

READINESS: Is my campus ready?

What pre-work have we done?

It is not a requirement that your campus has done racial equity work in advance of participating in the USC Equity Institutes. However, if your campus has participated in a campus climate study, created an equity and inclusion strategic plan, has advanced specific diversity and inclusion goals, etc., it is valuable to share all of that information with your 20 participants prior to the Institute beginning. Setting a baseline understanding of where your campus has been and how it is evolving in the terrain of racial justice and equity will be important.

What are our plans to share what we learn and what we're advancing?

As we know, participating in diversity and inclusion programs and conducting climate studies is now a common practice on many campuses. Equally common, unfortunately, is that the results of climate studies or the skills gained through specific programs remain with a few individuals (or on a shelf!). One of the goals of the USC Equity Institutes is to increase transparency and reduce mistrust as related to progress on racial equity. Having a vision of how you will communicate the learning and transformation that has occurred is a useful starting place. The Race Equity Projects, an integral part of the USC Equity Institutes, will help you to design projects, as well as build plans for accountability, budgeting, transparency, and more.

Who would be the highest level leader participating?

We strongly encourage the full participation of your President/Chancellor, Provost/Dean of the Faculty, and all Cabinet members as part of your 20-person team as it signals the importance of this program (and your campus' commitment to racial equity) through visible leadership participation.

Who would be the Commissioning Executive (the driver for this program and its internal and external communications)?

The Commissioning Executive will be the primary communication driver between the USC Equity Institutes staff and faculty and your campus cohort. It is essential that the Commissioning Executive has the positional and reputational cachet to secure buy-in and ensure follow-through.

Here is a Commissioning Executive's To-Do List to get a sense of the responsibilities before, during, and after an Institute.

LOGISTICS: How does it all work?

What is the best learning configuration for your campus?

	PROS	CONS
Individuals “Zoom” in	<p>A potential time saver because participants can log in from individual offices.</p> <p>Interaction via the Chat Box feature can be more participatory and adds another dimension to “air time”.</p>	<p>Missing in-person interactions where trust and relationships can be informally built.</p>
All individuals in one conference room	<p>Gain in-person interactions where trust and relationships can be informally built</p>	<p>Depending on the conference room technology, interaction with our Teaching Faculty can be strained due to a limited view of participants or poor audio quality.</p>

Some in one room and some Zooming in is least ideal. The most ideal configuration depends on your campus culture, but we would recommend either all individuals “Zooming” in, or all individuals in one conference room with excellent audio and visual capabilities so that the Teaching faculty can easily see and hear everyone.

Who makes up the ideal team from a positional standpoint and from a capacity standpoint?

President/Chancellor participation is highly recommended and cohorts with President/Chancellor participation will be given priority.

We also suggest that the following be included in your cohort - key decision-makers and those with budgets to execute strategic goals:

- Provost;
- Vice President for Academic Affairs/Dean of the Faculty;
- Vice President for Student Affairs/Dean of Students;
- Associate Vice President for Student Affairs;
- Chief Diversity Officer or Senior Diversity Practitioner;
- Director, Center for Teaching and Learning;
- Faculty Senate Chair;
- Chief Financial Officer/Vice President for Administration;
- Vice President for Admissions/Enrollment Management;
- Director of Athletics;
- Vice President for Human Resources;
- Director, Institutional Research.

Additional members of the 20-person cohort could include: Dean/Vice Deans/Associate Deans; Department Chairs; Faculty Union Leadership.

What is the ideal time commitment?

Pre-Institute

1 In-Person Cohort Meeting for:

- Introductions and Icebreakers
- Review Institute Syllabus
- Brainstorm Race Equity Project Ideas

Institute In-Session

2-hour module at the same day and time for 8 consecutive weeks

1 In-Person Meeting in Week 4 to finalize Race Equity Project Topics and Teams

Weekly or bi-weekly Race Equity Project Team meetings starting in Week 4

Post-Institute

Monthly Race Equity Project Team Meetings for 3 months

1 In-Person Meeting 3 months after to:

- Present Race Equity Projects
- Provide/gather feedback

1 In-Person Meeting within 6 months after to:

- Communicate Race Equity Project progress
- Troubleshoot together if needed

How much is it?

\$40,000 for 20 participants plus a recommended (but not required)

\$10,000 Race Equity Project budget allocation.

How do I sign up?

Once you have chosen to commit to participating in the USC Equity Institute, please fill out the Intake Form by the due dates listed above depending on which term you are applying for. Please be advised that the Intake Form does not save your data so you should keep your information in a separate document until it is complete and ready to submit. We only have space allotted for five different institutions per term. If accepted, you will be contacted to begin the contract process. Payment is due prior to the first week of your Institute.

CURRICULUM: How do I know which modules to choose?

Why are the required foundational modules so valuable and important for participants to get the most out of the next 6 modules?

REC 700: Foundations of Racial Equity in Higher Education and REC 701: Talking about Race, Racism, and Racial Inequities are critical for the full, equitable participation of your USC Equity Institute cohort. We cannot engage in the work of racial equity and racial justice without an honest examination of the self and identity, as well as developing racial literacy comfort around key terminology. We commonly hear that one of the barriers to engaging in the work is discomfort, not knowing how to “talk about it,” or being afraid to say or do the wrong thing. Conversely, others take on the mantle of race work on their campuses and are often exhausted and under-resourced. The foundational modules afford all participants a highly hands-on, interactive way to work on identity, terminology, blind spots, crafting a space to be vulnerable and be learners over the coming weeks, and to practice being uncomfortable, as well as countering deficit-model thinking. In addition, participants will locate and analyze their own campus’ recruitment, retention, and hiring data against national data sets to better understand gaps and opportunities.

Do I have to do the modules in the order they are listed?

No, not at all. Our staff is happy to work with you, to better understand your campus context and goals, to help craft an ideal line-up of your selected six modules to follow the two required modules (REC 700 and REC 701).

Here is a Sample Syllabus. Please note that none of the links are live as curricular materials are only made available to institutions committed to a USC Equity Institute.

RACE EQUITY PROJECTS: How are they structured?

What's the ideal way for us to construct five-person teams?

Decide on four opportunity areas first and then have participants self-select or Commissioning Executive assigns.

What are some projects other campuses have worked on?

Below are some projects that others have worked on organized by “Level of Impact” and “Curriculum Areas” that can be related modules.

Level of Impact

Curriculum Area	Individual	Departmental/School	Institutional
Race-Conscious Leadership	Examining Underrepresented Student Experiences in Fraternities and Sororities		Increasing Recruitment and Retention of Students of Color
Assessment & Evaluation			
Teaching & Learning	Course (Re)Design for Inclusion and Diversity	Develop Mandatory Course on Local and Institutional Racial History	Reinvigorating Diversity Curriculum
Human Resources Management			Increasing Retention of Faculty or Staff of Color
Strategy & Accountability			Increasing Racial Equity in Graduation Outcomes

How tightly are the modules tied to the Race Equity Project homework?

Not at all or very much depending on how you design your Institute. If you have an idea already about what your Race Equity Project topics might be, then we can make module recommendations to address those topics. Or, the module topics may speak more directly to your needs and priorities first and Race Equity Projects may organically emerge.

What is the schedule of the Race Equity Project homework?

Homework related to the Race Equity Projects begins in week 4 of the Institute and carries on until 3 months after the Institute. We highly recommend that groups set up extra time outside of the 90-minute/weekly module to work on their projects.