Recommendations of the Diversity Task Force
USC Rossier School of Education
May 2017
Preface

In September 2016, Karen Symms Gallagher, dean of the USC Rossier School of Education, organized a committee of USC Rossier faculty, staff and students to create a plan that would improve equity, diversity, opportunity and access (EDOA) within the school. The following document contains the recommendations of that task force, which focus goals around four broad themes: community and communication; opportunity and access; knowledge, process and impact; and accountability.

For the purposes of clarity in this document, faculty, staff and students are intended as the main stakeholders in this work, but secondary stakeholders extend to include the entire Rossier and Trojan Families.

The first task of this committee was to define diversity, and we have included that definition. But it is also the view of this task force that integral to our plan is an agreed-upon understanding of school identity, central to which is a common definition of urban education, as well.

This task force’s mandate is to plot concrete steps. We have therefore created both a short-term (between now and June 2017) and long-term (July 2017 and on, with annual review) vision about what is achievable. We also recognize that resources are not limitless, so while the goals and steps contained herein may not proceed at a pace that satisfies everyone, we believe they are reasonable timeframes based on the capacity required.

We also understand that some processes we recommend may already be in place in at least some part. It is our recommendation that the dean and/or her designees use the following guidance when evaluating this document: Does the process outlined in these goals exist? If so, is it satisfactory? If it is satisfactory, is it also transparent? If not all questions are answered in the affirmative, more work may be required.

In the following pages, some items are marked with an asterisk (*). These items represent the incorporation of suggestions from/alignment with an external evaluation conducted by the University of Pennsylvania’s Center for the Study of Race and Equity in Education, released in February 2017.

Last: This is a schoolwide effort. We hope to bring the entire Rossier community into our plans out of enthusiasm for the work and its benefits, and not merely a sense of obligation or mandate.

DIVERSITY TASK FORCE MEMBERS
Shafiqa Ahmadi, Associate Professor of Clinical Education
Ara Arzumanian, Program Manager, Center for Enrollment Research, Policy, and Practice
Ross Brenneman, Media Relations Specialist (ex-officio)
Ruth Chung, Associate Professor of Clinical Education
Cathy Creasia, Program Specialist for Accreditation and Evaluation
Q. Tien Le, PhD Student, Urban Education
Madeleine Mejia, Program Manager, Office of Professional Development
Donté Miller, Master of Education Student, Educational Counseling
Jennifer Nunez, MAT Student
Morgan Polikoff, Associate Professor of Education
Julie Posselt, Assistant Professor of Education
Darline Robles, Professor of Clinical Education (chair)
VISION, AND THE MEANING OF DIVERSITY

Diversity is one of USC Rossier’s four guiding principles, and our vision is the full inclusion of students, faculty, and staff, irrespective of background such as, race, ethnicity, gender, socioeconomic status, ability, sexual identity and other underrepresented groups. By inclusion, we mean collective commitment and effort:

- For our students to reflect those in the schools where we serve, locally, nationally and globally;
- To have our faculty and staff at all levels reflect the demographics of that student population; and
- To create an environment in which every person will be heard, respected and valued. Specifically, members will receive equitable treatment and access to resources, regardless of status, professional role or social identity.
- In addition, we will systematically collect and use data to inform our practices.

We promote equity and affirm, create and disseminate diversity through specific practices, in accordance with our strategic plan, which stipulates that we will:

- Develop an unshakeable commitment to a diversity of thought and experience in [our] practice.
- Identify practices, structures and policies that create barriers to learning and develop the skill and political savvy to negotiate, if not eliminate, those barriers for [ourselves] and others.
- Demonstrate a valuing of using individual and cultural differences to inform practice related to accountability, leadership and instruction that results in equal opportunity and access for all [students, staff, and faculty], including reasonable accommodations for faculty, staff and students with disabilities.

Our graduates understand the power of education to break cycles of poverty and to dismantle structural racism and other forms of systemic oppression. As a community focused on these challenges of urban education, we must model the attitudes, practices and culture within our walls that we want our graduates to create in schools and organizations around the world. These challenges are complex and multi-faceted, demanding the creativity, skills, and personal and professional experiences that only diverse groups offer.
STATEMENT OF GOALS

SECTION I: COMMUNITY AND COMMUNICATION

Guiding Principle: USC Rossier strives to be a place where our shared equity, diversity, opportunity and access (EDOA) values are transparent, where those values are continuously incorporated in our communication and understood by our whole community. Open and respectful communication is a foundation for trust and a sense of community. Continuous improvement of communication is our collective responsibility.

GOALS

1. Define urban education.
2. Develop bonding opportunities among faculty, staff and students across degree programs.
3. Maintain open lines of communication with students, staff and faculty about meetings, hirings and other internal processes.
4. Develop widely known, effective avenues and processes for raising and addressing EDOA concerns.

GOAL 1: Define urban education.

STEPS:

1. Form a subcommittee to lead work. (With representatives from Equity & Inclusion; Faculty, SAC, and RSO with relevant expertise; Diversity Task Force)
2. Identify facilitators to conduct a town-hall meeting seeking to create a definition, including external people with expertise in equity, the history of urban education and other relevant fields such as sociology, history, ethnic studies and gender studies.
3. Convene smaller-group meetings as needed.
4. Offer a period of public comment (reserved for the Rossier community).
5. Reach "final" definition by Fall 2017.
6. Include new definition in the strategic plan for the school.* (I-1)

GOAL 2: Develop bonding opportunities among faculty, staff and students across degree programs.

STEPS:

1. Assess the need for specific community-building activities and point-persons for students in online programs and across our campuses (including satellites), as well as for online, adjunct faculty and PD. (I-2-1)
2. Assign to the associate dean of faculty, SAC president and RSO president the responsibility to organize two events each year, in whatever cooperative manner they deem best. Events should create opportunities for staff, students and faculty to share their backgrounds, discuss EDOA issues and learn from each other. (I-2-2)
3. Have designated staff create school-wide, cross-program community-building events (such as a kickoff event, an open forum, etc.) to allow for exploration of different programs and school culture, etc. (I-2-3)
4. Conduct a review of space at Waite Phillips Hall to evaluate for accommodation of a communal space that can increase the possibility of informal interactions. Results can be shared with the Task Force. (I-2-4)
5. Task the Office of Communication to develop a tool to demonstrate USC Rossier’s community engagement within the Los Angeles area.* (I-2-5)
GOAL 3: Maintain open lines of communication with students, staff and faculty about meetings, hirings and other internal processes (e.g., conflict resolution, what committees exist, etc.).

STEPS:

1. For students: Communicate the goals and abilities of the Student Affairs Office, and have that office survey students for what services are in demand. Survey should include questions about mental health services. (I-3-1)
   a. Based on that survey, have Communications/Web address where current communication about student resources can be improved. (I-3-1a)
   b. Where appropriate, pull services into Student Affairs Office. (I-3-1b)

2. For Rossier community:
   a. Increase frequency and regularity of communication (via email, etc.) from administrators about EDOA issues and committees’ work. Monthly, biweekly or quarterly newsletters can enhance visibility of current faculty and student activities viz. EDOA as well as student mentoring. Additional messages can respond to unanticipated incidents, communicating the school’s values on EDOA. (I-3-2a)
   b. Task Communications to collect data from faculty, staff and students working on EDOA issues and publish a quarterly newsletter highlighting those activities. (I-3-2b)
   c. Add Diversity Task Force plan to website with any relevant annotations from the committee. (I-3-2c)
   d. For the benefit of current and prospective members of the Rossier Community, have Communications/Webmaster publish and/or centralize a section within the website outlining ongoing EDOA activities/work, including members of the equity and inclusion committee, the mentoring committee, appropriate faculty committees, and the Diversity Task Force. (I-3-2d)

GOAL 4: Develop widely known, effective avenues and processes for raising and addressing EDOA concerns.

STEPS:

1. Assess effectiveness of current channels for raising EDOA concerns
   a. For students, determine if there’s an existing, appropriate university tool (such as Trojans Care for Trojans) or else develop a tool (e.g. website, app, etc.) for reporting issues, making transparent what courses of action will be taken in response to concerns. (I-4-1a)
   b. For faculty and staff: Assign representatives of faculty affairs, program coordinators and HR to assess school’s effectiveness to respond to EDOA complaints/concerns and improve/create system to address such concerns as necessary. (I-4-1b)

2. Determine need for additional faculty/staff to improve process outlined in Step 1.
   Accommodations should be made to include online programs, and part-time students and faculty. (I-4-2)

3. Recommend to the Strategic Planning Committee that they incorporate focus toward building a positive organizational culture. (Upon forming of that committee)(I-4-3)
SECTION II: OPPORTUNITY AND ACCESS

Guiding Principle: USC Rossier enacts its belief in the value of EDOA through recruiting and retaining students, staff and faculty that represent the diversity of the communities we serve locally, nationally and globally. EDOA should be exemplified in demographics but also in attitudes, practices, facilities and cultures.

GOALS
1. Define needs for equitable representation in terms of demographics and content knowledge around EDOA (for faculty), transparency of structural processes used for hiring and promotion (for staff and faculty) and admissions policy and practices used (for students).
2. For faculty, hire tenure track, RTPC and PD faculty to fill content knowledge needs around EDOA (i.e., areas where we do not have sufficient faculty expertise) and correct misalignment between Rossier student and faculty demographics.
3. For staff, increase transparency about hiring and opportunities for advancement and promotion.
4. Establish processes to ensure ongoing faculty and staff retention.
5. Create systems of scholarship, recruitment and admissions that align with urban mission.
6. Establish processes to ensure ongoing student retention.

GOAL 1: Define needs for equitable representation in terms of demographics and content knowledge around EDOA (for faculty), transparency of structural processes used for hiring and promotion (for staff and faculty), and admissions policy and practices used (for students).

STEPS:
- Have Faculty Affairs define content knowledge around EDOA for recruitment, hiring and retention, with approval of Faculty Council. (II-1-1)
- Collect disaggregated data about the profile of faculty applicant and finalist pools, designated by RTPC, PD and tenure-track faculty. Charge faculty affairs or other appropriate bodies with collecting relevant data from 2014-16. Have them establish a process to continue data collection to present to the dean on an annual basis.* (II-1-2)
- Have HR report to SAC the process via which staff jobs and promotions are advertised, including the process for internal hires. Additionally, recommend to USC that its job opportunity website be improved to include department/school categorizations. (II-1-3)
- Assign program coordinators to do a demographic review of prospective students (including degree and certificate programs) in terms of admission and selection. Continue to provide that data on an annual basis. (II-1-4)

GOAL 2: For faculty, hire tenure track, RTPC and PD faculty to fill content knowledge needs around EDOA (i.e., areas where we do not have sufficient faculty expertise) and correct misalignment between Rossier student and faculty demographics.*

STEPS:
1. Assure transparency in promotion protocols for RTPC and tenure-track faculty. Have Faculty Affairs share protocols and expectations for hiring and promotion with faculty council and dean. Also share with students. (II-2-1)
2. As recommended in APR, develop/review process for hiring faculty through open searches based upon experience with issues related to urban education, and use cluster hiring, including part-time and adjunct faculty. (II-2-2)
3. Faculty job announcements should include language that highlights the desire for candidates whose experience, skills and EDOA content knowledge support equity and the School’s urban education mission. (II-2-3)

4. Ensure search committees have representation from the Diversity Task Force or Equity and Inclusion Committee. (II-2-4)

5. Members of search committees should have training in implicit bias as well as understanding of the school’s new definition of urban education and EDOA content knowledge (To be completed prior to serving on a search committee)(II-2-5)
   a. The Diversity Task Force can offer options:
      i. Kang, UCLA
      ii. Project Implicit, Harvard
      iii. Bias Busters, Carnegie-Mellon

6. Have Research Office take steps to institutionalize the USC Rossier Research Lecture Series (or arrange a new series) as a series featuring visiting scholars of color. Allow opportunities for visitors to connect with small groups of faculty and student colleagues, as well as the dean and other members of the USC community where relevant. Where possible, find ways to make series accessible to all students and programs, including through how series is communicated, at what times it takes place, creating room in speakers’ schedules for meetings and livestreaming lectures for online students. (II-2-6)

GOAL 3: For staff, increase transparency about hiring & opportunities for advancement and promotion.

STEPS:
1. When hiring for new/open/promotional positions, use open searches rather than internal appointments. (II-3-1)
2. Staff job announcements should include language that highlights the desire for candidates whose experience, skills and knowledge can support equity and the School’s urban education mission. (II-3-2)
3. Ensure search process is structured to consider experience building and sustaining equity. (II-3-3)
4. Provide staff with opportunities, through professional development or specific skill training, to improve access to promotion opportunities. (II-3-4)

GOAL 4: Establish processes to ensure ongoing faculty and staff retention.*

STEPS:
1. Review faculty and staff attrition from the past five years, disaggregating data by race/ethnicity and gender. (II-4-1)
2. Develop a process where, during the first two years following individual hires, Faculty Affairs (faculty) and Human Resources (staff) conduct biannual check-ins with respective new hires to determine if any needs or issues have been ignored. (II-4-2)
3. Have Faculty Affairs (faculty) or Human Resources (staff) conduct an exit interview with any departing faculty or staff members. (II-4-3)
4. For faculty and staff hired for more than two years, have Faculty Affairs review retention processes at other USC schools/externally and make decisions around whether to implement any changes to current processes. (II-4-4)

GOAL 5: Create systems of scholarship, recruitment and admissions that align with urban mission

STEPS:
1. Review documents of admission materials and outreach programs to see that they reflect our community demographics and USC Rossier’s urban mission. (II-5-1)
2. Review current admissions processes to determine urban recruitment. (II-5-2)
3. Create more need-based scholarships for underrepresented populations. (II-5-3)

GOAL 6: Establish processes to ensure ongoing student retention.

STEPS:
1. Review student attrition from past five years, disaggregating data by race/ethnicity and gender. (II-6-1)
2. Student Affairs Office will, with faculty and relevant staff and program coordinators, create systems for retention in each program. (II-6-2)
3. Have Student Affairs conduct interviews with any student who transfers/withdraws. Student Affairs would share negative information with relevant advisor, faculty affairs and dean. (II-6-3)
SECTION III: KNOWLEDGE, PROCESS AND IMPACT

Guiding Principle: USC Rossier strives to be a place where shared understandings of EDOA permeate our work. Collectively, our courses, curriculum, service and research should be well aligned with our values and mission. Faculty and staff will facilitate learning environments that exemplify freedom of speech and mutual respect.

GOALS

1. Conduct a systematic syllabus & curriculum review to reflect EDOA issues and make changes to syllabi.
2. As a learning institution, we will offer and encourage ongoing learning among professors and managers to improve their facilitation of discussions on EDOA-related issues, in order to enhance classroom climate and staff morale/climate.
3. Understand and increase faculty, staff and student research productivity related to EDOA issues.

GOAL 1: Conduct a systematic syllabus & curriculum review to reflect EDOA issues and make changes to syllabi.

STEPS:

1. Review ½ of the syllabi in use per year starting with core courses, or review syllabi by program, with syllabus review of every course to be completed every three years. (III-1-1)
   a. Faculty within each program will collectively review and change syllabi to reflect EDOA content knowledge. Reviews could also be conducted using external experts, and the school could consider a swap with another school of education, where each school’s faculty review the curricula of the other school’s, in lieu of payment.* (III-1-1a)
   b. In each syllabus (including graduate degree and certificate programs), authors of required readings should reflect diverse authors regardless of topics covered. (III-1-1b)

2. Course coordinators should update syllabi as needed, but should not be responsible for the regular three-year review of their own syllabi. (III-1-2)

3. Develop/revise rubrics that will be used across syllabi (e.g., equity scorecard) (III-1-3)

4. In curricular redesign (including PD), include critical theories such as Critical Race Theory and be culturally responsive in graduate degree and certificate programs. (III-1-4)

GOAL 2: As a learning institution, we will offer and encourage ongoing learning among professors and managers to improve their facilitation of discussions on EDOA-related issues (e.g., race and racism, social inequality, imposter syndrome, white privilege/advantage, white fragility, ableism, microaggressions and implicit bias) in order to enhance classroom climate and staff morale/climate.

STEPS:

1. Devote a minimum of one faculty meeting per semester/term and one staff meeting per year to workshop or presentation by designated EDOA experts. (III-2-1). One faculty workshop could be used to share effective strategies faculty use in classrooms to teach about race and create proper, engaging discussions about race. Similarly, faculty can conduct a workshop to learn about racial mistakes they’ve made in the classroom.*

2. Provide resources (including funding) for PD for all faculty and staff (including graduate and certificate programs), including presentations, workshops, conferences, webinars etc. that emphasize topics including: race and racism, social inequality, imposter syndrome, white privilege/advantage, white fragility, ableism, microaggressions and implicit bias. At least one PD session per year must address issues of racial equity. Experts should represent different racial and ethnic groups. (III-2-2)
   a. Build a PD library of recurring events, webinars and other up-to-date resources that are
easily accessible, which address issues outlined above, built with recommendations from Rossier experts, USC experts, and external experts (III-2-2a)

b. Include PD that raises faculty awareness about: campus resources to serve students with disabilities, campus resources for students with mental health concerns, and inclusive pedagogy.

3. Recommend that existing committees (e.g. Equity and Inclusion Committee, Mentoring Committee) hold workshops to develop racial literacy. (III-2-3)

GOAL 3: Understand and increase faculty, staff, and student research productivity related to EDOA issues

STEPS:

1. Assign Research Office to collect data on how the collective faculty research addresses urban education and EDOA, including who does what research and on what topics, and where it is being published; report to Dean and Faculty; connect to Office of Communications (III-3-1)

2. Take steps to increase total faculty, staff and student research related to USC Rossier mission, whether through hiring or improving access to support and grants for EDOA research (III-3-2)

3. Create two events per year (e.g. brown bag discussion, colloquium, feedback session, etc.) where faculty members lead community discussions on their current research, with emphasis on projects related to urban education.* (III-3-3)
SECTION IV: ACCOUNTABILITY

Guiding Principle: USC Rossier strives to be a place where data are routinely collected and used to inform EDOA programs, policies and practices. We will use data to hold ourselves accountable for progress toward our established EDOA goals.

GOALS
1. Establish practices that ensure faculty and staff have a stake in addressing EDOA issues.
2. Collect relevant EDOA data to compare and, where appropriate, act upon trends.
3. Ensure Task Force Accountability.

GOAL 1: Establish practices that ensure faculty and staff have a stake in addressing EDOA issues.
STEPS:
1. Create a plan for learning, understanding and applying the school’s new definition of urban education and EDOA content knowledge. (IV-1-1)
2. All faculty and staff evaluations (FAPR for Faculty, Staff Performance Reviews) will include opportunity to demonstrate evidence of attention to EDOA and where required in service areas. (For faculty, starting Jan. 1, to be incorporated into 2018 FAPR submitted in 2019; for staff, to be incorporated into next corresponding performance evaluation cycle.) (IV-1-2)
   a. Options for demonstration of attention to EDOA:
      i. Make funding and time available for differentiated PD
      ii. Faculty and staff mentoring
      iii. Participation in enactment of goals within EDOA-related school task forces
      iv. End-of-course evaluations with questions added to include EDOA issues
      v. Participation in faculty book club focused on race- or EDOA-centered literature*
      vi. Participation in committee workshops focused on EDOA issues*
      vii. Other demonstrated evidence found acceptable by the dean or dean's designee
   b. Emphasize that Goal III-1 will play a central role in a successful performance evaluation
   c. Emphasize that III-1-2a will be a key component to applying the school's new definition of urban education and EDOA content knowledge.

GOAL 2: Collect relevant EDOA data to compare and, where appropriate, act upon trends.
STEPS:
1. Collect and analyze data on race and gender of part-time and adjunct faculty; on student demographics of TA and research assistants, and placements. (IV-2-1)
2. Collect information on student demographics related to urbanicity and first-generation college students. (IV-2-2)
3. Participate in the National Assessment of Collegiate Campus Climates (IV-2-3)*

GOAL 3: Ensure Diversity Task Force Accountability.
STEPS:
1. Reconvene Task Force to review Dr. Harper report in February. Determine if Task Force goals are aligned or should be altered. (IV-3-1)
2. Reconvene at the end of June 2017 to check status of this report and (if appropriate) review conclusions of Equity and Inclusion Committee for alignment with our work. Establish process for continuing review of goals on an ongoing, annual basis. (IV-3-2)
APPENDICES

APPENDIX I: TIMELINE

PROVOST ADOPTION: January 2017
REVISITATION: March 2017
  • Following APR report and Shaun Harper report, the Diversity Task Force will meet again to refine the goals and steps herein (SECTION IV, GOAL 3-1)
  • The plan, if revised, will be resubmitted to Dean Karen Symms Gallagher in March 2017

PLANNING STAGE: April-June 2017
  • Plan rollout, including designees for responsibilities
  • Identify elements that can be implemented beginning July 1, 2017 (IV-3-2)

STAGE ONE: July 2017-June 2018
STAGE TWO: July 2018-June 2019
STAGE THREE: July 2019-June 2020

STAGE ONE: July 2017-June 2018
July 2017-August 2017:
  • Increase frequency and regularity of communication (via email, etc) from administrators about EDOA issues. (I-3-2a)
  • Add Diversity Task Force plan to website with relevant annotations; create annual report. (I-3-2c)
  • For the benefit of current and prospective members of the Rossier Community, have Communications/Webmaster publish and/or centralize a section within the website outlining ongoing EDOA activities/work, including members of the equity and inclusion committee, the mentoring committee, appropriate faculty committees, and the Diversity Task Force. (I-3-2d)
  • Recommend (whenever formed) to the Strategic Planning Committee that they incorporate focus toward building a positive organizational culture. (I-4-3)

Fall 2017-June 2018:
All offices, or as designated by the dean
  • By December 2017, define Urban Education (I-1)
  • Assess effectiveness of current channels for raising EDOA concerns:
    o For students, develop a tool (e.g. website, app, etc.) for reporting issues, making transparent what courses of action will be taken in response to concerns. (I-4-1a)
    o For faculty and staff: Assign representatives of faculty affairs, program coordinators and HR to assess school’s effectiveness to respond to EDOA complaints/concerns and improve/create system to address such concerns as necessary. (I-4-1b)
    o Determine need for additional faculty/staff to improve process outlined in Step I-4-1. Accommodations should be made to include online programs, and part-time students and faculty. (I-4-2)

Dean’s Office
Participate in the National Assessment of Collegiate Campus Climates (IV-2-3)*

External Relations
  • Task the Office of Communication to develop a tool to demonstrate USC Rossier’s community engagement within the Los Angeles area.* (1-2-5)
• Based on survey described in Goal I-3-1, have Communications/Web address where current communication about student resources can be improved. (I-3-1a)

**Human Resources**

• Have HR report to SAC the process via which staff jobs and promotions are advertised, including the process for internal hires. Additionally, recommend to USC that its job opportunity website be improved to include department/school categorizations. (II-1-3)
• Staff job announcements should include language that highlights the desire for candidates whose experience, skills and knowledge can support equity and the School’s urban education mission. (II-3-2)
• Ensure job announcements and search process include language that considers equity experiences. (II-3-3)
• Develop a process where, during first two years following individual hires, Faculty Affairs (faculty) and Human Resources (staff) should conduct biannual check-ins with respective new hires to determine if any needs or issues have been ignored. (Jan. 2017) (II-4-2)

**Office of Faculty Affairs**

• Have Faculty Affairs define content knowledge around EDOA for recruitment, hiring and retention, with approval of Faculty Council. (II-1-1)
• Collect disaggregated data about the profile of faculty applicant and finalist pools, designated by RTPC, PD and tenure-track faculty. Charge faculty affairs or other appropriate bodies with collecting relevant data from 2014-16. Have them establish a process to continue data collection to present to the dean on an annual basis. (II-1-2)
• Assure transparency in promotion protocols for RTPC and tenure-track faculty. Have Faculty Affairs share protocols and expectations for hiring and promotion with faculty council and dean. Also share with students. (II-2-1)
• Faculty job announcements should include language that highlights the desire for candidates whose experience, skills and knowledge can support equity and the School’s urban education mission. (II-2-3)
• Ensure search committees have representation from the Diversity Task Force or Equity and Inclusion Committee. (II-2-4)
• Ensure job announcements and search process include language that considers equity experiences. (II-3-3)
• Develop a process where, during first two years following individual hires, Faculty Affairs (faculty) and Human Resources (staff) should conduct biannual check-ins with respective new hires to determine if any needs or issues have been ignored. (Jan. 2017) (II-4-2)
• Have Faculty Affairs (faculty) or Human Resources (staff) conduct an exit interview with any departing faculty or staff members. (Immediate, ongoing.) (II-4-3)
• Review ⅓ of the syllabi in use per year starting with core courses, or review syllabi by program, with syllabus review of every course to be completed every three years. (III-1-1)
  o Faculty within each program will collectively review and change syllabi to reflect EDOA content knowledge (III-1-1a)
  o In each syllabuses (including graduate degree and certificate programs), authors of required readings should reflect diverse authors regardless of topics covered. (III-1-1b)
Office of Student Affairs
• Communicate the goals and abilities of the Student Affairs Office, and have that office survey students for what services are in demand. Where appropriate, pull services into Student Affairs Office. (I-3-1)
• Have Student Affairs conduct interviews with any student who transfers/withdraws. Student Affairs would share negative information with relevant advisor, faculty affairs and dean. (Immediate, ongoing)(II-6-3)

Research Office
• Institutionalize the USC Rossier Research Lecture Series (or arrange a new series) as a series featuring visiting scholars of color. (II-2-6)
• Assign Research Office to collect data on how the collective faculty research addresses urban education and EDOA, including who does what research and on what topics, and where it is being published; report to Dean and Faculty; connect to Office of Communications (III-3-1)

Urban Education Planning Committee
• Create a plan for learning, understanding, and application of the school’s new definition of urban education and EDOA content knowledge (IV-1-1)

STAGE TWO: July 2018-June 2019
Dean’s Office, or as designated by the dean
• Recommend that existing committees (e.g. Equity and Inclusion Committee, Mentoring Committee) hold workshops to develop racial literacy. (III-2-3)
• Take steps to increase total faculty, staff and student research related to USC Rossier mission, whether through hiring or improving access to support and grants for EDOA research (III-3-2)

External Relations
• Task Communications to collect data from faculty, staff and students working on EDOA issues and publish a quarterly newsletter highlighting those activities. (I-3-2b)
• Create more need-based scholarships for underrepresented populations. (II-5-3)

Faculty Council
• Create two events per year (e.g. brown bag discussion, colloquium, feedback session, etc.) where faculty members lead community discussions on their current research, with emphasis on projects related to urban education.* (III-3-3)

Human Resources
• When hiring for new/open/promotional positions, use open searches rather than internal appointments. (II-3-1)
• Provide staff opportunities through professional development or specific skill training to improve access to promotion opportunities. (II-3-4)
• Review faculty and staff attrition from past five years, including disaggregated data. (II-4-1)
• All faculty and staff evaluations (FAPR for Faculty, Staff Performance Reviews) will demonstrate evidence of attention to EDOA and where required in service areas. (For faculty, starting Jan. 1, to be incorporated into 2019 FAPR submitted in 2020; for staff, to be incorporated into next corresponding performance evaluation cycle.) (IV-1-2)
Office of Faculty Affairs

- As recommended in APR, develop/review process for hiring faculty through open searches, based upon experience with issues related to urban education, and use cluster hiring, including part-time and adjunct faculty. (II-2-2)
- Members of search committees should have training in implicit bias. (II-2-5)
- When hiring for new/open/promotional positions, use open searches rather than internal appointments. (II-3-1)
- Review faculty and staff attrition from past five years, including disaggregated data. (II-4-1)
- Have Faculty Affairs review retention processes for faculty and staff hired for more than two years at other USC schools/externally and make decisions around whether to implement any. (II-4-4)
- Course coordinators should update syllabi as needed, but should not be responsible for the regular three-year review of their own syllabi. (III-1-2)
- Develop/revise rubrics that will be used across syllabi (e.g., equity scorecard) (III-1-3)
- In curricular redesign (including PD), include critical theories such as Critical Race Theory and be culturally responsive in graduate degree and certificate programs. (III-1-4)
- All faculty and staff evaluations (FAPR for Faculty, Staff Performance Reviews) will demonstrate evidence of attention to EDOA and where required in service areas. (For faculty, starting Jan. 1, to be incorporated into 2019 FAPR submitted in 2020; for staff, to be incorporated into next corresponding performance evaluation cycle.) (IV-1-2)
- Collect and analyze data on race and gender of part-time and adjunct faculty (IV-2-1)

Office of Professional Development

- Build a PD library of recurring events, webinars and other up-to-date resources that are easily accessible, which address issues outlined above, built with recommendations from Rossier experts, USC experts, and external experts. (III-2-2a)

Office of Student Affairs

- Review student attrition from past five years, including disaggregated data. (II-6-1)
- Student Affairs Office will, with faculty and relevant staff and program coordinators, create systems for retention in each program (II-6-2)

Program Coordinators

- Assign program coordinators to do a demographic review of prospective students (including degree and certificate programs) in terms of admission and selection. Continue to provide that data on an annual basis. (II-1-4)
- Collect and analyze data on student demographics of TA and research assistants, and placements. (IV-2-1)
- Collect information on student demographics related to urbanicity and first-generation college students. (Collect at point of matriculation for future students, and collect for present students by Commencement 2017) (IV-2-2)

STAGE THREE: July 2019–June 2020

Dean’s Office, or as designated by the dean

- Assign to the associate dean of faculty, SAC president, and RSO president the responsibility to organize two events each year, in whatever cooperative manner they deem best. Events should create opportunities for students, faculty and staff to share their backgrounds, discuss EDOA issues and learn from each other. (I-2-1)
• Have designated staff create school-wide, cross-program community-building events to allow for exploration of different programs and school culture, etc., using Urban Education Defining Event as a pilot at the 2017-18 Fall Kickoff. (I-2-3)

• Provide resources (including funding) for PD for all faculty and staff (including graduate and certificate programs), including presentations, workshops, conferences, webinars etc. that emphasize topics including: race and racism, social inequality, imposter syndrome, white privilege/advantage, white fragility, microaggressions and implicit bias. At least one PD session per year must address issues of racial equity. Experts should represent different racial and ethnic groups. (III-2-2)

**Facilities**

• Conduct a review of space at Waite Phillips Hall to evaluate for accommodation of a communal space that can increase the possibility of informal interactions. Results can be shared with the Task Force. (I-2-4)

**Faculty Council**

• Devote a minimum of one faculty meeting per semester/term and one staff meeting per year to workshop or presentation by designated experts. (III-2-1)

**Office of Admissions/Marketing**

• Review documents of admission materials and outreach programs to see that they reflect our community demographics and Rossier’s urban mission. (II-5-1)

• Review current admissions processes to determine urban recruitment. (II-5-2)

**Office of Student Affairs**

• Assess the need for specific community-building activities and point-persons for students in online programs and across our campuses (including satellites), as well as for online, adjunct faculty and PD. Charge student affairs office with creating two events that offer opportunities for Rossier community members to interact. (I-2-2)

**APPENDIX II: NOTES**

**Glossary of Terms:**

• **Managers:** Anyone who is in the position of overseeing/evaluating at least one staff member.

• **Program Coordinators:** The staff members responsible for overseeing our 11 degree programs, as well as professional development, certificate programs and, as appropriate, the undergraduate minor.

• **Critical theory (two definitions):**
  - “Critical theory is an attempt to understand the oppressive aspects of society in order to generate societal and individual transformation” (Tierney, 1993)
  - “De-center grand narratives of social and political subjugation, particularly those of colonialism, race and gender, sexuality, and class” (Martinez, 2015)

• **Cultural responsiveness:** An “approach to teaching that incorporates attributes, characteristics, or knowledge from a student’s cultural background into the instructional strategies and course content in order to improve educational outcomes.” (Tyrone Howard, 2012, Encyclopedia of Diversity in Education)

• **Urbanicity:** Characteristic of urban areas.
**On Responsibilities:**
While the Diversity Task Force has endeavored to suggest those within the current school structure who may be best suited to handle certain responsibilities or processes, it is understood to be within the dean’s purview to re-assign, designate or form committees as she sees fit.

**On the Timeline:**
The suggestions put forth here are, in the expectations of this committee, the latest dates by which these steps should begin to be implemented. Steps may certainly be completed earlier or even immediately. But some steps may have prerequisites—for instance: Evaluating staff and faculty on EDOA PD (IV-1-2) could be considered unfair if there is no school guidance on what constitutes effective EDOA PD (III-2-2a). Additionally, while the original request from the dean was for a five-year plan, our current model is only for the period of 2017-2020. That is because we expect any number of changing circumstances over the next several years, and at the end of Stage Three, we would hope and expect a period of review and revision, either by this Task Force or another dean-appointed group, to see how much we have been able to accomplish, and, where we as a school fell short, to understand why.

**APPENDIX III: SUGGESTED READING**
This document represents months of discussion and collaboration between all members of the Diversity Task Force, in addition to meetings held outside of the full group. This work is informed by a number of readings, including but not limited to the following:


