see departmental and other recommendations and have access to redacted evaluation letters. Others thought that was a stretch too far. But all Task Force members suggested that the degree of transparency was now so opaque that it created distrust in the process.

While things have improved, the tenure process has occasionally been seen as random in ways that induce younger scholars to go on the market in their tenure year – and then leave even when tenure was later forthcoming. So transparency is also important for retention and Task Force members also recommended transparency about the USC resources available to keep colleagues here.

Part of improving retention involves knowing what leads to exit. The Dornsife Faculty Council DEI Caucus has suggested establishing exit interviews to improve our understanding. The Caucus specifically ". . . calls for both quantitative and qualitative data to shed light on whether and how specific populations, including faculty of color, queer faculty, single parents, and others, are more apt to have to leave for financial or family reasons, or their experience of USC's DEI climate."[30] The Caucus also recommends a summary report at the end of every academic year, a process similar to some centralization and reporting of our disaggregated information that we highlight below.

- *See staff as leaders and invest in their training and development*

    There is a common sense that staff are not seen as leaders nor supported in leadership development, and that this was particularly so for staff of color. More investment in staff development could lead to higher retention and the ability to promote diversity from within. It is also the case that we have a large number of staff who are practitioner scholars and bring unique DEI expertise. This expertise should be valued, developed, and rewarded – and used to educate others in these topics.

- *Create a support program to bring senior scholars who can validate and explain the work of junior scholars*

    A support program for junior scholars of color would involve relatively modest resources but would support and transform promotion processes. Particularly for those working on issues of racial equity, their research is new, pioneering, and not always fully understood or appreciated by the incumbent faculty who eventually make the initial recommendations with regard to tenure.

    One remedy would be to systematize a program already deployed by several departments: create a book or research workshop focused on the work of a junior scholar sometime in their third year. Senior scholars would be invited to come and comment on the research. This would make senior reviewers familiar with the work – and available for reference letters later – and would also serve to educate incumbent faculty about the nature and quality of the research some years before they are making decisions. This familiarization could also facilitate the introduction of more DEI courses across the curriculum as a broader set of faculty gain general knowledge of the field.

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[30] DEI Caucus, Dornsife Faculty Council, "Diversity, Equity, and Inclusion Caucus 2019-2020 Final Report" (Los Angeles, CA: USC Dornsife Faculty Council, May 24, 2020), 6.

- ***Develop a bold housing subsidy program that recognizes the reality of the racial wealth gap***

    Everyone from outside of LA experiences "sticker shock" when they come to know the local housing market – and it is, of course, an issue for faculty, graduate students, postdoctoral fellows, research staff, and administrative staff alike.[31] But if we are serious about recruiting and retaining faculty of color, we need to acknowledge an important reality: According to the Federal Reserve, the median wealth of white families in 2019 was eight times that of Black families and five times that of Latino families.[32] Perhaps most striking for families with a household head under the age of 35 – prime cohort for assistant professor recruitment – the median white family has a net wealth of $25,400 whereas the median Black family has a net worth of about $600, and the median Latino family lags white families but does much better with a net worth of $11,200.

    As we suggested above, the past matters: decades of asset-stripping through redlining, sub-par wages, and excessive college debt all matter. Most young faculty of color lack resources themselves, cannot rely on parents, and may have significant family spending obligations if they are supporting others. If we truly want to recruit and retain faculty of color, we need to design a program that recognizes and addresses these realities. Focusing a housing subsidy program on recruiting assistant professors, and taking into account the aforementioned wealth gap, is not only the right thing to do – it also offers a strategic advantage. Focusing housing subsidies where they make the biggest impact will lead to more success in recruiting junior faculty of color who may otherwise choose jobs in more affordable regions than LA.

A few words before we move to our next section. While some of the ideas above are novel and the specification of certain ambitious goals represents an advance, many of the recommendations have been made in other reports and planning documents.[33] The challenge now is to take quick and decisive action.

One important ongoing effort is the Provost Faculty Diversity Initiative, launched during the last presidential and provostial administration, which was constituted with $50 million and has been used, in part, to supplement hiring offers and attracting and retaining top faculty who can contribute to ethnic and gender diversity. Because not all offers have resulted in hires, there is still approximately $26 million left in this initiative. Reports suggest that this Provost Faculty Diversity Initiative has been successful at recruiting candidates and attracted the active use by departments.

However, the fund is structured such that monies may be spent as part of a start-up and/or as up to 50% of salary for the first few years of a faculty member's tenure at USC. The focus on start-up and shorter-term salary support are intentional: there is an idea that the department or school itself needs to be

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[31] For a discussion of the impacts of housing insecurity on students and some suggestions to approach this issues, see Ibid., 12.

[32] Neil Bhutta et al., "Disparities in Wealth by Race and Ethnicity in the 2019 Survey of Consumer Finances," September 28, 2020, https://www.federalreserve.gov/econres/notes/feds-notes/disparities-in-wealth-by-race-and-ethnicity-in-the-2019-survey-of-consumer-finances-20200928.htm.

[33] See, for example, USC Dornsife College, "2018_2022 Diversity, Equity, and Inclusion Strategic Plan: From Scholarship to Practice: Advancing Inclusive Excellence within USC Dornsife" (Los Angeles, CA: USC Dornsife, October 2019); USC, "Answering the Call: The 2018 USC Strategic Plan" (Los Angeles, CA: University of Southern California, February 7, 2018); Michael Quick, "Fostering Our Diverse Community," USC Provost, November 1, 2018, https://www.provost.usc.edu/fostering-our-diverse-community/.

committed. But there was a worry by some members of the Task Force that this makes it more of a faculty "top-off" program than a faculty hiring program – and that schools and departments may be reluctant to tap in since they will absorb full salary costs later and this would constrain future hires. By contrast, the mid-2000s initiative to hire 100 stellar faculty included continuing funding support, and this might be worth considering as a modification and amplification of the current program.[34]

Programs and Curriculum

The heart of the undergraduate experience involves both what is learned in the classroom and what is learned in the campus community. Having support programs and relevant curriculum is critical – but support needs to go beyond (even as they include) the traditional centers focused on the student experience. The creation of an anti-racist and inclusive environment involves staff, faculty, and other students in ways that go beyond the traditional silos of learning.

Broad Recommendations	Specific Steps
Offer a Bold DEI curriculum for classrooms at UPC and HSC.	• Implement a GE requirement for foundational knowledge on racial equity. • Integrate racial equity across the curriculum, engaging scholar experts in this task. • Provide graduate student training on racial equity issues in terms of both substance and teaching.
Provide co-learning, education, and development for faculty, staff, and students to equip our university community with skills to lead and thrive.	• Provide opportunities for staff and faculty to seek professionally led anti-racist trainings, including on teaching. • Centralize and coordinate training in foundational skills for racial equity and multicultural leadership. • Facilitate Cultural Centers working with curriculum committee.
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.

Considering this broad topic, the Task Force therefore recommends the following specific steps:

- ***Implement a GE requirement for foundational knowledge on racial equity***

  In the Fall of 2015, USC instituted a revised GE diversity requirement that encompasses international contexts and broad time periods. While that might have value, it has, in effect, diluted the teaching of how race and racism have been fundamental to the history of the United

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[34] Silverstein and Trounson, "USC's $100-Million Academic Pursuit."

States (without wanting to call out a single course, go to the class schedule page, click on diversity courses, and ask if everything listed there is likely to truly touch on the centrality of structural racism). Because of the revenue-based model, this shift has also run the risk of shifting away resources from the departments that provided courses more focused on race and racism.

We support the goal of teaching racial equity across the curriculum and in all schools – but we think revisiting the requirement with a more specific focus on the intersectional nature of race and racism would be a positive move.[35] We noted that this idea has been suggested as well by the Academic Senate and by USC's Concerned Faculty group. In the spirit of deepening student expertise and leadership potential, USC may want to consider adding a second course requirement. Such a goal would be facilitated by the recommendation immediately below with regard to developing and supporting new courses.

- ***Integrate racial equity across the curriculum, engaging scholar experts in this task***

    The importance of addressing anti-Blackness and structural racism should not be confined to a single course or department. Integration across the curriculum would involve asking departments and schools to develop new or modify existing courses to more effectively address these issues. Support could be provided in the way of course development funds; current senior faculty well-versed in the issue could be provided support for others to facilitate development across the curriculum (much like the faculty pairing that has been part of the recent Sustainability Across the Curriculum pilot program which has also provided modest stipends).[36]

    Such an effort could also engage outside experts or be part of the large-scale faculty recruitment suggested above. Providing new ways to shape the university of the future could be exciting for recruiting and retaining faculty and so help to accomplish multiple goals.

- ***Provide graduate student training on racial equity issues in terms of both substance and teaching***

    Graduate students are frequently on the front lines of teaching undergraduate students and often in the smaller settings where micro-aggressions between students can occur. Moreover, graduate students are often the professoriate of the future, about to enter the front lines of higher

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[35] Mia Speier, "382 Faculty Draft Letter Demanding USC's Commitment to Concrete Plans Addressing Racial Inequality," Daily Trojan, July 9, 2020, https://dailytrojan.com/2020/07/09/382-faculty-draft-letter-demanding-uscs-commitment-to-concrete-plans-addressing-racial-inequality/.

[36] One very specific recommendation that came from the Molecular Biology Graduate Students Association, Women in Molecular Biology is to teach the history of eugenics. More generally, in a July 8, 2020 letter to the President, Provost, President of the Academic Senate, and the Chair of the Board of Trustees, the Concerned Faculty group recommended that the Provost's office ". . . establish a grant program funded at the level of $200,000 per annum for at least three years that would reward faculty, departments, and schools that evaluate and revise their curriculum to include the study of race and racism even in "standard" courses that do not explicitly address this topic and adopt anti-racist teaching practices. This initiative would build on USC's support for curricular innovation as demonstrated through the Interdisciplinary Teaching Grant Program, which provides a $20,000 stipend for each selected proposal. An initial portion of the grant money would be awarded to selected applicants who present a thorough plan for evaluating and revising their curriculum. The balance would be dispersed contingent on the submission of a report documenting the process and changes, via examples of implemented syllabi, outside evaluation of curriculum by experts in anti-racist pedagogy, and student reflections."

education. Developing programs tailored to graduate students that both support learning and research on DEI issues and enhance teaching skills in diverse contexts would be welcome.

- *Provide opportunities for staff and faculty to experience professionally led anti-racist trainings, including on teaching strategies*

  While we are suggesting that training about teaching be provided with a sensitivity to racial dimensions in the classroom for future professors, we should acknowledge that current professors have almost universally not had such training. Learning by doing is generally important and making mistakes is bound to happen – but damage that could be avoided along the way should be avoided. While we may be tempted to think that instances of offense are rare, many Task Force members reported experiences with colleagues and professors that were unaware of hurts being caused by their words and actions. Creating anti-racist training opportunities for faculty would be a welcome development.

  Such an opportunity should also extend to staff who support a diverse group of students and work with a diverse group of colleagues. To the extent possible, some of this sort of training should involve both faculty and staff, partly so that they could see together how to support a broad anti-racist effort across the university and so that we could break the usual silos between sectors of the campus community. We also understand that such trainings themselves can be traumatic, particularly as participants come to recognize (or come to resist) the ways that "white conditioning" can impact all of our practices. We suggest sufficient support to ensure that progress is made and community is built.

- *Centralize and coordinate training in foundational skills for racial equity and multicultural leadership*

  There was significant support among Task Force members for the centralization and coordination of training. USC has often promoted local and decentralized control – and such decentralization has its upsides. But the historical harm we identified early on – the sense of a lack of accountability around DEI – could be best addressed through some degree of uniformity and centralization in this particular area.

  Our hope is that centralized and coordinated training does not begin and end with an online course – the sort of requirement we all fulfill to maintain employment or lab operations. Instead, we should seek to offer safe and serious interactions with the material and with each other. To make this possible, these trainings should be made available during work hours and staff and faculty should be compensated for their time. But it cannot end there; we must develop deeper learning opportunities with a commitment to a more equitable and respectful campus environment.

- *Facilitate Cultural Centers working with curriculum committee*

  The cultural centers on campus provide an important role of support for underrepresented students. At the same time, the cultural center staff feel that they are sometimes seen in a limited "student services" role that does not make full use of the skills and assets their leadership could bring to curricular development and co-learning opportunities. We suggest that resources be expanded for the cultural centers below – and part of that expansion should facilitate moving into these other areas of work.

- ***Offer a variety of trainings including de-escalation and conflict resolution skills as part of the mandatory implicit bias training curriculum***

    The Task Force was pleased with President Folt's recommendation in her June 11, 2020 letter that USC would have mandatory training on implicit bias. The roll-out of the program was delayed by an ill-informed attempt by the Trump administration to essentially outlaw most modern forms of "diversity training."[37] With the departure of the Trump administration – appropriately in a paroxysm of white supremacist violence at the Capitol of the United States – such training will likely soon be once again legal.[38,39]

    Yet another sort of training that came up in the context of the Task Force was de-escalation and conflict resolution skills. Staff, in particular, suggest that a hierarchal structure make them reluctant to raise issues. Faculty also reported on experiences where asking for action on broad patterns of behavior perceived as racist or racially insensitive were not well-addressed, partly because of the lack of skills to absorb and understand critiques. This sort of training should be added to the current efforts.

- ***Incorporate diversity, equity, and inclusion in all students' academic program preparation***

    While we have focused above on the ways in which DEI could become part of curricular development, preparation of our students for the future also includes training to be leaders across communities, to handle conflict well, and acquire the sort of emotional intelligence that will help them fare well in future professional settings. Students should be required to take the planned online DEI training, and expanding the range of DEI-focused training opportunities for students would also be a plus.

- ***Bridge available resources at UPC and HSC involving equity and inclusion***

    The divide between UPC and HSC is a constant source of friction and a continuing opportunity for collaboration. Both parts of our campus have adopted strategies to foster equity and diversity and could learn from each other. There are also multiple opportunities for facilitating joint research; where such collaboration has occurred, there have been enormous strides in improving health and well-being. Racism quite literally kills –in the way it differentially structures life chances, in the stress that it causes for people of color, and in the damage now being done for the broader community as a result of race being used to ignore key common problems.[40] For both improving

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[37] Melissa Block, "Agencies, Contractors Suspend Diversity Training To Avoid Violating Trump Order," NPR.org, October 30, 2020, https://www.npr.org/2020/10/30/929165869/agencies-contractors-suspend-diversity-training-to-avoid-violating-trump-order.

[38] Mallory Simon and Sara Sidner, "Decoding the Extremist Symbols and Groups at the Capitol Hill Insurrection," CNN, January 10, 2021, https://www.cnn.com/2021/01/09/us/capitol-hill-insurrection-extremist-flags-soh/index.html; Sanya Mansoor, "Past Capitol Activists Slam Police Leniency to Pro-Trump Mob | Time," January 9, 2021, https://time.com/5927848/capitol-protest-activists-trump-arrests-racism/.

[39] Indeed, the very day after the assault on the Capitol, the Labor Department suspended enforcement of the anti-bias training ban based on a court ruling in a case challenging it on First Amendment grounds. See Jessica Guynn, "Donald Trump Executive Order Banning Diversity Training Suspended by Labor Department," USA TODAY, January 7, 2021, https://www.usatoday.com/story/money/2021/01/07/trump-diversity-training-ban-labor-department-suspends-executive-order/6586373002/.

[40] Jonathan Metzl, *Dying of Whiteness: How the Politics of Racial Resentment Is Killing America's Heartland*, 2020.

campus outcomes and for addressing systemic issues, the two parts of our campus community need to work together on DEI issues.

Research and Evaluation

As we outlined in the introduction, the Task Force was convinced that USC was under-performing in the arena of research on DEI issues. We want to be clear: we do have stellar faculty doing cutting-edge work, dynamic research centers attracting funding and attention, and a reputation for excellence in a variety of current DEI research areas. But with that base of faculty and research expertise, a strategic location in Los Angeles, and a nation crying out for new approaches, we could be accomplishing so much more.

Our overall recommendation is similar to the ambitious but, we think, doable goal of hiring 100 faculty: we propose a significant "moon shot" investment in enhancing research that will help to attract those new faculty and signal our leadership in this area. We need another sort of research as well to see whether we are achieving success: the internal metrics that will hold us accountable to all the goals laid out in this report.

Broad Recommendations	Specific Steps
Make a significant "moon shot" investment in research and deep learning around DEI issues.	• Create at least three major new DEI research centers, perhaps a Black Studies Research Center, Latinx Research Center, and LGBTQ+ Research Center, but with an open mind to possibilities. • Celebrate and highlight leaders on campus, and leverage strengths to attract cluster hires of diverse faculty. • Facilitate research strategies and approaches centered on Indigenous, people of color, and community voices.
Require Search Committee training for staff, faculty, and students naming implicit and explicit biases.	• Create uniform Search Committee training.
Organize stakeholder needs for internal research and accountability.	• Centralize information but disaggregate stakeholder needs to identify research needs and/or to distinguish 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 their faculty membership, to promote diversity, equity, and inclusion.

With those broad goals in mind, the Task Force therefore recommends the following specific steps:

- ***Create at least three major new DEI research centers, perhaps a Black Studies Research Center, Latinx Research Center, and LGBT Research Center, but with an open mind to possibilities***

The Task Force recommends the creation of at least three major research initiatives. These could build on existing efforts, such as the emerging USC Dornsife Center for Black Studies and the USC Dornsife Center for Latinx and Latin American Studies (both of which, despite their Dornsife affiliations, are attracting faculty support from other schools as well). And because diversity goes beyond racial equity (even though that is the prime emphasis of this report), an LGBTQ+ Research Center is an intriguing possibility as well.

We do not mean to dictate the topic or foci of the three research centers – but we do mean to express our strong support for the goal: using research to establish a preeminent scholarly position in key DEI and racial equity fields. We do suspect that one of these centers should focus on Black studies, given both the current moment and, once again, our location in Los Angeles.[41] Task Force members also suggested the possibility of an Asian American, Native Hawaiian, and Pacific Islander Center that might have both research and support components, and we have highlighted earlier reasons why an Indigenous Studies research center could find a fit here in Southern California.

There are many possibilities but utilizing some collective planning mechanism, the University should decide where there are strategic advantages and where the field may already be occupied. For example, Latino politics is a seeming natural fit – but UCLA may have a significant first-mover advantage with its current faculty mix. On the other hand, the cross-border approach of USC's emerging Center for Latinx and Latin America Studies is distinct.

Finally, none of this should be taken to imply a diminution of support for current centers, such as the USC Race and Equity Center, the Roybal Institute, Price's Center for Social Innovation, Dornsife's Equity Research Institute, and so many others doing important and often path-breaking work on DEI issues. The Race and Equity Center, in particular, has also become a resource for staff and faculty training on anti-racist educational practices and working environments and could be a continuing resource to that work.

- ***Celebrate and highlight leaders on campus, and leverage strengths to attract cluster hires of diverse faculty***

  That last point lifts up one central lesson: USC already has stellar faculty of color working on issues of racial equity, has numerous creative initiatives rolling out, and a series of research centers – such as the Center on Race and Equity, the Equity Research Institute, and the Roybal Institute, to mention just a few – that could be the base for expansion. Indeed, one issue that got raised by members of the Task Force is the tendency of the University to focus on what might be new rather than to build on what is already working. And yet it is the existing faculty and research centers who may be able to make a hiring initiative work by supporting the research clusters that could emerge.

  The gap in recognizing and supporting our own is also reflected in USC's financial model for research centers. Basically, centers can expect early seed funds and then find themselves reduced to zero ongoing support once the center is successful. This skews incentives so that centers are

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[41] Excellent pre-existing recommendations on a Black Studies Center include those made in a July 31, 2020 memo to the Dornsife Dean by a Task Force charged with recommending ways for Dornsife College "to lead conversations on scholarly research in Black Studies." This Task Force recommends a global or diasporic approach, one very much in keeping with new trends in scholarship – and this is also exactly the approach of the Center for Latinx and Latin American Studies.

eventually more accountable to their funders than to their home base – and have resources targeted at research with nothing in a line item to assist USC with its programming and development. Rewarding success with, well, no rewards does not seem like a good approach; weaning centers into mostly supporting themselves but giving them resources to support campus activities seems more sensible (and seems to be the practice in other universities).

- *Facilitate research strategies and approaches centered on Indigenous, people of color, and community voices*

  Indigenous communities are grossly underrepresented in almost every way—especially in research. The inconvenient truth is that Native Americans were the first to experience harm on this land and the genocide involved in our nation's founding has continued in the erasure of such communities from our data and our studies. Specific efforts to center Indigenous people in the USC family and research to support these communities are critical – and strategic. Indeed, as we noted earlier, we may have a unique opportunity: Los Angeles County ranks first among all metro areas in the U.S. for the highest number of people who mark themselves as fully or partially "American Indian" on the Census, partly due to a large group of Latin American Indigenous migrants.

  We have highlighted above potential research opportunities focused on people of color – which would include being sure to have diverse individuals in clinical trials and human subjects research.[42] But the Task Force also wanted a broader embrace of community-based research and community engagement in research. For several years, USC enjoyed the presence and good work of Hortensia Amaro, a renowned scholar who served as Associate Vice Provost for Community Research Initiatives.[43] We are not aware of anyone serving in such a position now – and it could facilitate more community engagement and accountability as well as promote innovative research that could attract new faculty, postdoctoral scholars, students, and other researchers.

- *Create uniform Search Committee training*

  While also relevant to recruitment and retention, the Task Force recognized the role of faculty searches in setting the research environment as well. In order to ensure a strong group of faculty who can guide DEI work, we need to make sure that search committees are not impacted by various forms of bias. Many of the recommendations above will help, including multi-year hiring plans, a 100 faculty hiring goal, and a revisiting of the criteria used in selection, retention, and promotion.

  But the Task Force also believe that uniform search committee training would help in all hiring processes, including staff hiring. The Task Force recommends training for all search committees to ensure members understand their responsibilities, comply with any legal requirements, and recognize the significance of their own biases on the process.

- *Centralize information but disaggregate stakeholder needs to identify research needs and/or to distinguish what is happening*

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[42] USC Office of Research, "Fulfilling the Promise for Diversity and Inclusion in Research and Scholarship: Strategic Plan 2018."

[43] Michael Quick, "Hortensia Amaro Farewell," USC Provost, May 14, 2018, https://www.provost.usc.edu/hortensia-amaro-farewell/.

With the Task Force on an accelerated schedule, we would have hoped for easy-to-access data on a variety of issues, including the composition of the students, faculty, and staff by various demographic and other characteristics. While some of that is accessible from the website of our Office of Institutional Research, faculty rank was accessed with data from the Provost and staff diversity was hard to come by or validate because it is self-disclosed. If we are to have diversity as a goal, we must have metrics to insure accountability. Such metrics would be available at a significantly disaggregated level, with proper provisions for confidentiality so that progress in diversity in various ranks, particularly at the staff level, could be better assessed.[44]

- ***Develop new systems with specific data on pay, promotion, leadership opportunities as part of the new HR equity model***

    Task Force members relayed that USC's data systems do not currently capture, track, and monitor all the needed data elements to make progress on equity. Although some information on pay and merit increases and promotions is visible in the Workday system, the system was not optimized to allow for easy reporting. Additionally, given that there is not university-wide uniformity of business titles, the titles often do not align with the formal job position. Thus, the reporting would not show a true picture. The culture of some departments and units is to offer a new title to an employee instead of a job change, a practice that may be a good faith effort to retain an employee when a higher position is not available or budgeted. This type of "promotion" may not be accurately collected in the systems, and it is a culture that needs to be addressed as it leads to confusion and inconsistency in staff titles and job expectations.

Another data point that is currently difficult to track is in the area of leadership opportunities. They are difficult to define and often self-driven by the employees. There is a section in Workday where an employee can make note of any trainings or certifications, but it is not used consistently. Technology investment that would allow for the administration, documentation, tracking, reporting, automation and delivery of educational courses, training programs, and learning and development programs would be important for USC. Doing so will enable the development of a strong succession planning process that is transparent and equitable. We need to develop ways to track an employee's advancement and chart their path.

Culture and Values

Culture and Values issues were foundational to the Task Force and can be woven throughout the recommendations. We sought to identify gaps in our systems and processes, and to integrate the work of the Culture Commission into the recommendations of this Task Force.

During the USC Culture Journey, USC's university-wide initiative to explore our values, align the supportive behaviors that bring those values to life and develop opportunities to improve our systems

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[44] This is very much in line with the recommendations of the Campus Climate Committee, specifically the recommendations to provide greater access to the Office of Institutional Research's faculty-related diversity data, and the request to improve transparency in the administration and distribution of disbursements from the Provost's Diversity Fund. See Samkian and Choi, "Campus Climate Committee Report."

and processes, we heard where there were shortcomings in how we were articulating and living our values, and we identified important ways to influence and change our behaviors.[45]

USC has understood – particularly after the last years of crisis – that reinvigorating our campus culture and rooting it in values of integrity, excellence, diversity, well-being, open communication, and accountability is essential.

The REDI Task Force agrees with the newly-adopted values statement: "Act with **integrity** in the pursuit of **excellence**. Embrace **diversity, equity and inclusion** and promote **well-being**. Engage in **open communication** and be **accountable** for living our values."[46]

In the DEI area, we are committed to fostering a community in which we solicit, embrace, and share diverse viewpoints. We also concur with some of the specific steps – providing clear pathways for expressing concerns without fear of retaliation, reflecting our values in assessing performance, and aligning our values and DEI concepts into well-being programs, all steps outlined in a letter by President Folt on November 16, 2020.[47]

Broad Recommendations	Specific Steps
Recognition and acknowledgement of contributions by Indigenous people and other diverse cultures.	• Affixing campus plaques/markers honoring the homeland of the Tongva Nation at entrances of our campuses. • Celebrate diversity through performing arts, industry leaders, and public speakers.
Increase transparency and access to DEI data.	• Build an information hub with data, best practices, and resources on DEI milestones. • Publish an annual DEI Report that includes demographic data, promotes accomplishments, and highlights challenges. • Coordinate consistent and timely access to accurate information.
Establish a clear and consistent program to manage, reward, and recognize performance on DEI issues.	• Implement effective evaluation processes to align goal performance and demonstrated behavior with Unifying Values, including DEI.
Boldly instill university values in our communication policies across the UPC and HSC campuses.	• Open lines of communication. • Create mechanisms to safely raise and effectively resolve problems.

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[45] See https://change.usc.edu/usc-cultural-values-poll/
[46] See https://change.usc.edu/usc-cultural-values-poll/
[47] Carol Folt, "USC Culture Journey," Office of the President, USC, November 16, 2020, https://www.president.usc.edu/usc-culture-journey/.

With the goal of cultural and institutional transformation to support racial equity, diversity, and inclusion in mind, the Task Force therefore recommends the following specific steps:

- ***Affix campus plaques/markers honoring the homeland of the Tongva Nation at entrances of our campuses***

    In general, the Task Force honors and supports the work of the USC Task Force on University Nomenclature. That Task Force was responsible for establishing a process for students to express concerns and wishes to change names of campus monuments, buildings, and symbols   We also await a broader and more far-reaching assessment of USC's history and its successes and shortcomings in the arenas of racial equity and inclusion that has been undertaken by the Academic Senate.

    We would simply like to add to these general forms of acknowledgement and truth-telling the idea of honoring the Tongva Nation on whose land both the University Park Campus and HSC Hospital and School of Medicine sit. This could begin with plaques and markers and eventually extend to the curricular and research issues mentioned above. USC could consider other efforts to honor our legacies, for example, making June 19th a paid campus holiday as a way of signifying and celebrating Black history.

- ***Celebrate diversity through performing arts, industry leaders, and public speakers***

    USC is home to some of the world's most well-renowned arts programs. The Task Force sees an opportunity for expression of our values through art, music, and dance, including the celebration of diversity. We encourage those who plan events and productions to invite to campus performances and exhibits that reflect our values, and further important conversations about the contributions of BIPOC and culturally diverse artists and producers.

    And it is not just the arts: schools and departments can work to promote diversity in the scholars they highlight and the speakers they bring to campus. USC has generally done a good job on this, particularly through Visions and Voices; this should be maintained and evaluated with regard to promoting conversations about racism and racial equity.

- ***Build an information hub with data, best practices, and resources on DEI milestones***

    A thread running throughout the Work Groups was a need for open communication and transparency about DEI data. A centralized hub for easy access to this information is needed. But it is more than about bringing together currently existing or past historical data.
    To be able to not just track progress but encourage progress, we need to create an easily accessible information hub that would contain not just information on our current achievements but easily facilitate learning about best practices. For example, while we recognized that every school has its issues, many colleagues on the Task Force commented on how well Rossier has done with regard to diversity hiring and school culture. Finding out what they have done and how it could be replicated would be of great use to others, and would facilitate working together on university-wide racial equity work.

- ***Publish an annual DEI Report that includes demographic data, promotes accomplishments, and highlights challenges***

This falls under our more general recommendation that USC create a centralized system on campus to enhance communication and accountability to diversity, equity, and inclusion goals. As a large university, one of the most commonly shared frustrations is that things happen differently in each unit or school. The goal here is to have a system that operationalizes diversity, equity, and inclusion practices and encourages cross learning regardless of your individual school or department.

- ***Implement effective evaluation processes to align goal performance and demonstrated behavior with Unifying Values, including DEI.***

  To create equity we recommend improved performance management processes, with clear individual and team goals aligned with the values of the university. Additionally, we need to provide continued learning opportunities to develop the knowledge, skills, and abilities of our staff, resulting in equitable promotion and advancement opportunities. Equitable career advancement can be fostered by offering development opportunities tied to career paths and equipping staff to take on new roles.

- ***Open lines of communication***

  The Unifying Value of Open Communication was discussed on several different levels – from the desire to hear more from leadership on issues that are important to the community to finding spaces for nuanced conversations on heady topics. One recommendation is to create an online space for community conversations, recruiting from our own experts to address current topics and issues together. We also need to ensure that our vehicles for external communication to alumni, donors, and other stakeholders are clear about the campus commitment to diversity.

- ***Create mechanisms to safely raise and effectively resolve problems***

  Task Force members relayed past experiences with raising concerns about workplace interactions. There is a belief that there has been a lack of focus on resolving concerns early. If there could be more of an emphasis in stopping behaviors before they elevate to issues of discrimination and harassment, it could be resolved before the investigation or formal process is needed. It was even suggested that the creation of some mechanism to receive faculty behavioral concerns and go right to faculty and inform them and help them understand how their behaviors are landing on other faculty and staff could be helpful, as everything should not require a formal complaint. Yet, since there is not such a mechanism, troublesome behaviors fester and get worse.

  It will be important to clarify and streamline feedback mechanisms (even if anonymous) and build information sharing mechanisms. The campus community wants to know that concerns have been addressed rather than having fallen into an abyss of inaction. Without accurately capturing and tracking data, we are also unable to identify trends and patterns of behavior. An enterprise data management system is recommended to collect, track, and report out this information.

Support and Resources

In 2019-2020, USC was home to approximately 48,300 students, 6,400 full-time and part time faculty, and another 16,300 staff.[48] The university's mission is "… the development of human beings and society as a whole through the cultivation and enrichment of the human mind and spirit, …through teaching, research, artistic creation, professional practice and selected forms of public service." As such, another critical charge of the Task Force was to look at available support and resources that assist the various campus community members.

As a multi-racial campus, we acknowledge that historically USC has caused harm to some of its campus community members. Both students and staff were concerned about a lack of financial support for the Cultural Centers, in particular, the Asian Pacific American Student Services, the Center for Black Cultural Student Affairs, La CASA- Latinx & Chicanx Center for Advocacy and Student Affairs and the LGBTQ+ Student Center. Moreover, the Division of Student Affairs is seen as sorely underfunded: while the student population increased over the years, the number of staff and the funding for services saw little increase.

We intentionally identified wellness, mental health, and community care opportunities for students, staff, and faculty; and identified resources needed to support staff, students, and faculty, including scholarship support for students and student recruitment. The working group acknowledged that the there are many support opportunities currently available but thought that such support is not equitably distributed across the campus for all stakeholders, a point we take up below.

While students may be somewhat better supported than staff and faculty with mental, physical and spiritual resources, they are not always ample or available. For example, after the 2020 murders of Ahmaud Arbery, George Floyd, and Breonna Taylor (among others) gripped the nation and invoked nationwide protest, students were offered help from the Counseling and Mental Health office housed at the Student Health Center. However, there was a heavy demand for culturally competent counselors that were not available and students of color, particularly Black students, often feel isolated in the sea of Trojans.

Broad Recommendations	Specific Steps
Create a centralized system for open communication and accountability.	• Reconsider the role of diversity liaisons. • Hold Deans and departments accountable to DEI goals.
Provide resources and support in an equitable way at both UPC and HSC campuses.	• Provide more funding for DEI cultural centers. • Broaden DEI and trauma-informed support to include all sectors of the campus. • Conduct benchmarking for equitable distribution of resources for all stakeholders.

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[48] https://oir.usc.edu/wp-content/uploads/2020/07/CDS_2019-2020_FINAL.pdf;
https://about.usc.edu/files/2020/01/FY2020-faculty-staff-count.pdf;

Develop Management and Leadership training for faculty and staff to operate more effectively and with equity.	• Create a multi-sector council (faculty, staff, and 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."

With this context in mind, we offer these specific steps to enhance support and resources:

- *Reconsider the role of diversity liaisons*

   There is no question that advancing equity efforts involves working at multiple levels to organize and implement equity efforts. Under the current structure, resources and responsibilities are decentralized to allow units to set their own goals and priorities, and diversity liaisons, with varying profiles of responsibility, are appointed in each academic unit. Creating a clear university DEI framework would strengthen the existing diversity liaison model. Campus units should be encouraged to retain freedom to set goals in concert with university priorities.

   Although the diversity liaison is the unit contact for DEI, accountability for such efforts should sit with the Dean or chief officer. Furthermore, shared responsibility for diversity should exist at various levels within the unit. Meaningful and sustainable engagement requires buy-in, accountability, and responsibility at various levels. Advancing university-wide efforts also requires communication channels between senior leadership and those responsible for diversity.

- *Hold Deans and departments accountable to DEI goals*

   We suggested earlier the need for centralized and uniform data on diversity, equity, and inclusion goals. But collecting data must have a purpose and that is to ensure accountability. As suggested earlier, there is not a sense that Deans and departments are being held accountable to DEI goals. For example, if the provision of faculty lines or other resources to schools and department were to take into account diversity practices as one metric for reward – a better hiring history would yield more positions or research funds – this would be a concrete incentive.[49] And because we are aware that any particular year could be an anomaly in terms of success or lack thereof in meeting diversity goals, we would suggest that this be done based on a two- to three-year time span, with the actual timing to be agreed upon in discussions subsequent to this Task Force.

- *Provide more funding for DEI cultural centers*

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[49] To see how this sort of incentive structure, combined with strong leadership from the top, has resulted in a significant and relatively rapid increase in the number of underrepresented faculty on one university campus, see Sarah Brown, "Race on Campus: How One Campus Nearly Doubled Its Black Faculty," *Chronicle of Higher Education* (blog), accessed March 2, 2021, https://www.chronicle.com/newsletter/race-on-campus/2021-03-02.

The cultural centers report being under-resourced relative to the need, a point we raised above. In her June 11, 2020 letter to the campus community, President Folt indicated that she would open new student space in the Student Union for underrepresented students and that USC would launch a new program, First Generation Plus, to provide support for first generation, spring and transfer, and Dreamer students. This is a good first step but more should be done, particularly given the disparate needs of the various groups included in First Generation Plus and the range of culture centers. The Task Force recommends accelerating USC's multi-year proposal to better resource the cultural centers and, as we note below, to benchmark support provided relative to what is being done at other universities. We should also consider the important role of the Office of Religious Life and how that can be better supported as well.

- *Broaden DEI and trauma-informed support to include staff and faculty of the campus*

In conversation with our team, students seemed to have a range of support opportunities, while staff and faculty have very limited resources. Outside of Staff Assembly and the Office of the Ombuds, staff felt they had very little support opportunities on campus. When it came to dealing with racial tension within offices or departments, little to no guidance or support is readily available. Similarly, faculty has few places they can find resources besides tuning into Academic Senate, talking to Chairs or Deans, or simply informally talking with faculty peers.

There appears to be a genuine lack of understanding what support and resources are most needed by staff and faculty. While the pandemic year of 2020 has made getting support much more difficult, this is not an issue confined to this particular period. At USC, we seem to assume that the racial reckoning of 2020 has been traumatic for students but it has also been challenging for staff and faculty as it has for many other Americans of good will. While the university has taken some steps in this direction, we need to make resources available for all.[50]

- *Conduct benchmarking for equitable distribution of resources for all stakeholders*

In order to know how we are doing at providing necessary levels of support on DEI issues, we need to create a vehicle for internal and external benchmarking. The internal benchmarking can tell us about current spending for various functions; the external benchmarking, which will require research, can tell us how we are doing relative to others.

USC often strives to be among the top universities in terms of student quality, faculty achievement, research dollars, and many other dimensions. But while many other top universities, particularly in California, have a specific center for their Dreamer and undocumented students, we do not. It is important to reimagine what it means to lead and to develop benchmarks that would let us know whether our cultural centers and student supports for underrepresented students really are under-funded and under-resourced relative to other top universities.

Another issue to consider is uniform support between campuses. For example, one of our Task Force members reported that HSC has about 16,000 graduate students that are not earning an M.D., but an M.S. or Ph.D. The 750 medical students have a part-time Associate Dean for Diversity

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[50] In their July 8, 2020 letter, the Concerned Faculty group put this succinctly: "We request that the University direct significant resources to student mental health and support services, including hiring more mental health counselors to lower the provider to student ratio. It is not sufficient to focus on the diversity of providers; these professionals must be experts in treating the trauma caused by racism."

and Inclusion – which is important – but there is no one specifically charged with addressing the needs of the other underrepresented grad students. There are two psychologists dedicated to medical student wellness at HSC and none for grad students. Of course, HSC graduate students can use the programs for all grad students, but since these are all at UPC, that can create limits.

- *Create a multi-sector council (faculty, staff, and students) to review data and complaints*

  To break through silos and insure accountability, we recommend considering the creation of a multi-sector council that would include faculty, staff, and students. This Trojan Council for Equity, Diversity, and Inclusion could review all the data collection we have discussed above, help to spread information about best practices, and coordinate any university-wide educational opportunities.

  The Task Force suggests another function for the Council, one which we understand would require that its members adopt a strict standard of confidentiality. As we have noted above, there is a concern that staff may feel reluctant to report practices that they consider to be racist or exclusionary. We have recommended encouraging such reporting through communications, transparency, and widespread celebration of the values highlighted by the USC Culture Commission. But we also think that some group of individuals should be allowed to review the pattern of de-identified complaints and determine whether progress is being made – and this Council could play that role.

- *Create specific paid training days focused on racial equity, diversity, and inclusion*

  In addition to the good examples on Trojan Learn, the Task Force recommends the creation of specific paid training days focused on racial equity, diversity, and inclusion. Much of the current training occurs at different times; coordinating specific days would suggest a deep commitment and create a shared experience.

- *Diversify Advancement staff and strategies*

  The Task Force understands that everything we are recommending will require resources. We also firmly believe that this is worthy of spending from our own available resources to achieve DEI objectives. At the same time, we are convinced that external resources are available. For example, in the wake of the murder of George Floyd, five major foundation announced that they would increase payouts and spend more than $1.7 billion on racial equity and social justice.[51] Donor MacKenzie Scott is currently giving about $1 billion a month, again aimed at racial equity and social justice.[52]

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[51] MacArthur Foundation, "Five Foundations Commit $1.7+ Billion to Nonprofit Organizations in Wake of Pandemic," June 11, 2020, https://www.macfound.org/press/press-releases/five-foundations-commit-18-billion-nonprofit-organizations-wake-pandemic/.

[52] Theodore Schleifer, "MacKenzie Scott, the Amazon Billionaire, Is Giving Away $1 Billion a Month to Charity," Vox, December 15, 2020, https://www.vox.com/recode/2020/12/15/22176710/mackenzie-scott-bezos-philanthropy-speed-four-billion.

This is exactly what we meant earlier when we talked about equity as an imperative for justice, key for leadership development, and a new strategic advantage.[53] But to get there – to capture this moment in the national imagination of funders and others – we need to show our own commitment as well as to reimagine our innovative Advancement efforts to be firmly focused on DEI, with an emphasis on the strategic advantage and opportunity provided by DEI and need to have a highly diverse Advancement staff by race, gender, and other dimension. Currently, many USC research centers focused on these issues do the bulk of their own fundraising, which suggests a market is there to be realized with additional help.

- *Facilitate racial equity work with the Board of Trustees and school-level Boards of Councilors*

  We understand that for all this to work, USC's Trustees must be on board. This will be the task of the President and it will be made easier by the fact that the Board has chosen to reduce its size, diversify its membership, and be more transparent than in the past.[54]

  We recommend the provision of racial equity workshops and seminars to the Board of Trustees, which could potentially create more mission cohesion abound USC as a leader in our city, our state, our nation, and the world in providing the research and education needed to tackle racial injustice. Such self-education and development might also be approach for the Boards of Councilors of USC's various schools as these Councilors are often important ambassadors for the university's efforts and getting alignment on this mission could be useful.

- *Launch a bold and ambitious "Campaign for Equity"*

  Having the Trustees aligned is important because the Task Force believes that there is an opportunity to launch a bold "USC Campaign for Equity." Launching such a campaign allows both donor and campus stakeholders to take on a role in helping the campus thrive as we take on a common commitment to racial equity work. And, as we have noted, we think there is tremendous opportunity, not only because of the moment but because of the demonstrated donor and philanthropic interest.

  To get to such a campaign, we will need to undertake some of the steps noted above, including diversifying Advancement strategies, securing support from Trustees and Councilors, reaching out to alumni who might be particularly interested in this topic, highlighting the excellent work already being done by researchers, and celebrating and supporting the progress of our diverse student body. The REDI Task Force is convinced that this is a time to be ambitious about our internal actions – and being equally ambitious about the prospects for raising external resources focused on DEI is an important part of that.

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[53] There are also likely to be federal resources available given the changing political landscape. Federal opportunities were highlighted in USC Office of Research, "Fulfilling the Promise for Diversity and Inclusion in Research and Scholarship: Strategic Plan 2018."

[54] Teresa Watanabe, "In Wake of Scandals, USC Radically Cuts Number of Trustees, Imposes Age Limits, Pledges More Diversity," *Los Angeles Times*, November 5, 2019, sec. California, https://www.latimes.com/california/story/2019-11-05/scandals-usc-reforms-trustees-age-limits-diversity-rules.

CONCLUSION

Like the United States as a whole, USC has a complex history with regard to racial equity. We can boast of impressive programs to develop and attract students of color and also feel pained by the perceptions of racial profiling on our campuses and in our classrooms. We can be proud of receiving some of the most significant gifts to a university by Black donors and be chagrinned by the absence of a robust Black Studies Center.

But pain and promise have a way of occasionally joining to offer the possibility of a better future. And as the United States moves forward to reckon with and make amends for the racial inequality that has been part of our national DNA, USC has an opportunity to lead with research, teaching, and community engagement that can meet this moment.

While the reasons to do this are deeply implicated in issues of justice and the preparation of leaders, it is also the case that USC has a strategic advantage and a strategic opportunity: we have top-flight scholars, superb students, and a committed staff, all in a region and a state whose demographics today offer a glimpse of America's tomorrow. We can lead not follow in the work ahead.

With this framework in mind, the members of the Racial Equity, Diversity, and Inclusion (REDI) Task Force have collaborated over Fall 2020 to consider the challenges and opportunities. Now as 2021 arrives – and the nation itself seems ready to turn a page – we offer in this report a series of broad recommendations and specific steps that can inform progress in areas ranging from research to programming to student life.

While we have numerous specifics throughout, we see a set of overall recommendations that fortunately comprise a "top ten" list:

1. ***Set ambitious and bold REDI goals:*** This is a moment to make significant progress and that this will require noteworthy but realistic goals. For example, we recommend a multi-year campaign to hire 100 faculty of color – pointing out how that builds on a previous USC faculty hiring initiative and can be accomplished because of our strategic advantages in attraction.

2. ***Create systems of transparency and accountability with regard to DEI:*** There is a concern about accountability with regard to achieving DEI goals and a sense that Deans and departments should have resource flows partially dependent on their success in achieving these goals. The REDI Task Force calls for new methods of disaggregated data collection and analysis to measure progress, and better training and more transparent processes for Search Committees. We also suggest a Trojan Council for Equity, Diversity, and Inclusion that can analyze confidential de-identified data and offer annual reports on progress.

3. ***Value the leadership potential of all, including faculty, students, and staff:*** One of the reasons to train and upskill our community on core competencies of DEI is to teach leaders how to demonstrate equity and inclusion in all work settings. As leadership can come from every sector, the Task Force was particularly interested in encouraging faculty, students, and staff to all be seen and developed as leaders in racial equity.

4. ***Provide anti-racist training up and down the ladder:*** We are all inculcated in the habits of a society that has deeply embedded practices of white supremacy. Anti-racist training to facilitate the daily challenge of both practices and structures should go beyond anti-bias skills and include proactive capabilities for conflict identification and resolution, and such training should be made available at every level in the organization.

5. ***Provide cutting-edge, equity-oriented pedagogy at all levels:*** With an extraordinary group of available faculty, we need to be a model of anti-racist education. The REDI Task Force recommends reinstituting a more focused General Education (GE) requirement, creating incentives to develop new courses on racial equity and diversity, and providing cutting-edge instruction to graduate students.

6. ***Value the whole person, understanding hurt, healing, and health:*** Structural racism has material consequences and it affects the psyche in deep ways. Too many approaches to transformation seek to sweep away a past that has caused pain; we need to understand the whole person and provide trauma-informed support to students, faculty, and staff.

7. ***Examine systems that stand in the way of DEI:*** Changing systems (and the practices within them) that may not overtly discriminate could make a big difference. For example, multiple-year hiring horizons could help department defer hires if they are not meeting diversity goals or accelerate hiring in order to take advantage of opportunities. We should also reevaluate merit, better support junior faculty of color, and rethink programs of housing support. And we should also consider overhauling the staff performance management process and emphasize the need for supervisors and managers to be culturally competent and upskilled to lead and support their teams.

8. ***Leverage strengths to become the nation's leading institution on DEI:*** While it is important to expand our faculty ranks, USC boasts leading edge scholars in the area of racial equity. These scholars could assist in the recruitment of new faculty and be retained as a partial result. Existing research strengths should also guide the establishment of new research enterprises and we call for making "moon shot" investments in several key research areas.

9. ***Create multiple pipelines to equity:*** While blaming an inadequate "pipeline" for not producing next generation of students and scholars is too often used as an excuse for current outcomes, training the next generation of scholars and staff is a critical need. USC should enhance undergraduate research opportunities to promote future faculty diversity and should increase postdoctoral opportunities, perhaps in collaboration with other universities. We should also clarify the review process for faculty and create a better performance management process for staff.

10. ***Launch a new USC "Campaign for Equity":*** All these steps will require significant investments, particularly to bring in new faculty, develop major new research centers, and hire the staff to run them. The REDI Task Force recommends that USC take advantage of the current national acknowledgement of racial trauma and emerging philanthropic interest in racial justice, and both invest its own resources *and* launch a fundraising campaign to support these efforts.

We are enthusiastic about the possibilities. Faculty, students, and staff seem aligned on many of the issues and recommendations offered in this report. The University has demonstrated its interest and commitment through supporting this REDI Task Force, committing to accountability at DPS, and hiring a new Chief Inclusion and Diversity Officer.

The risk for all of us is thinking that hiring a new leader, a new hiring program, or even new data on disparities will itself make the difference. Structural racism does not rely on individual bad will – and no single person can turn the ship around. Likewise, no siloed effort that involves one sector of the campus will change things – and all the data in the world is not enough without the will for action.

Making racial equity, diversity, and inclusion central to USC's future will require all of us working together to break silos. Positioned in one of the most diverse cities in the world – and one that has been wracked by inequality and violence as it has come to terms with its multicultural realities – USC can show what a premier private university can contribute to a more inclusive and welcoming America. We hope this report contributes to making that goal a reality for our campus community.

APPENDIX. MEMBERSHIP OF THE REDI TASK FORCE

Co-chairs

Co-Chair - Manuel Pastor, Distinguished Professor, Sociology and American Studies & Ethnicity, USC Dornsife College of Letters, Arts and Sciences

Co-Chair - Felicia Washington, Senior Vice President for Human Resources

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Elizabeth Graddy, Executive Vice Provost and Professor, Jeffrey J. Miller Chair in Government, Business, and the Economy

Ange-Marie Hancock-Alfaro, Dean's Professor of Gender Studies and Professor, Political Science and Gender and Sexuality Studies

Thomas Kosakowski (HSC), University Ombuds, Health Sciences Campus

Erroll Southers, Professor of the Practice in National and Homeland Security, Price School of Public Policy

Tracy Poon Tambascia (UPC), Incoming Academic Senate President, Associate Professor of Clinical Education, Rossier School of Education

Faculty Members

Luis Alfaro, Associate Professor of Dramatic Arts, School of Dramatic Arts

Maria Aranda, Associate Professor, Director of the Edward R. Roybal Institute on Aging, Suzanne Dworak-Peck School of Social Work

Ricky Bluthenthal (HSC), Professor of Preventive Medicine; Associate Dean for Social Justice, Keck School of Medicine

Nao Bustamante (UPC), Professor, Director of MFA Art, Roski School of Art and Design

Ruth Chung, Professor of Clinical Education, Educational Psychology and Marriage and Family Therapy, Rossier School of Education

Melissa Durham (HSC) Associate Professor of Clinical Pharmacy, Assistant Dean of Diversity, Equity and Inclusion, School of Pharmacy

Moh El-Naggar, Dean's Professor of Physics and Astronomy and Professor of Physics and Chemistry

Leana Golubchik, Stephen and Etta Varra Professor and Professor of Computer Science and Electrical and Computer Engineering, Viterbi School of Engineering, Director of WISE

Shaun Harper (UPC), Provost Professor of Management and Organization in Rossier School of Education and Marshall School of Business; Clifford and Betty Allen Chair in Urban Leadership; Race and Equity Center Founder and Executive Director

Brandi Jones (UPC), Vice Dean for Diversity and Strategic Initiatives, Viterbi School of Engineering

Sharoni Little (UPC), Former Vice Dean for Diversity, Equity, and Inclusion, Marshall School of Business. Professor of Clinical Business Communication

Tara McPherson, (UPC), Chair and Professor of Cinema and Media Studies, School of Cinematic Arts

Pedro Noguera, (UPC), Emery Stoops and Joyce King Stoops Dean, Rossier School of Education

Parveen Parmar (HSC), Associate Professor of Clinical Emergency Medicine, Keck School of Medicine

Camille Rich (UPC), Associate Provost for Diversity and Inclusion, Professor of Law and Sociology, Gould School of Law

Varun Soni, Vice Provost for Campus Wellness and Crisis Intervention, Dean of Religious Life

Staff Representatives

Erika Chesley, Staff Assembly President; Senior Associate Director of Auxiliary Services

Stacy Giwa (UPC), Vice President of Culture, Ethics and Compliance

Michael Gorse (UPC), Center Supervisor (Assistant Center Director), LGBTQ + Student Center

Christine Street (UPC), Associate Vice Provost, Institutional Accessibility and ADA Compliance

Kim Tabari, Director, Organizational Development, USC Equity Research Institute

Billy Vela, (UPC), Former Director, Latinx Chicanx Center for Advocacy and Student Affairs (La CASA)

Jonathan Wang (UPC), Center Director, Asian Pacific American Student Services

Student Representatives

Undergrad Students:

Moakea Rivera, Co-Director Native American Student Assembly

Graduate Students:

Quinn Anex-Ries, Director of Diversity & Equity – Advocacy, Graduate Student Government; PhD Candidate, Department of American Studies & Ethnicity

Anna Cockrell, Co-Founder, United Black Student-Athletes Association (UBSAA); 2021 Master's Candidate, Sol Price School for Public Policy

Annie V. Lam, Doctoral Candidate at Rossier School of Education, Organizational Change and Leadership