# USC Bovard College
# Diversity and Inclusion Plan 2018-2023
# February 2018

**USC Bovard College Diversity and Inclusion Task Force**: Anthony Bailey, dean; Jen Colin, chief marketing officer and executive director of USC Summer Programs; Christina Guevarra, MSHRM student, sr. human resource partner and diversity liaison; Karen Hill, adjunct professor and former VP human resources and chief diversity officer, Transamerica Life Insurance Company; John Keim, chief academic officer; Lisa Matacynski, sr. manager, Bovard Scholars; Sarah Matin, director of faculty and student operations; Christine Porath, adjunct professor, expert on workplace civility.

# Introduction

## Background and Mission

USC Bovard College was founded in 2015 with a clear mission to further expand access and opportunity for underrepresented populations at USC. Our commitment to diversity and inclusion is therefore core to our very existence and we are committed to the goals of reducing barriers to student access, learning and success and in supporting a diverse student population during key academic and career transitions. We are determined to build innovative programming that focuses on ensuring our students develop and succeed as leaders in their fields.

## Context of the School

Programming offered by the Bovard College will grow over the next few years consistent with the mission of the school.  Presently the Bovard College offers three unique programs:

- The **USC Bovard Scholars** program aims to help high-achieving high school students with financial need gain admission to and succeed at the nation's top universities.  Many outstanding students from educationally and economically under-resourced communities do not apply to the nation's best universities — despite the likelihood not only of being admitted but also of receiving generous financial aid that often makes it less expensive than attending less-selective colleges.  Research has shown that talented students that are correctly "matched" with selective institutions graduate at much higher rates (Hoxby & Avery, 2013).   Bovard Scholars receive admission and financial aid guidance, comprehensive test preparation, personalized career exploration and leadership development opportunities.  The program includes an intensive, three-week residential experience during the summer on the USC campus and personal coaching throughout the college application and decision-making process, at no cost to the student.  Bovard Scholars engage with guest speakers, industry experts, career specialists and recent college graduates to define their personal pathway to college and beyond.  The inaugural cohort of 2017-18 Bovard Scholars is a diverse group comprised of over 90% first generation college students (see appendix A. p.9).

- **USC Bovard College Graduate Programs** are predominantly online and designed to be convenient for working professionals. These programs provide access and opportunity to non-traditional students who might otherwise be unable to obtain an advanced degree in an on-ground program due to location or work and life commitments. The goal of all our graduate programs is to equip students with the confidence and tools they need to advance their careers and become innovative leaders in high demand fields. Our first program, an MS

in Human Resource Management has attracted a diverse student population (see appendix B. p.10).

- **USC Summer Programs** provide high school students with the opportunity to experience courses in their fields of interest, from architecture and pre-health to business and the performing arts. The goal of the program is to engage students in advanced learning opportunities and to help them transition from a high school to a college learning environment.

# The USC Bovard College Vision for Diversity and Inclusion

As innovators in higher education, we will incorporate the most recent best practices related to diversity, equity and inclusion in the workplace. Our definition of diversity encompasses traditionally-examined differences such as race, ethnicity, sexual orientation, socioeconomic status, disability, religion, and gender; it also includes diversity of background, perspectives, and life experiences informed by these differences. The ultimate goal is equity as USC Rossier Center for Urban Education has eloquently defined: *Equity is defined as accounting for differences in individual attributes and experiences for the purposes of achieving equal outcomes.*

Our objectives are threefold: 1) to lay a diverse foundation as we scale our programs, 2) to foster an inclusive environment in the classroom and workplace built on respect and trust, wherein all members of our community feel valued and comfortable in expressing their opinions and 3) to establish an equity scorecard for USC Bovard College to track and set goals in closing equity gaps.

# Student-focused Goals and Actions

## Bovard Scholars

1. Students traditionally underrepresented at highly selective universities will report a strong sense of belonging at top-tier higher education institutions after participating in the program.

   a. We will provide an inclusive group experience by ensuring our staff, faculty, and guest speakers are reflective of the student body whenever possible.
   b. Students will feel their unique voice and opinions will be valued at institutions of higher education.
      i. Our focus on acculturation over assimilation allows for students to embrace their home culture while also immersing themselves into their new college culture.

      ii.  After completing numerous self-assessment activities designed to advance identity development, students will be encouraged to make connections between their understanding of self and higher education.

  c.  Students will feel prepared to succeed at a highly selective university.
      i.  We will foster an environment where each student feels their individual needs are valued, respected, and supported so they can achieve their personal goals.
      ii.  Program resources will be designed to address barriers students face in their efforts to attain college access and success.

2. We will institute a robust data tracking, evaluation, and feedback loop, to ensure items 1 and 2 above are met.

  a.  We will collect measurable feedback from students, staff, and faculty (see Data Collection and Measures of Success section).
  b.  In addition, as students graduate from high school and then from highly selective universities, we will develop a database to track outcomes, including success stories to share with students and stakeholders, to determine where our students are most successful and to uncover areas for improvement.
      i.  In Fall 2018, when our first cohort enters college, we will begin building the database and update yearly thereafter.
      ii.  We will have our first complete data set by July 2022, after our first cohort graduates from college.

## USC Bovard College Graduate Programs

1. We will include diverse materials in our core curriculum for all programs of study (as defined by the American Library Association's diversity standards and the USC Center for Excellence in Teaching Diversity and Inclusion Syllabus Checklist [Word].

  a.  Create a materials selection policy by the end of calendar year 2018 to include diversity and inclusion criteria to ensure that materials selected for graduate programs support diversity and inclusion to the benefit of all students.
  b.  The faculty will select required readings and/or textbook(s) based on the course objectives and the materials selection policy.
  c.  During annual program review, program faculty will assess the course materials to ensure they are reflective of the cultural backgrounds and social identities of the student population.

2. Cultivate a faculty and staff culture that actively seeks to reduce barriers to student learning and success.

    a. Staff serve as liaisons to USC campus administrative departments (e.g. financial aid and bursar, registrar etc.) to reduce pain points and ensure a seamless flow of information allowing students to focus on their academic work.
    b. Our orientation, learning management system and course structure will always be designed to as intuitive for the student with all assignments and engagement activities clearly aligned with the learning objectives.
    c. We will track student success across courses and identify any high-risk courses for particular groups (see Data Collection and Measures of Success section).
    d. Ensure that all programs provide accommodations to disabled students. Faculty will use the USC Center for Excellence in Teaching [Faculty Decision Chart](Faculty Decision Chart) [Word] to assist students who request accommodations. Course design will comply with the university policy on [Disability Accommodations](Disability Accommodations). For example, all courses designed in the learning management systems are currently designed for accessibility using the [W3C Web Accessibility Initiative tools](W3C Web Accessibility Initiative tools).

## USC Summer Programs

1. Orientation programming will establish a strong sense of community, responsibility and belonging so that all voices are heard and respected among students from different backgrounds in unfamiliar surroundings.

    a. We will expand our student orientation to include diversity and inclusion programming.
        i. By May 2018, we will identify potential resources from within or outside USC to help us develop the new content.
        ii. We will pilot the content in 2018 and solidify the programming by summer 2019.

2. Students will participate in bystander training and understand how to be a strong ally and advocate for persons in vulnerable or at-risk situations.

    a. Add to our current elective programming related to current issues/events.
        i. We will add workshops to reflect the increased coverage of diversity and inclusion in the media and USC's strong commitment to promoting inclusion.
        ii. By July 2018, we will develop and add a pilot workshop related to how to be a strong ally and advocate for at-risk groups.
        iii. Based on student feedback and interest, develop and add related workshops in subsequent years.

3. Ongoing commitment to fund and award program scholarships to high school students in Military families serving both in the US and abroad.

# Faculty & Staff-focused Goals and Actions

We are committed to an inclusive recruitment, hiring and promotion process for faculty and staff, creating space for all individuals to contribute and thrive.
1. Ensure that we find the best candidate for any open position.

    a. Actively recruit faculty and staff who reflect our student body.
    b. Follow closely the standards and best practices outlined in the "Casting the Net Widely" Provost memo of August 17, 2017 (appendix C. p. 11)
    c. Encourage participation by a diverse group of faculty and staff during the hiring process.
    d. Train search committee members and interviewers on unconscious bias, inclusiveness, and cultural literacy.
        i. By July 2018, we will create a training based on Google's program, Unbiasing. Based on feedback from committee members during year 1, we will revise the trainings with the goal of having a well-tested training program in place by the end of 2019.

2. Increase cultural literacy and inclusion in the workplace for all faculty and staff.

    a. By December 2019, we will identify training and resources we will use to build a program that educates faculty and staff on how they can help to create an inclusive workplace and classroom environment.
    b. By May 2020, we will implement a mandatory training program for all staff and faculty hires. All new hires will complete the training program as part of orientation.
    c. By 2021, all current faculty and staff will have taken the training program.

# Communications

1. Create a communication plan and brand guidelines that reflects our commitment to diversity and inclusion.

    a. By August 2018, our brand guidelines will be revised with consideration given to diversity and inclusion.
    b. By July 2019, all of our communications and marketing materials, including imagery, content, tone, and persona, will reflect our target audiences' educational and career aspirations while remaining accessible and relatable.

     i.   Our tone is as a helpful mentor providing clear, simple, and direct information and support.

    ii.   Imagery can show a sense of place (workplace, business center, campus, or classroom setting) with individuals representing a range of race, ethnicity, cultures and gender. The composition should be realistic, relatable, and authentic to people of all backgrounds, while narrowing around our target market(s).

# Data Collection and Measures of Success

Each year, we will conduct climate surveys of staff, faculty, and students as well as collect equity scorecard accountability data. At the end of each semester or program session, the dean will be provided with a current-state snapshot with comparison competitive data as available (sourced from IPEDS, Chronicle of Higher Education, and USC internal data).

## *Climate Surveys*

## Students

Due to the differing natures of our programs, we will collect different perception data for our students based on each program.  Once baselines are set, we will create targets for improvement.

1. Bovard Scholars
   a. We will utilize the following questions for all students:
      i. I feel a sense of belonging to the Bovard Scholars community.
      ii.  I feel that my unique voice and opinions are valued by the Bovard Scholars community.
      iii. I feel I belong on a top-tier college campus.
      iv. I feel that my unique voice and opinions will be valued on my college campus.
      v. I see myself succeeding on at a top tier college.
      vi. I will apply to top-tier colleges and/or universities.

2. Graduate Programs
   a. To ensure our students feel engaged and included, we intend to utilize the recently piloted New Student Course Evaluation items (from the Center for Excellence in Teaching to be implemented in the end of the spring semester 2018) to survey student perceptions with respect to diversity and inclusion.
   b. Proposed end of course survey questions:

        i.    Question 6. The course materials included diverse perspectives OR applications to diverse populations.

        ii.    Question 11. The instructor was receptive to the expression of diverse student viewpoints.

        iii.    Question 12. The instructor demonstrated sensitivity to students' needs and diverse life experiences.

3. Summer Programs
   a. We will utilize the following questions:
      i. I see myself as part of the USC Summer Programs community.
      ii. I feel that my unique voice and opinions are valued by the USC Summer Programs community.
      iii. I feel a sense of belonging to the USC Summer Programs community.
      iv. I feel confident in how to be an ally and an advocate to vulnerable individuals.
      v. I understood how to find support services and the protocol for reporting a code of conduct violation.

## Staff

To evaluate staff climate in all programs, we will pull annual results from USC's staff climate survey results:

| Question Area | Result |
| --- | --- |
| Compliance | 12. I feel safe at work to do or say what I think is best for USC. |
| Continuous Improvement | 20. Good ideas are adopted here regardless of who suggests them or where they come from. |
| Respect & Trust | 49. My manager treats everyone in my work group fairly. |
| Respect & Trust | 51. At USC, people treat one another with trust and mutual respect. |

## Faculty

We will include similar climate questions from the staff climate survey in our faculty survey by the end of 2018.

### *Equity Scorecard Accountability Data*

In order to inform, assess, and identify areas for improvement, all programs will implement a scorecard, using USC Rossier Center for Urban Education's Equity Scorecard™ as a guide. The focus of our plan is on designing and implementing a participatory process of inquiry that involves the members of the USC Bovard College academic community. In the initial phases of implementing our plan, we will be measuring accountability indicators and ultimately our plan is to examine and correct root causes of inequity.

By May of 2019, each program will have collected baseline data, examined potential areas of inequity, and begun to take corrective actions.  Program teams will work collectively to agree on changes to the indicators used over time.

Below are the initial scorecard accountability indicators that will be used for USC Bovard College programs:

1. Access (graduate programs and Bovard Scholars)
    a. # and % of individuals who start an application by race and ethnicity, gender, and veteran status
    b. # and % of applicants who complete their application by race and ethnicity, gender, and veteran status
    c. # and % of applicants extended admission by race and ethnicity, gender and veteran status
    d. # and % of admitted students who enroll by race and ethnicity, gender, and veteran status

2. Graduation/Completion (by program)
    a. Graduate programs: # and % who earn a graduate degree within 2 years
    b. Bovard Scholars: # and % who apply to a top tier college and # and % who are accepted to a top tier college
    c. Summer Programs: # and % who complete their program with a B or better grade

3. Faculty/Instructors
    a. # and % of faculty members by rank and race and ethnicity, gender and veteran status

4. Identification of high-risk courses for specific groups of students

    Once the baseline data has been collected and reviewed, the outcome will potentially show equity gaps that will be the basis to establish equity goals for each subsequent academic year.

# Appendix A

Student Profile of USC Bovard Scholars Program ('17-'18)

Cohort 1

## Mission

The USC Bovard Scholars program helps high-achieving students with financial need gain admission to and succeed at the nation's top universities. Through expert admissions and financial aid assistance, comprehensive test preparation and personalized career exploration experiences, we aim to transform lives and build a new, diverse generation of dynamic leaders.

| Demographic | Count |
|---|---|
| Total Students | 51 |
| Average GPA | 4.22 |
| Average PSAT Score | 1190 |
| Enrolled in Pre-Calc and Above | 94% |
| Enrolled in Calculus and Above | 62% |
| First Generation College Students | 96% |
| Median Annual Household Income | $25,000 |
| Female | 63% |

## Race & Ethnicity

*22 students (43%) identify as Hispanic*
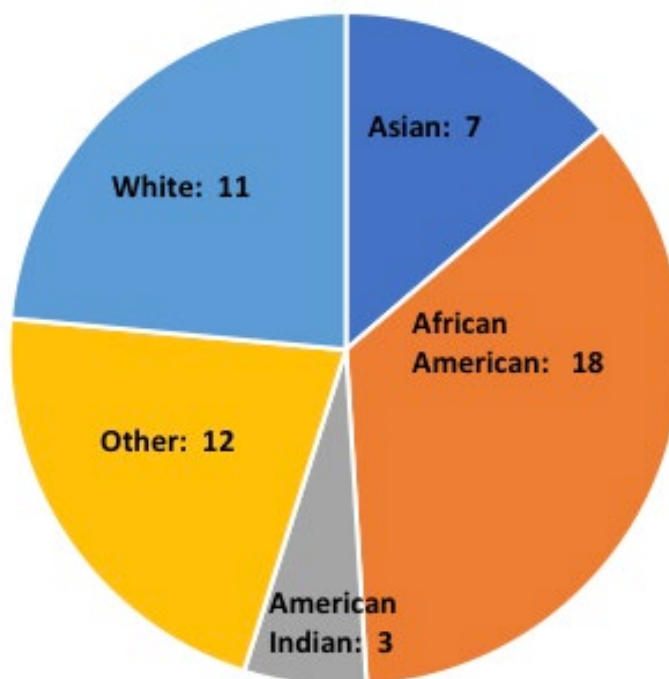
# Appendix B

Student Profile of Bovard College MS in Human Resource Management
Spring 2018 Class

**TOTAL STUDENTS**: 225  **1-year track**: 87 students  **2-year track**: 138 students
**Gender**: 75 % female (167); 25% male (58)  **Average Age**: 31 years
**Average Undergraduate GPA**: 3.22  **Average Graduate GPA**: 3.77
**First Generation Students**: 40% (102)  **USC Employees**: 19
**Veteran status**: 11 veterans; 4 military dependents; 1 active duty, 1 spouse or child of service member, 1 member of Reserve or National Guard

| Ethnicity: | Count |
|---|---|
| White (Europe/Middle East/North Africa) | 74 |
| Other Spanish-American/Hispanic/Latino | 67 |
| Other Asian/Asian-American | 39 |
| Black or African American | 31 |
| Unknown/Unreported | 8 |
| American Indian/Alaska Native | 2 |
| Filipino or Filipino-American | 2 |
| Chinese/Chinese-American | 1 |
| Native Hawaiian/Pacific Islander | 1 |

| Job Function: | Count |
|---|---|
| VP of HR / Associate VP of HR | 2 |
| HR Director | 10 |
| HR Manager | 33 |
| Compliance Counsel/Officer | 1 |
| Consultant/Analyst/Business Partner | 30 |
| Recruiter | 23 |
| HR Specialist | 21 |
| HR Generalist | 18 |
| HR Representative | 7 |
| HR Coordinator | 21 |
| HR Assistant | 18 |
| HR Intern/Volunteer | 2 |
| N/A or not currently employed in HR | 39 |

**Undergraduate Education:**
- 14 USC alumni
- 69 attended Cal State schools
- 32 attended UC schools
- 69 attended private Colleges/Universities
- 4 attended international Universities
- 37 attended public schools outside CA

**Permanent Geography:**
*US*
77% from California (173)
Also represented: Alaska, Arizona, Florida, Illinois, Massachusetts, Michigan, North Carolina, Nevada, New Jersey, New Mexico, New York, Ohio, Oregon, Pennsylvania, South Carolina, Tennessee, Texas, Utah, Virginia, and Washington

*International*
Singapore, Japan

**Employers include:**
• Microsoft • General Electric • Target • Amazon • Facebook • Kraft Heinz • Apple • Goldman Sachs • NBC Universal • Oracle • Snap, Inc. • Honda • City & State Gov. • San Francisco 49ers • AAA • Amgen • Kroger • City National Bank • Goodwill
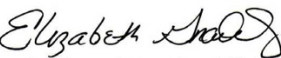
# Appendix C

**USC** University of Southern California

**MEMORANDUM**

| | |
|---|---|
| **To:** | Academic Deans |
| **From:** | Michael W. Quick |
| | Provost and Senior Vice President for Academic Affairs |
| | Elizabeth Graddy |
| | Vice Provost for Academic and Faculty Affairs |
| **Date:** | August 17, 2017 |
| **Subject:** | Casting the Net Widely |

The University of Southern California has long valued diversity across various dimensions. As an academic community in a vibrant urban setting, we draw on the riches and resources of a diverse faculty and student body. One of my key priorities for the university is expanding access and opportunity, increasing diversity among all our constituencies. Guided by our strategic vision to "create a transformative faculty whose scholarship crosses disciplinary boundaries," we remain committed to providing equal opportunity for everyone.

While we are fortunate to have many current outstanding faculty at the forefront in their respective fields, we must continue to attract and recruit new scholars of a similar caliber. In order to achieve this objective, I have asked each school to appoint a *faculty diversity recruitment advisor* who will be included in the search committees of their respective schools. This individual will be a senior faculty member trained by the Office of Equity and Diversity on equal employment opportunity and affirmative action processes and procedures with special responsibility to see that qualified candidates are identified from underrepresented groups.

Furthermore, we ask deans, search committees, and hiring managers to adhere to the following standards and best practices:

Posting
- Discuss the strategies for outreach the school will use each year to identify qualified candidates from underrepresented groups.
- Ensure that every search committee and every promotion and tenure committee has members who will provide a variety of informed points of view about each candidate.
- Make certain that every open position is advertised. Almost all disciplines have specified outlets likely to reach minorities and women, and these should be included in the search process. A waiver of posting for faculty positions requires prior provost approval.
- Ensure that all full time and part time faculty positions are posted in accordance with USC faculty recruiting policies and appear on the university job website at https://usccareers.usc.edu/.

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Identification of Candidates
- Be proactive and creative in seeking out strong potential candidates and encouraging them to apply.
- Make personal contact at professional meetings and conferences with women and underrepresented minority faculty who are potential candidates or referral sources.
- Recruit a diverse population of postdoctoral fellows and be willing to consider them appropriately for faculty appointments.
- Hold a seminar series or other activities that bring in postdocs for informational visits that also serve to provide us advanced identification of potential candidates.
- Proactive search strategies can assist in identifying a qualified and diverse pool of candidates. When a faculty position is created in Workday for posting and recruitment, the *faculty diversity recruitment advisor* should confirm the following:
  - The search committee, or hiring manager when applicable, has been provided with copies of this memorandum.
  - The search committee includes individuals with diverse perspectives.

Recruitment
- Call or speak in person with women and minority senior scholars to request recommendations for candidates.
- Stay in frequent contact after extending an offer and learn what alternative opportunities the candidate has, so that your offer remains competitive throughout the process.
- Offer the assistance of one of the relocation services with which the university contracts to explain to candidates and families the characteristics of neighborhoods, schools, and housing.
- Ensure that all candidates for USC faculty positions apply to posted positions using the USC-designated faculty application system (FAM).

Thank you for your efforts to cast the net widely in all recruitment and hiring activities.


Cc:    C. L. Max Nikias
       Academic Senate
       President's Cabinet
       Provost's Cabinet
       Deans of Faculty

[Text-only version](#) of the memo.