Each USC Equity Institute has eight 2-hour modules. When higher education leaders contact us about having 20 colleagues from their campus participate in our eight-week professional learning experience, we ask the commissioning executive to choose six modules from this curriculum (the first two are foundational and therefore required):

**FOUNDATIONS IN RACIAL EQUITY**

***REC 700 Foundations of Racial Equity in Higher Education**

This module is an introduction to foundational concepts and terms pertaining to race and racial equity in higher education. We will set ground rules and community standards that will lay the foundation for the rest of the Institute. Participants will engage in identity exploration and the mapping of identity salience. Participants are also introduced to a range of racial trends at postsecondary institutions across the nation and afforded opportunities to juxtapose those with racial realities on their campus.

***REC 701 Talking about Race, Racism, and Racial Inequities**

This module teaches leaders how to raise race questions; productively lead race-related conversations with their leadership teams and the broader campus; mediate tensions that arise in conversations about racist structures, cultures, policies, and norms; and talk honestly about data that show racial inequities between groups. Participants also develop a broader anti-racist vocabulary.

*Required*
Rec 702: Race-Conscious Leadership in Higher Education
This module focuses on what race-conscious leaders do to advance racial equity, questions they ask, data sources on which they rely, and relationships they foster with racially diverse stakeholders on campus. Also discussed are the benefits of leading with a high level of consciousness and threats of attempting to lead without consciousness of racial realities at their institutions.

Rec 703: Race-Conscious Enrollment Management
This module focuses on developing strategies and innovative approaches to recruiting and enrolling students of color. Some attention is also paid to understanding affirmative action policies and the legal parameters of race-conscious admissions practices. Also provided are case examples from institutions that significantly increased their enrollment of students of color.

Rec 704: Advancing Racial Equity in Mostly White Contexts
This module is for leaders on campuses with little racial diversity, as well as those who serve on mostly or exclusively White leadership teams. Participants will deepen understandings around foundational principles with respect to institutional commitments to racial equity. In addition, participants will deepen understandings around the experiences of students, staff, faculty and administrators of color on PWIs. And finally, participants will continue to build their knowledge, skills, and dispositions as leaders for racial equity on their PWI.

Rec 705: Advancing Racial Equity in a Majority-Minority Context
Presently, a growing number of colleges and universities are majority-minority institutions, many of which are recognized as Hispanic-Serving Institutions (HSIs) and Minority-Serving Institutions (MSIs). While people of color may be in the majority at a college, institutional norms often continue to operate from structures of Whiteness, from what is taught in the classroom and the co-curriculum, to the standards for tenure and promotion. Special attention will be paid to intra- and inter-group conflict, across communities of color, within this unique institutional context.

Rec 706: Leading in Moments of Racial Crisis: Part 1
Racist incidents are a frequent occurrence on college and university campuses. However, many institutional leaders remain unsure and underprepared to respond in moments of racial crises. Through this 2-part module, college and university administrators will learn how to 1) appropriately assess and accurately appraise the severity of racial incidents; 2) develop rapid response protocols in addressing racial crises; 3) explore ways to collectively engage with the campus community to generate solutions; and 4) rehearse race-conscious responses to case studies of campus racial incidents.
Leading in Moments of Racial Crisis: Part 2

Building upon the foundation provided in Part I of this module, Part II focuses on providing institutional leaders with specific anti-racist language and communications strategies to effectively navigate common pitfalls when engaging college and university communities, as well as broader publics (e.g., press conferences and statements to media), both during or immediately following racial crises.

Understanding Campus Unrest and Responding Student Protest

This module assists campus leaders in understanding campus unrest and responding to the student protestors in three tactical ways: 1) meaningful acknowledgement of campus racial, gender, religious, and other inequities; 2) allocation of institutional resources and relevant support to ensure student safety and facilitate the political practice of protest; and 3) work with students in a timely manner to manage and address student protestors’ demands.

Using Assessment and Evaluation to Improve Campus Racial Climates

Research has consistently shown that hostile racial campus climates hinder the academic performance and sense of belonging among racially minoritized students. This module will provide practical strategies (including assessment and evaluation) that can be utilized by various institutional leaders and engaged practitioners to improve the experiences of racially minoritized students across different sectors of the institution (e.g. classrooms, residence halls, and student organizations).

Assessing Racial Equity Through Disaggregating Data

Through this module, university and college administrators, faculty, and other campus leaders will learn how to articulate a compelling rationale for disaggregating campus data to identify racial and ethnic inequities, gain tools for how to identify and leverage existing campus data sources, and identify strategies to appropriately and effectively showcase disaggregated data. Black, Asian/Asian American, Latinx, Native American, and Pacific Islander are not monolithic racial categories and need specific interventions and nuanced support.

Making Racial Equity Data Transparent

Transparency in sharing disaggregated data is an essential facet of racially equitable practices in the college or university environment. In this module, participants will explore examples of data dashboards, learn how to make their data understandable and accessible, and identify opportunity gaps in student success and engagement. Participants in this module will move beyond simply posting the data to concrete ways to use data as a catalyst for change and to construct racial equity goals that are context-specific.
TEACHING AND LEARNING

**REC 712**
**Understanding and Navigating Identity as Faculty**
This module explores aspects of identity related to social positions of power, privilege, and subordination. Specifically, faculty and other administrative leaders will learn to 1) recognize and respect these aspects of identity in themselves and others; 2) identify their own identity-based blind spots and vantage points related to pedagogy, advising, research, and other professional practices; and 3) embed this awareness into their classroom and advising practices with the intention of advancing racial equity.

**REC 713**
**Creating Culturally Responsive and Sustaining Classrooms**
This module trains faculty and other teaching and learning professionals to 1) understand the foundations of culturally responsive and culturally sustaining curricula; 2) learn methods to critically review their own curricula and curriculum-building practices; and 3) use equity-minded pedagogical lenses to revise existing or produce new course curricula.

**REC 714**
**Microaggressions And Stereotype Threat: Navigating Invisible Racism In The Classroom**
This module will educate and prepare faculty to identify and combat racial stereotype threat and microaggressions in the classroom. First, attendees will engage in a series of activities aimed at identifying classroom interactions and incidents that can foster stereotype threat, which can often be exacerbated by microaggressions. To that end, this module will also present the academic and psychological consequences of classroom microaggressions and the instructional imperative behind reducing microaggressions in learning environments. Participants will ultimately be equipped with the skills to respond to stereotype threat and microaggressions in the classroom.

**REC 715**
**Inclusive Pedagogy and Classroom Transformation**
Through this module, faculty, department chairs, and deans will explore empowering teaching practices, including inclusive pedagogy and culturally relevant curriculum, to address the needs of students from a multitude of identities. Identity differences between instructor and students will be discussed. Participants will also explore ways to structurally transform the classroom to maintain an inclusive learning environment for all students.

**REC 716**
**Classroom Incivility and Productive Conversations about Race**
Through this module, faculty will explore how to productively tackle the topic of race in college and university classrooms. Discussions concerning race are often challenging and controversial; however, it is vital that faculty do not shy away from these opportunities, and are instead prepared to facilitate critical discussions about race and racism in a classroom setting. Faculty will also learn strategies to avoid offensive rhetoric and personal attacks throughout the discussion by establishing a shared understanding of classroom expectations with their students.
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<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>REC 717</td>
<td>Reducing Implicit Bias in the Search and Hiring Process</td>
<td>Through this module, faculty and other potential members of search and hiring committees will be able to define, recognize, and name implicit bias and its consequences, and actively engage in research-tested practices that prevent implicit bias in the search and hiring processes.</td>
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<td>REC 718</td>
<td>Recruiting and Selection of Professionals of Color</td>
<td>Higher education’s history of institutionalized racism has prevented the recruitment and selection of employees of color. Furthermore, it has kept most people of color employed by the university in staff and facilities roles (e.g. dining services, janitorial, etc.). Through this exercise, participants will be exposed to various strategies that can be utilized to recruit employees of color into decision making positions.</td>
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<td>REC 719</td>
<td>Retention and Advancement of Professionals of Color</td>
<td>This module focuses on the mentoring, retention, and advancement of people of color across the institution, once they are hired. Participants in this module will engage in learning about and designing mentoring and reward structures, as well as feedback systems, that are not normed in Whiteness. Institutional leaders will have the opportunity to think critically about how they can ensure their campuses provide rich support for employees of color to thrive.</td>
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<td>REC 720</td>
<td>Managing and Resolving Racial Tensions in the Workplace</td>
<td>This module will prepare members of higher education institutions to respectfully and articulately resolve racial tensions in the workplace. Specifically, participants will be required to reflect on their own racial identity, competency, and biases in relation to racialized and cultural workplace tensions. Furthermore, participants will be exposed to different perspectives in an attempt to understand other’s experiences, particularly those from different backgrounds (e.g. race, class, gender, sexuality, etc.). In addition, the module will explore racial tensions in the context of various workplace relationships and power dynamics (e.g. supervisor and employee, faculty and graduate advisee, support staff and faculty, tenured and untenured faculty, etc.).</td>
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<td>REC 721</td>
<td>Relationships of Power and Reducing Abuse of Power in the Workplace</td>
<td>In this module, participants will take an intersectional lens to substantively alter their understanding of how structural and personal power can manifest in the workplace. For example, the power to exclude or to demean a woman of color’s work in a racially and gendered coded way if often not intentional, and yet, has deep consequences. Participants will learn key strategies to identify and reduce gendered and raced power asymmetries.</td>
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<td>REC 722</td>
<td>Cultivating a Local Pipeline for Diverse Institutional Leadership</td>
<td>Administrators and campus leaders have a rich opportunity to cultivate leadership among talented people of color from within the organization. Participants in this module will engage in critical reflection about learned values regarding achievement and meritocracy, as these oft-unspoken values can be barriers to equitable change and progress. Participants will also examine the culture and cultural practices of the campus through reflexive questioning. What is the system and structure of rewards and recognition? Whose labor is valued and how? Institutional leaders will also learn about departmental diversity audits and promising practices in mentoring staff and faculty of color.</td>
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<td>REC 723</td>
<td>Accountability And Incentivization For Improving And Advancing Equity Goals</td>
<td>Racial equity goals will only be achieved in a culture of evidence and accountability. In this module, participants will learn strategic ways to hold offices and departments accountable to improving and advancing the community’s racial equity goals. Participants will explore examples of tying goals to performance appraisals, making departmental and office goals written, public, and transparent, and establishing incentive and reward structures that encourage campus stakeholders to strive for goal completion.</td>
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<td>REC 724</td>
<td>Strategic Planning and Action for Racial Equity</td>
<td>Through this module, university and college administrators, faculty, and other campus leaders will learn key steps to strategically plan and execute actionable goals to enhance racial equity at their respective campuses. Designed for those who have not embarked upon a D&amp;I; strategic planning process yet.</td>
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<td>REC 725</td>
<td>Messaging Commitment to Racial Equity and Inclusion</td>
<td>Through this module, university and college administrators and other campus leaders will learn how to effectively communicate their commitments to equity and inclusion on their respective campuses. We will also explore how to uphold these commitments through institutional transparency and a persistent dedication to actionable goals.</td>
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<td>REC 726</td>
<td>Effective Partnership with Chief Diversity Officers and Diversity Practitioners</td>
<td>Student-facing diversity practitioners (often in Student Affairs) and Chief Diversity Officers are not only “on the ground,” but also hold sensitive, political roles as both advocates for racial equity and officials of the institution. They also are often the face of “diversity” in collegiate environments. Participants in this module will focus on developing productive partnerships with both diversity practitioners and chief diversity officers that result in increased trust and goodwill, while also ensuring that those with “diversity” in their title are adequately resourced, recognized, and rewarded.</td>
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COMMUNICATING INSTITUTIONAL PROGRESS ON RACIAL EQUITY GOALS

This module is designed for participants in institutions that have conducted a rigorous campus climate assessment. Telling the story of progress is critically important. Institutional participants in this module will name their desired racial equity outcomes and learn the skills to highlight movement achieved on identifying and tackling racial inequities. Participants will also learn how to scaffold their racial equity goals in order to make progress manageable and how to tell the story of small (and big) wins in a meaningful way.

DISMANTLING PERSISTENT RACIAL EQUITY PROBLEMS IN STEM

Through this module, faculty, administrators, and staff in STEM will learn about on-going inequities found across STEM fields (e.g. access to educational programs, inequities in income opportunities for underrepresented groups, disparities for women of color, etc.). Participants will then learn about specific practices that they can employ within their respective roles to disrupt and dismantle local systems of oppression that are responsible for reproducing such inequities.

CONTEMPORARY ISSUES

“BUT I’M NOT A RACIST!”: NAVIGATING THE DEFENSIVE EMOTIONS OF CAMPUS RACIAL CONFLICT

The ability to reduce defensiveness, hear feedback, separate it from rhetoric, and take ownership over behavioral changes is a powerful, but overlooked, leadership tool. However, navigating the charge of “racism” can be difficult and personally challenging. Participants in this module will learn about the framework of White Fragility and what to do (and what not to do) when receiving feedback around racism or racist actions.

IDENTIFYING, UNDERSTANDING, AND CONFRONTING IMPLICIT BIAS

Through this module, institutional leaders across the university will learn about implicit biases, (e.g. where they come from and how they are generated) and the various ways they are manifested and develop actionable plans to challenge and strategically deal with such biases across different contexts.
Xenophobia, Islamophobia, and Othering

Through this module, collegiate officials will investigate the detrimental impacts of xenophobia, Islamophobia, and othering on college and university campuses. In response to the current political climate, it is important that university leaders develop strategies to combat the oppressive ideologies that have infiltrated academic discourse and maintain an inclusive environment for students from all religious backgrounds and homelands.

Cultivating Trans Inclusive Campus Environments

College campuses have traditionally been spaces that center White, middle class, heterosexual, and cisgender bodies and experiences. Trans, gender queer, non-binary, and gender non-conforming students are some of the fastest growing student populations. This module will discuss various practices that specific departments and the larger campus community can engage in to create more welcoming and inclusive environments for students from gender minoritized backgrounds, particularly by understanding the heterogeneity across their social identities.

Advancing Racial Equity in Revenue-Generating Sports

Pervasive racial inequities in student success for athletes, particularly in revenue-generating sports (e.g., football and men’s basketball) at the Division I level, is a persistent trend in higher education. However, many institutional leaders, athletics directors, and coaches have remained unsuccessful in addressing and reversing this trend. This module is intended to assist administrators in college and university athletics programs, as well as other institutional leaders, in developing a culture of inquiry to identify and address structural drivers that contribute to racial disparities for student athletes.