Diversity, Equity, and Inclusion Caucus 2018-
2019 Dornsife Faculty Council

Final
Recommendations
April 1, 2019

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Diversity, Equity and Inclusion caucus report to the Dornsife Faculty Council (2018-2019)

Introduction: Diversity, Equity, Inclusion
Like USC’s Diversity, Equity, and Inclusion Week held each January, the DEI Caucus includes all three key terms in its title to recognize the distinct contribution each makes, and that simply using the term “diversity” is not enough. The Caucus draws from the Ford Foundation definitions of these concepts. *Diversity* refers to “the representation of all our varied identities and differences (race, ethnicity, gender, disability, sexual orientation, gender identity, national origin, tribe, caste, socio-economic status, thinking and communication styles, etc.), collectively and as individuals.” *Equity* describes “fair treatment, equality of opportunity, and fairness in access to information and resources for all.” *Inclusion* “builds a culture of belonging by actively inviting the contribution and participation of all people. We believe every person’s voice adds value, and we strive to create balance in the face of power differences.”¹

For diversity to be meaningful, an institution must also actively enact equity and inclusion. To seek diversity alone leads to failure in two critical ways. First, institutions will not achieve the outcomes which motivate them to pursue diversity, without also pursuing equity and inclusion. The deep engagement with varied perspectives and experiences that enables critical thinking and innovation, for example, will not occur by simply gathering people together with diverse backgrounds. Rather, such sustained, transformative exchange with difference occurs through all having the ability to participate meaningfully through equitable access to information and resources and cultivating an environment in which all feel they belong and have ownership.

Second, diversity cannot be sustained without equity and inclusion. People leave institutions where they find barriers to their well-being, personal success, and ability to meaningfully shape their institution’s mission, vision, and culture. Disparities in retention rate among students, staff, and faculty, which occur along racial and ethnic, gender, or other categories, indicate a pressing need for more robust equity and inclusion policies, practices, and culture addressing how the institution is currently excluding, blocking, or neglecting the needs and contributions of these individuals and groups in a recurring way. Diversity will not automatically create equity and inclusion. Rather, equity and inclusion are the critical pieces that make diversity possible. It is vital to keep in mind the D5 Coalition’s observation: “While a truly ‘inclusive’ group is necessarily diverse, a ‘diverse’ group may or may not be ‘inclusive.’”²

The DEI Caucus presents this report and specific, actionable recommendations to contribute to Dornsife’s commitment to making “a diverse, equitable, and inclusive community within our college.”³

¹ https://www.fordfoundation.org/about/people/diversity-equity-and-inclusion/
² http://www.d5coalition.org/tools/dei/ “D5 is a five-year coalition to advance philanthropy’s diversity, equity, and inclusion. As our constituencies become increasingly diverse, we need to understand and reflect their rich variety of perspectives in order to achieve greater impact.”
³ https://dornsife.usc.edu/diversity
DEI are USC Values: Why We Pursue Diversity, Equity, Inclusion
The DEI Caucus concurs with the USC 2018 Strategic Plan’s rationale for “Embracing the Inclusive Spirit.” On the one hand, for our students, learning diverse perspectives - and really transforming one’s own perspectives through this engagement - is a core objective of college education: “universities must model the 21st century for its community, and it must show students the value of diversity, equity, inclusivity, cultural sensitivity, and intercultural competence.” The benefits of diverse, inclusive exchange are true for faculty and all of us at the university: “This is even more true for research universities because diversity and inclusion spark unique, valuable perspectives and novel innovations to our research, scholarship, and creative work.” These values are reinforced by studies that more diverse workplaces result in better work.6

In addition to critical thinking, innovation, and intercultural competency, a more diverse, equitable, and inclusive university community also responds to the needs and strengths of its increasingly diverse student body. The number of students from underrepresented groups attending the University of Southern California has increased significantly over the last 20 years. Current student demographic data show that 12% and 5% of the total undergraduate population enrolled at USC identify as Hispanic/Latinx and African American respectively. In the September 2018 “Fostering Diversity in Faculty Hiring” training session, Shaun Harper (Provost Professor in Rossier and Marshall, and Executive Director of the USC Race and Equity Center) framed the problem of lack of racial and ethnic diversity among faculty as an ever more acute problem as the student body becomes less white. Students should be able to see themselves as the knowledge producers and teachers at the front of the classroom, rather than seeing a more uniform class of faculty in terms of race and ethnicity and other categories. It is also imperative that majority students have the experience of learning from non-majority professors, such as white students learning from professors of color. The lack of faculty diversity has been one of the most common demands of college students nationwide who have identified this as a part of the structural racism that exists at universities.6 However, faculty diversity is one crucial aspect of supporting a diverse student body; other aspects as well must adapt to the needs and strengths of a more diverse student body, and must be implemented to cultivate not only diversity but equity and inclusion for students (see Student Issues in Part II).

Greater diversity, equity, and inclusion at USC is also imperative given our location in Los Angeles. The Los Angeles area is one of the most diverse in the nation, including race and ethnicity, national origin, and religion. To not have the diversity more resemble of our geographic area troubles how much of a leader, visionary, and helpmeet USC can be for Los Angeles, as a July 2018 Provost memo highlighted when considering faculty diversity: “It is

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4 https://strategic.usc.edu/leading-through-people/embracing-the-inclusive-spirit/[All quotes in this paragraph from here]
5 https://www.sciencemag.org/article/how-diversity-makes-us-smarter/
critical that our faculty population accurately represents the diverse cultural makeup of our Southern California location and includes a range of perspectives that positions us to fulfill our role as a thought leader of global impact on the Pacific Rim.” The DEI Caucus endorses the Dornsife mission in this regard: “Because Los Angeles is the city of the future with a diversity we strive to emulate, USC Dornsife will place high priority on embracing diversity at all levels.”

At the same time that Dornsife College and USC are committed to diversity, equity, and inclusion, there is more work to do. If we focus on faculty racial diversity, to take one important measure, it is clear that there is more work to do and changes to implement. Out of 7400 full time faculty at USC, 139 are Black/African American; 239 are Latinx/Hispanic; 9 are Native American; and 839 are Asian American or Pacific Islander. For USC, as for many US colleges and universities, the challenge remains how to make the change that we seek: “Yet, in the face of these legal and stated commitments to diversity, the above statistics speak to the urgent need for predominantly White academic institutions to identify the persistent barriers that prevent greater racial diversity among their faculty and to develop strategies to address them.”

There needs to be change from the ways things have been done in order to have a different future, one more diverse, equitable, and inclusive. Drawing from scholars Özlem Sensoy and Robin DiAngelo’s argument that “the default of historically White institutions is the reproduction of racial inequality,” the DEI Caucus identifies a fourth rationale, that as a university we work to ensure we are not reproducing injustices. While Sensoy and DiAngelo highlight racial inequality, we can also extend this to other categories such as sex, gender, sexual orientation, class, disability, national origin, immigration status, religion, and more. Here we shift our thinking: if we are not making change, then we are defaulting to the status quo, which we as a community have acknowledged has significant underrepresentation and is not as diverse, equitable, and inclusive as we want to be. If we fail to identify the barriers and develop strategies to address them - or if we do this work half-heartedly - then we will perpetuate inequality.

As the Provost’s Nov. 2018 memo, “Fostering Our Diverse Community,” notes, “Among the most important issues facing higher education is addressing historic and systemic inequities as we work to build more diverse and inclusive university communities.” The DEI Caucus believes USC, and Dornsife in particular, can be a leader on this issue.

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7 “Training to Foster Diversity in Faculty Hiring” July 20, 2018
8 https://dornsife.usc.edu/mission-and-vision/
9 This data comes from Professor Shaun Harper’s training event, “Fostering Diversity in Faculty Hiring” on Sept. 12, 2018. The data refer to full time faculty of color in 2018.
11 Ibid. p.577
Dornsife as DEI Leader
The Provost’s “Fostering Our Diverse Community” memo highlighted significant next steps to build a more diverse, equitable, inclusive USC. The DEI Caucus believes Dornsife has an opportunity to lead in these next steps, including drawing on the “$50 million in new funds to promote diversity, equity, and inclusion across our university” to support faculty hires and pipeline programs, and helping shape the new Center for Excellence in Diversity and Inclusion (CEDI) through communicating our recommendations and providing further expertise and input. The DEI Caucus is also excited for the Dornsife Strategic Plan and to realize the DEI work that this Strategic Plan will articulate.

DEI Caucus: Focus on Two Areas for Recommendations
The Caucus identified two areas to bring to attention and develop recommendations: Faculty Recruitment, Hiring, and Retention; and Student Issues. As faculty, we are committed to implementing best practices for equitable hiring and emphasize this an area to make concrete, implementable change for tenure-track and RTPC faculty that can have significant results - namely, increasing faculty from underrepresented backgrounds and faculty committed to building USC as a more diverse, equitable, inclusive university. We also bring our knowledge and experience with students and their strengths and needs. As many Caucus members are RTPC faculty, the Caucus had a keen view of issues coming up among students which Dornsife can address.

Part II: Recommendations

A. Faculty Recruitment, Hiring, and Retention at USC and at the Dornsife College of Letters, Arts and Sciences

Objectives: Given the critical role of faculty at the university and that much of DEI scholarship and initiatives have focused on the hiring process as pivotal to cultivating faculty diversity, equity, and inclusion, the DEI Caucus focused one area of recommendations on Faculty Recruitment, Hiring, and Retention. The Caucus carried out three objectives in this area. First, the Caucus evaluated the current status of faculty (tenured, tenure track and RTPC) diversity at the Dornsife College of Letters, Arts and Sciences, focusing on race, ethnicity and gender (underrepresented groups: Hispanic/Latinx; Black/African American, and women). Second, the Caucus also noted faculty members’ experiences with inconsistencies in faculty hiring at the college, inconsistencies seemingly marked by some kind of bias (unconscious or conscious). This was in response to the information discussed during the “Fostering Diversity in Faculty Hiring” training session for USC faculty led by Professor Shaun Harper (Provost Professor in Rosnier and Marshall, and Executive Director of the USC Race and Equity Center) on September 12, 2018. Third, the Caucus developed recommendations for faculty recruitment, hiring, and retention that could potentially create a more diverse and inclusive faculty at the college. While the Caucus assumes that the Deans of the Dornsife College of Letters, Arts and Sciences are aware of the lack of diversity among the faculty, the Caucus is also concerned by the lack of hiring initiatives especially designed to solve this problem. The Caucus also believes
that in contrast to other universities that also suffer from low faculty diversity, the geographical location of USC makes it even more relevant and urgent to increase the representation of members from underrepresented groups in their faculty pool.

**Faculty Diversity:** Despite a strong endorsement for diversity, the current faculty diversity at USC does not reflect the city and/or student population demographics. At the September 2018 “Fostering Diversity in Faculty Hiring” training event, Professor Shaun Harper presented the numbers of full time faculty of color at USC in 2018, out of the 7400 total faculty:

<table>
<thead>
<tr>
<th></th>
<th>Black</th>
<th>Latinx</th>
<th>Native American</th>
<th>Asian American Pacific Islander</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tenured</td>
<td>29</td>
<td>44</td>
<td>2</td>
<td>180</td>
</tr>
<tr>
<td>Tenure-track</td>
<td>8</td>
<td>16</td>
<td>1</td>
<td>73</td>
</tr>
<tr>
<td>RTPC</td>
<td>97</td>
<td>179</td>
<td>6</td>
<td>586</td>
</tr>
</tbody>
</table>

These numbers show how few faculty from racial and ethnic groups underrepresented in academia are members of the 7400 faculty at USC. They also show that the greatest racial and ethnic diversity is among RTPC faculty. That non-tenure track faculty positions have consistently greater racial, ethnic, and gender diversity has been noted by scholars studying DEI in higher education Today, the majority (70%) of academic appointments in the United States are non-tenure track (NTT) rather than tenure-track, and there has been an increase in the number of women professors and professors from underrepresented racial and ethnic minorities. The intersection of these two trends make academic appointment type a DEI issue: women and underrepresented minorities are mostly hired into NTT positions, which generally have less stability, lower pay, and fewer benefits than the tenure track. In this way, “most gains for underrepresented minority groups have been in the most precarious positions.”

The first and only diversity report publicly released by USC (see Appendix) indicates that in May 2016, Hispanic/Latinx faculty represented only between 3 to 6% (tenured-tenure track respectively) of the total number of faculty lines at USC. The situation is even more dramatic for African-Americans representing only between 2 to 4% of the total number of faculty members at

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At the same time that there have been increases in women and underrepresented minorities among non-tenure track faculty, these positions are still mostly held by white professors. As reported in a 2016 TIAA report studying the changes in faculty composition from 1993 to 2013, “For full-time, non-tenure-track appointments, the ratio of whites to underrepresented minorities has closed from about 10 to one in 1993 to seven to one in 2013…The ratio for part-time appointments has closed from about 10 to one to six to one within the last 20 years” (Flaherty 2016).
USC. Asian-American faculty represented 14 to 20% of USC faculty. The number of women faculty and American Indians were not reported.

The lack of faculty diversity among tenured and tenure track faculty seems to be unique to USC as other universities located within the Los Angeles Metropolitan area have a large percentage of faculty members from underrepresented groups. For example, at UCLA, 33.2%, 55.5% and 20% of the faculty are Hispanic/Latinx/African American, women and Asian American respectively (see Appendix). Although not located in the Los Angeles area, UC Berkeley reports that 18.9% of its faculty is Hispanic/Latinx/African American, 50.9% are women and 16.9% Asian American. The percentages of faculty from underrepresented groups (Hispanic/Latinx/African American and women) at UC Irvine and UC Riverside are between the percentages reported for UCLA and Berkeley. Asian American faculty at the UC system ranged from 14% at UC Riverside to 23.4% at UC Irvine.

Although the Caucus was not able to obtain any official statistics regarding faculty diversity at the college, the Caucus obtained preliminary numbers for tenured and tenure track faculty focusing on women and the two of the most underrepresented racial and ethnic groups among USC faculty, Hispanic/Latinx and African American. The Caucus obtained these preliminary numbers from the website of each Dornsife academic department and acknowledges that this approach could have some level of uncertainty. Nevertheless, in some divisions, such as in Natural Sciences, even an error of 100% would not make any difference. Moving forward with DEI work in Dornsife, it will be very useful to have a more complete picture of faculty composition in terms of gender, race and ethnicity, position (tenured, tenure track, RTPC), and department.

Although the faculty diversity at the college is still orders of magnitude below the diversity reported in the UC system, faculty diversity at some academic divisions of the college seems to be improving, especially in the Humanities and Social Sciences. Currently 14% and 13.3% of the faculty in the Humanities and Social Sciences are from underrepresented racial and ethnic groups (Hispanic/Latinx/African American) and 46.6% and 37.2% are women (see Appendix). In contrast, the situation in the Division of Natural Sciences is disturbing; only 2.9% of the faculty members are Hispanic/Latinx/African American and 16.8% are women.

In order to evaluate if the low faculty diversity among tenured and tenure track positions at the college is due to a lack of incentives from the government to increase diversity as expected in the UC system, the Caucus compared the college results with the number of underrepresented faculty at Stanford (obtained from each department website as done with USC). This comparison showed that the percentage of women faculty and Hispanic/Latinx/African American faculty in the Social Sciences and Humanities at USC was higher than those at Stanford, although greatly below the UC System.

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13 The DEI Caucus would update statistics on faculty diversity within Dornsife when this information becomes available in the Dornsife Strategic Plan.
In contrast to the Humanities and the Social Sciences, the Division of Natural Sciences lags behind Stanford significantly suggesting that the lack of faculty diversity in that division is not due to a lack of qualified applicants in STEM areas. Stanford is better ranked than USC and they have a more diverse pool of tenured and tenure track professors. Representation of women in the faculty pool in the Natural Sciences at USC is only 16.8% and 31.4% of this percentage are from the Psychology Department. The percentage of women in the Natural Sciences at Stanford is 26.7% (almost double than in USC). Both institutions suffer from lack of faculty from underrepresented racial and ethnic groups (Hispanic/Latinx/African American) in the Natural Sciences, although Stanford (3.6%) is doing better than USC (2.9%).

What is surprising is that some areas with a large number of women graduate students like Biology have a low women faculty representation at USC. Only 15% of the Biology faculty are women while at Stanford is 36%. The situation regarding women faculty is the same in other areas such as Chemistry (12% at USC and 20% at Stanford), Earth Sciences (14% at USC and 35% at Stanford), and Physics (15% at USC and 19% at Stanford). USC seems to be doing better in Mathematics (13% at USC and 6% at Stanford). The situation regarding Hispanic/Latinx and African-American faculty in the Natural Sciences at USC is concerning; only 6 out of the 208 faculty members belong to these underrepresented groups. Chemistry is the only department in the division that does not have a single faculty member from these two underrepresented racial and ethnic groups. The number of Hispanic/Latinx and/or African-American faculty at USC Natural Sciences is very low; Biology (2 out of 55), Chemistry (0 out of 34), Earth Sciences (1 out of 22), Psychology (1 out of 36), Mathematics (1 out of 38) and Physics (1 out of 26).

Although the DEI Caucus understands that to increase the diversity of our faculty to mirror our city’s demographic may be an unattainable goal in the short term (that would require hiring more than 50 professors from underrepresented racial and ethnic groups), the Caucus believes that the college
as a pluralistic institution, should at least match the diversity reported in the federal government\textsuperscript{14} and in the US President’s cabinet (17\% from underrepresented racial and ethnic groups). To keep the same proportionality (17\%), the largest academic department of the Dornsife College (Biology) will need to have nine faculty members from underrepresented racial and ethnic groups (currently Biology has only two). In summary, the Caucus believes that the Hispanic/Latinx and African American faculty representation at the College is an untenable situation, especially in a university located in the heart of probably the most diverse city in the United States.

\begin{figure}
\centering
\includegraphics[width=\textwidth]{chart.png}
\caption{Total number of faculty-Natural Sciences and Percentage-Natural Sciences}
\end{figure}

\textbf{Inconsistencies in Faculty Hiring Practices at Dornsife:}

“Creating a diverse faculty community begins with our faculty searches, which must include and appropriately consider candidates of diverse backgrounds. Traditional hiring searches can generally suffer by overlooking qualified diverse candidates with non-inclusive recruiting, and are marked by implicit bias throughout the hiring process. It is essential that we appreciate the impact of implicit bias during faculty searches and take an active approach to seeking out the most exceptional teachers and scholars without wrongly disadvantaging candidates based on flawed criteria and methods.” -USC Provost memo, “Training to Foster Diversity in Faculty Hiring,” July 20, 2018

“Every step of the hiring process is an opportunity to interrupt the reproduction of racial inequity.” Sensoy and DiAngelo 574

Members of the DEI Caucus attended an all-day “Fostering Diversity in Faculty Hiring” training session organized by the Provost office on September 12, 2018 for all USC faculty search committee chairs, deans of faculty, and any interested faculty. The session was led by Professor Shaun Harper, Provost Professor in Rossier and Marshall, and Executive Director of the USC Race and Equity Center. Beginning from small group discussions and leading into follow-up discussion from Professor Harper, the training fostered exchange of USC faculty’s experiences serving on search committees. Professor Harper discussed some of the underlying issues responsible for low faculty diversity such as recruiting in the same manner as in the past (which produces the same results of a less diverse candidate pool) and implicit bias that leads to biased hiring.

Although the DEI caucus is not in a position to launch an investigation to evaluate how often implicit or explicit bias occurs during faculty hiring at Dornsife, the Caucus heard statements and saw emails showing that our college is not immune to this type of behavior. Indeed, the Caucus learned of a recent search process which exhibited a range of inconsistencies when it came to a finalist candidate from underrepresented gender, racial and ethnic groups. The inconsistencies included search committee members questioning the candidate’s authorship on high profile peer-reviewed publications; a hiring committee member cancelling the interview with this candidate without rescheduling; and the candidate being denied a meeting with a relevant campus program (USC Women in Science & Engineering program [WISE]) that all other candidates had as part of their interview process.

The DEI Caucus would like to believe that this was an isolated case, although it is important to mention that the division of Natural Sciences has only a few faculty members from underrepresented groups within its ranks; much below the faculty diversity in better ranked universities such as Stanford and UC Berkeley.

Recommendations: It is evident that the traditional faculty hiring strategies implemented by the College in regular faculty searches have not improved the diversity of the College faculty pool especially in the Natural Sciences. The DEI caucus is also concerned that the current retirement-replacement strategy in faculty hiring at the college will not increase faculty diversity within a realistic time-frame. Other universities have launched cluster-hiring initiatives just with the purpose to increase diversity.15

The DEI caucus believes that the lack of faculty diversity at the college is not due to a lack of a “diversity plan.” Four years ago (April 25, 2015), the Dornsife Council for Faculty Diversity lead by Professor George Sánchez released a series of recommendations to try to start mitigating the problem of low diversity among the college faculty.16 The Diversity Council came up with a series of recommendations and even presented in the appendixes several strategies used at other universities (e.g., Brown, MIT, Princeton, UC Berkeley, University of Texas, University of Wisconsin-Madison, Yale, Cornell, UC Irvine, University of Michigan, Ann Arbor, and Stanford). The USC Provost office also released a memorandum dated August 17, 2017 titled “Casting the Net Widely” with a list of recommendations to increase faculty diversity in the university. Furthermore, the USC faculty portal has a website outlining different strategies to increase Diversity & Inclusion at USC.17 Therefore, the DEI caucus believes that the lack of gender, racial and ethnic diversity at the college is not the result of lack of plans but rather due to the fact that the recommendations have not been implemented.

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15 See the UC Berkeley Life Sciences initiative: https://aprecruit.berkeley.edu/JPF01937
16 https://dornsife.usc.edu/assets/sites/1/docs/diversity/Faculty_Diversity_Final_Report_4-25-15.pdf
17 https://faculty.usc.edu/mentoring/castingwidenet/
The 2018-2019 DEI Caucus strongly endorses all the recommendations outlined in the 2015 plan and in the 2017 Provost memorandum. Instead of producing a new plan, the Caucus would like to add some amendments to the existing plan and memorandums:

1. **Incorporate a required Diversity Statement for all faculty position applications.** The Physics Department and the Writing Program have instituted required Diversity Statements for their recent searches. Both found them essential in identifying candidates more literate in diversity, equity, and inclusion. In line with Sensoy and DiAngelo’s recommendations for creating a diverse faculty, the DEI Caucus insists that USC should “Expect evidence of diversity literacy from every applicant, regardless of the field. Is every candidate able to demonstrate a degree of diversity literacy?” A required Diversity Statement enables search committees to value and have fuller information of a candidate’s diversity literacy. While “racial justice learning is ongoing and our learning is never finished,” a Diversity Statement can still help departments avoid “hiring people with virtually no interest or foundational Education” in DEI issues. Diversity literacy should be a basic qualification for any faculty position, if we are to truly make a diverse and inclusive faculty, student body, and university. It will also be necessary to add college-wide training for how to construct the prompts and read the statements from applicants (see Recommendation 5).

2. **Casting the Net Widely including our RTPC faculty.** USC has an incredible pool of well qualified RTPC faculty here in Los Angeles. In fact 21% and 11% of the RTPC faculty are Hispanic/Latinx and African American respectively. The DEI caucus strongly suggests that the college include among hiring best practices disseminated to all search committees the guideline to recruit job candidates among RTPC faculty. This recommendation follows the AAUP recommendations on how to increase faculty diversity.

3. **Reinstallation of a mandatory diversity monitoring report from search committees before the finalists are interviewed on campus.** The practice was initiated in 2008 and terminated in the summer of 2013. The Dornsife Council for Faculty Diversity 2015 stated that “faculty diversity in racial/ethnic categories was severely affected by the lack of monitoring.” The DEI Caucus believes that reinstating this practice will cause search committees to “cast their net widely” when advertising the position to increase the number of underrepresented candidates. Before the approval of the final group of candidates to be brought onto campus for the final interview, that “short-list” should include members from underrepresented groups at a proportion that reflects at least the demographic of our student populations. If that is not the case, the search committees will need to provide extensive documentation to explain the lack of diversity (both gender and race/ethnicity) in their finalists list. This could be accomplished by the creation of a special committee to oversee this at the Dean’s office.

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18 Sensoy and DiAngelo 568
19 Sensoy and DiAngelo 576
20 See 2006 AAUP Report on "How to Diversify the Faculty": “c. Consider Adjunct and Part Time Faculty: minorities and women are more highly represented in these categories, and thus including such candidates will increase opportunities for a diverse candidate pool. In addition such candidates may already be teaching the students at your institution, and bring the benefit of that experience.”

https://www.aau.org/issues/diversity-affirmative-action/diversify-faculty
4. *Ensure that the search committee includes individuals with diverse perspectives, as stated in the 2017 Provost memorandum.* The caucus is of the opinion that this is easy to say but hard to accomplish in an environment where a large percentage of faculty belongs to a single racial and ethnic group. To achieve more diverse perspectives during faculty hiring, the DEI caucus recommends that the faculty Diversity Recruitment Liaison should be a faculty member from a different department or even division than the one making the hire. Currently, the Diversity Liaison is chosen among the committee members from the hiring department, potentially causing conflicts of interest in the final decisions; such as choosing who could benefit their personal research interests instead of increasing faculty diversity. The inclusion of “outside” members is not unusual in committees, in fact it is mandatory in all Ph.D. degree examinations and even the Dornsife Committee on Appointments, Promotion, and Tenure (DCAPT) have members from all three divisions. It is the same with the University Committee on Appointments, Promotion and Tenure (UCAPT).

5. *Ensure that all members on Dornsife search committees have access to and receive training in diverse, equitable, and inclusive hiring. Potentially encourage the new Center for Excellence in Diversity and Inclusion (CEDI) to serve as such a resources and training hub.* To implement the recommendations above, a clear set of resources and trainings is vital. “Diversity work” is work that requires developing knowledge in these topics and ongoing learning. There is a great deal of scholarship in these matters, and learning scholarship, best practices, and current issues, should be sought after and valued. At bottom line, how can we ask our search committees to carry out this work if there is little training or ongoing learning, or regular types of interactions with others involved in this work? We want to do this work well, and that means valuing the knowledge building and community building it takes to do it: “if a committee member is not able to assess answers to diversity questions as strong or weak, then that member is simply not qualified to serve on a hiring committee at an institution that professes diversity as a core value and mission.”

Currently, there is a lack of centralized or known resources for DEI capacitation in faculty searches, as evidenced by Caucus members’ recent experience serving on search committees. The 2017 “Casting the Net Widely” Provost memorandum states that “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.” One of the members of the DEI Caucus served as a Diversity Recruitment Liaison in a recent faculty search and acknowledged that he was not aware of the existence of this memorandum. The DEI Caucus recommends that the Dean’s office provide all the pertinent documentation regarding diversity & inclusion currently available to all the search committee members during the approval process, and also provide further training, resources, and create spaces where faculty across Dornsife can discuss their best practices. Initial tools to develop could be how a department can generate a Diversity Statement prompt (see Recommendation 1) and a rubric for search committees to use as a common basis for evaluating candidates’ application materials.

6. *Clarify the Diversity Liaison’s role in faculty search committees; provide the Diversity Liaison with appropriate training, accountability, and recognition for this additional work.* Currently, the Diversity Liaison role is underdefined and under-supported at the same time that this role is one of the main mechanisms through which departments are

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21 Sensoy and DiAngelo 571
supposed to carry out equitable searches and recruit diverse pools of applicants. DLs would benefit from: a clear description of their charge; training; connecting to other Dornsife Diversity Liaisons; having procedures in place (such as other recommendations here) that reinforce the message that the DL’s role is meaningful, welcome, and valued. To acknowledge the significant work of the DL role, the DEI Caucus recommends instituting a stipend for this position. This recommendation works in concert with recommendations 4 and 5; the role of the DL may shift as recommendation 5, especially, is implemented, and the full search committee receives training in diverse, equitable, inclusive hiring.

7. *Establish an exit interview with all the finalists with a human resources officer.* The DEI Caucus believes that this interview will help to establish if any candidate was exposed to any kind of discriminatory behaviors that could affect their interviews and performance overall. This interview will also be used to determine if any Title IX violations occurred that could raise legal issues for the college. The DEI caucus believes that this simple action will deter any bias during the interview process. The information provided by the candidates during the interview could be used to improve our hiring practices.

8. *Establish mechanisms that will allow the professional development and retention of faculty members from underrepresented groups.* In order for faculty from underrepresented groups to thrive at USC, the Caucus recommends that the College implement policies focused on faculty retention. Retention policies will drive substantive examination of how to create and sustain an inclusive environment at USC such that all faculty, especially from underrepresented groups, feel their work and vision are valued contributions to USC.

9. *Recognize diversity, equity, and inclusion work as significant work in promotion files.* To encourage faculty to invest in DEI learning, projects, and scholarship, the Caucus recommends the College give greater weight to faculty members’ work in this area. Giving significant recognition to DEI work can also assist with retention efforts by signaling to faculty that diversity and inclusion are highly valued at USC. The Caucus recommends the College examine this topic further to develop specific guidelines.

10. *Modify the Hiring Search Authorization Form currently used at Dornsife to incorporate questions on how the search process will promote faculty diversity and inclusion.* In addition to identifying physical space (office and laboratories) and funds (salaries, renovation costs, start-up) (see Appendix for FY2020 Search Authorization Form), Departments need to describe, as detailed as possible, the specific steps they will enact to realize an equitable search process which advances faculty diversity and inclusion. Including 1-2 questions focused on DEI on the Search Authorization Form will signal how important it is to deliberately consider DEI from the very beginning of the search process as well as help departments prepare their plan for a successful search. The resources called for in recommendation 5 will support Departments in strategizing a search process that advances DEI.

**Conclusions and final thoughts:** the DEI Caucus of the Dornsife faculty council believes that our deans have a strong commitment to increase the faculty diversity of the college. This commitment is clear with the appointment of Dr. Kimberly Freeman as Chief Diversity Officer and Associate Dean of the college. In addition to the appointment of Associate Dean Freeman, other Dornsife committees and the provost office have developed different strategies and plans aimed...
to increase the representation of members of underrepresented groups among our divisions including the $50 million in new funds allocated from the provost office to promote diversity among our faculty (see Appendix). The DEI Caucus is concerned that, despite these efforts, the rate of faculty hiring of applicants from underrepresented groups is very low. White males are still being hired in a larger proportion than candidates who are women and/or from underrepresented racial and ethnic groups, especially in some departments in the division of Natural Sciences that already suffer from low gender and racial and ethnic diversity. The DEI Caucus is concerned that the college might be heading for a public relations crisis as the university continues boosting diversity and inclusion among the undergraduate class without achieving greater faculty diversity. Though the USC Faculty Portal states “the University of Southern California has a strong history in promoting diversity among its outstanding faculty,” the DEI Caucus believes USC has more strides to make to live up to our professed values.

In an institution where deans are accused of making too many top-down decisions without consulting with the faculty (See Appendix), faculty selection is a bottom-up decision and the statistics show that—when in control—faculty have failed to increase the diversity of their members beyond some minimal hiring. The DEI Caucus understands the deans’ position that they do not want to intervene in faculty decisions. However, experiences from multiple diversity initiatives have shown that increasing diversity and inclusion must be deliberate, steady effort, with clear procedures and inducements in place. When our goal is greater faculty diversity and inclusion, we must also have clear answers to these questions: what specific procedures are in place to foster a search that recruits a diverse pool of candidates and ensures an equitable process? What are the incentives and accountability mechanisms in place that ensure search committees implement these procedures as they “close the door” and carry out their work?

B. Student Issues

Introduction:
As a second area of focus, the DEI Caucus also discussed Student Issues at length. As the USC student body grows increasingly diverse, we have an ongoing institutional responsibility to support our undergraduate and graduate student communities. USC must respond to emerging needs with appropriate resources. Faculty are invested in addressing student issues because these students are our students. Student, faculty and staff well-being—in terms of diversity, equity, and inclusion—are mutually reinforcing and crucial to the success of our educational mission.

Given that Dornsife is the heart of USC undergraduate education, through offering core liberal arts and general education courses, the college is poised to be a leader in student issues. Dornsife can offer its knowledge of student issues drawn from our faculty’s breadth and depth of experience with the USC undergraduate student body. While some of the recommendations below are actions for the full university to undertake, the DEI Caucus encourages Dornsife to lead as a crucial voice in supporting student diversity, equity, and inclusion.

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General recommendations:
1. Continue and expand ongoing USC efforts to support students experiencing food insecurity, homelessness or housing precarity, as well as first-generation and low-income students, undocumented students, transfer students, multilingual students, and other student populations with unmet needs.
2. Create institutionalized hubs for information and resources. For example, list resources on myUSC, such as how to create a budget with sample worksheets.
3. Increase income-eligible students’ access to social and professional networking opportunities by reducing or subsidizing fees for campus clubs and organizations. Removing this financial barrier to participation can increase students’ sense of integration into the USC community while encouraging healthy friendships and professional development.
4. Translate university materials, especially those directed towards families such as about family involvement, in additional languages beyond English in order to welcome all student families and create a more inclusive Trojan family.

Recommendations for Specific Topic Areas

A. USC Student Food and Housing Insecurity:

To address student food and housing insecurity, the Caucus recognizes work that is already underway, particularly efforts by the University Initiative to End Homelessness. Since Fall 2018, a social worker with information about CalFresh eligibility has been available to confer with students at the Food Pantry on campus. Over 700 visitors have utilized the food pantry since its inception in Fall 2017. Flyers are being distributed to students with information as to how to apply for CalFresh benefits. To support and extend this work, the Caucus proposes the following actions for Fall 2019:

1. An updated campus survey;
2. USC’s Initiative to End Homelessness is promoting the idea of allowing students to have parking spaces to sleep in for interim housing insecurity (20 spaces);
3. Trojan Shelter (already in progress), which will have 6 beds for men, 6 for women, 3 meals a day, and a Social Work case manager from Keck, located at a church in Koreatown for 2-14 days;
4. Expanding no-interest emergency loans for students up to 90 days;
5. Swipes--a plan to load dining credits directly for food insecure students; and
6. A virtual wellness assistant through the USC website.
Unresolved issues:
1. Undocumented students on campus are not eligible for Cal Fresh because of their status. More work needs to be done to support them and address their needs.
2. Students are not eligible for the food pantry until AFTER they have depleted their swipes, so students strategize their swipes carefully.

Ongoing recommendations:
1. Increase knowledge of available resources.
2. Make it easier to access the food pantry.
3. Expand food support for undocumented population.
4. Build out resources that support students experiencing rent burden (spending a large portion of income, more than recommended 33%, on rent); e.g. Dress for Success events

Relevant sites: https://dornsife.usc.edu/food-pantry/ and http://www.uschomelessinitiative.org/index.html

B. Support for Transfer Students

1. Identify supports that would help transfer students to thrive at USC.
2. Create a centralized Transfer Student Resource Center to provide resources and in-person contact among transfer student community.
3. Identify ways to connect Spring admit transfer students to resources and the transfer student community.

C. Support for Multilingual Learner Students

To support the multilingual learner (MLL) student population, the Caucus proposes the following actions for Fall 2019:
1. Create and send a survey to students so that we can better assess how students feel their needs are being met.
2. Link the network of resources for MLL students and raise visibility of services.
3. The MLL committee in the Writing Program has been working on raising awareness among faculty campus-wide through a variety of presentations. Going forward, the Writing Program plans on inviting faculty from across the university to join in the creation of and participation in workshops (for faculty and for students).
Ongoing recommendations:

1. Raise awareness within the Multilingual Learner (MLL) student population about services currently available at the university. This can be done through a variety of projects:
   A) Linking campus-wide resources and information into one network
   B) Providing enhanced information to all incoming students regarding services and courses of interest

2. Develop additional resources for MLL students:
   A) Create workshops in conjunction with specific courses (expand beyond the Writing Program and the Writing Center)
   B) Ultimately create a centralized resource center for MLL students

Conclusions and Final Thoughts: The DEI Caucus endorses policies, initiatives, and resource allocations which will improve the ability for all students to participate as learners and visionaries during their time at USC. The Caucus believes Dornsife has a special responsibility and opportunity to draw attention and implement action on student issues. We want not only increasing diversity among the student body, but also equity and inclusion so that this diversity is meaningful for each individual and the collective campus.
Appendix

Table 1. Racial and gender diversity of faculty at the UC System compared to USC. “NR” stands for “not reported”.

<table>
<thead>
<tr>
<th></th>
<th>Hispanic/Latinx</th>
<th>Black/African American</th>
<th>H/L+B/AA</th>
<th>Male</th>
<th>Female</th>
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<tr>
<td>UCLA</td>
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<td>33.2</td>
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<td>55.5</td>
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<td>UC Irvine</td>
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<td>20.2</td>
<td>46.1</td>
<td>53.9</td>
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<tr>
<td>UC Riverside</td>
<td>22.3</td>
<td>7.3</td>
<td>29.6</td>
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<td>50</td>
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<tr>
<td>UC Berkeley</td>
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<td>7</td>
<td>18.9</td>
<td>49.1</td>
<td>50.9</td>
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<td>USC (May 2016)</td>
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<td>6</td>
<td>15</td>
<td>N.R.</td>
<td>N.R.</td>
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1[https://www.collegefactual.com/colleges/university---of---california---los---angeles/student---life/diversity/]

2[https://www.collegefactual.com/colleges/university---of---california---irvine/student---life/diversity/]

3[https://www.collegefactual.com/colleges/university---of---california---riverside/student---life/diversity/]

4[https://www.collegefactual.com/colleges/university---of---california---berkeley/student---life/diversity/]

5[https://news.usc.edu/101163/usc---releases---student---and---faculty---diversity---numbers/]
Table 2. Comparison of total number and percentages of faculty members at USC and Stanford who are female and from an underrepresented racial group (Hispanic/Latinx + Black/African American) in the Social Sciences

<table>
<thead>
<tr>
<th></th>
<th>Total number of faculty</th>
<th>Female faculty members</th>
<th>H/L+B/AA faculty members</th>
<th>Female (%)</th>
<th>H/L+B/AA faculty (%)</th>
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<tr>
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<td>113</td>
<td>42</td>
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<td>Stanford</td>
<td>130</td>
<td>43</td>
<td>9</td>
<td>33.1</td>
<td>6.9</td>
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Table 3. Comparison of total number and percentages of faculty members at USC and Stanford who are female and from an underrepresented racial group (Hispanic/Latinx + Black/African American) in the Humanities

<table>
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<tr>
<th></th>
<th>Total number of faculty</th>
<th>Female faculty members</th>
<th>H/L+B/AA faculty members</th>
<th>Female (%)</th>
<th>H/L+B/AA (%)</th>
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<tr>
<td>USC</td>
<td>168</td>
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<td>197</td>
<td>75</td>
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Table 4. Comparison of total number and percentages of faculty members at USC and Stanford who are female and from an underrepresented racial group (Hispanic/Latinx + Black/African American) in the Natural Sciences

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<th>Total number of faculty</th>
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<th>H/L+B/AA faculty members</th>
<th>Female (%)</th>
<th>H/L+B/AA faculty (%)</th>
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<td>67</td>
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MEMORANDUM

To: USC Faculty

From: Michael W. Quick
Provost and Senior Vice President for Academic Affairs

Date: November 1, 2018

Subject: Fostering Our Diverse Community

Among the most important challenges facing higher education is addressing historic, systemic inequities as we work to build more diverse and inclusive university communities. USC’s 2018 Strategic Plan commits us to Embracing the Inclusive Spirit, instilling the value of listening to distinct voices, and modeling the 21st century for our students, community, nation, and world.

Thanks to the advocacy and support of USC’s faculty, staff, and students, and thanks to the ongoing work of the Academic Senate, we have made steady, significant progress toward creating an inclusive campus climate. Prioritizing diversity, equity, and inclusion are – and have been – among my main goals as provost, and I am proud that we are firmly committed to this.

Our work is far from over. Today, I am announcing our next steps.

First, we will allocate $50 million in new funds to promote diversity, equity, and inclusion across our university. This will be a joint effort between my office and the schools and schools will be able to request dollar-to-dollar match on the funding they will provide for this important endeavor. These funds will be used to hire and retain world-class tenure-track faculty and extraordinary RTPC faculty. The funds will also be used to grow our pipeline programs that support postdoctoral fellows and their transition to USC faculty members.

Second, we will create a Center for Excellence in Diversity and Inclusion (CEDI), which will serve as the focal point for our efforts in recruiting and retaining diverse faculty and developing sustainable institutional initiatives. We will conduct a national search for the director. We will consult with the Provost’s Diversity and Inclusion Council, the Academic Senate, and other leaders on campus to determine the center’s specific mission, but it will likely serve as the primary entity overseeing and
coordinating campus diversity, equity, and inclusion programs and initiatives, and provide professional development training and support for faculty, hiring managers, search committees, and new leaders.

Over the past few years, we have allocated significant resources to multiple programs and initiatives, led by our dedicated faculty and staff. Please see the attachment for a listing of some of our efforts across campus to work toward prioritizing diversity, equity, and inclusion in all that we do.

As an institution, we have committed to leading locally and globally through our values and through our people. The steps I have announced today are intended to deepen this commitment. As always, I welcome your feedback at uscprovost@usc.edu.

Cc: Wanda Austin
    Academic Senate
    Academic Deans
    President’s Cabinet
    Provost’s Cabinet
Diversity, Equity, and Inclusion: A Sampling of USC Efforts

**USC Race and Equity Center**, opened July 2017, is a research and organizational improvement center that helps educational institutions, and others, to develop and achieve goals around diversity, inclusion and equity; it offers climate surveys to higher education institutions and equity institutes at our schools. **Provost’s Diversity and Inclusion Council** is comprised of faculty, staff, and students and provides a cross-section of valuable perspectives that inform our decisions. Every school has appointed **Diversity Liaisons** to support our efforts and to help compile Diversity and Inclusion Strategic Plans for their schools.

Faculty diversity recruitment advisors are included in faculty search committees in each school. Implicit bias and inclusive recruitment training also is in place for faculty searches.

**Diversity, Equity, and Inclusion Awareness Week**, held for the third year, January 14-19, 2019, will offer outlets for discussion, training and exercises for faculty, staff, and students, including new perspectives on addressing diversity and inclusion in various contexts.

**Diversity and Inclusion research awards** are given in recognition that diversity in research enhances the collaborative process and contributes to transformative scholarship. The **James H. Zumbarge Faculty Research and Innovation Fund** is one of these. More broadly, diversity and inclusion criteria is included in teaching and mentoring resources and awards.

**Campus Climate Committee**, comprised of members of the Academic Senate, is charged with identifying, and sharing with the Senate, effective approaches to cultivating a culture of equity, inclusivity and respect that enhance faculty success.

**Graduate Initiative for Diversity, Inclusion, and Access** builds the pool of diverse Ph.D. applicants by providing academic and financial support and professional development opportunities.

Wicked **Problems Practicums**, created by faculty, are interdisciplinary programs that invite graduate students to create think-tanks partnering with community and government agencies to address the most pressing challenges of our century.

**Graduate School's External Fellowship Boot Camp** helps our students, almost half of whom are underrepresented minorities, achieve success in the NSF Graduate Research Fellowships Program (GRFP) and Ford Fellowships at much higher rates than the national average.

**DIA JumpStart Summer Research Program for Undergraduates** works with USC Ph.D. programs to bring diverse undergraduate candidates to campus for summer research opportunities.

**Mellon Mays Undergraduate Fellowship** identifies, supports, and mentors highly qualified underrepresented undergraduate students and other students interested in diversifying faculties in higher education.
**Norman Topping Student Aid Fund**, established by students in 1972, offers a supportive community in addition to supplemental scholarships, with our neighbors and first-generation students receiving primary consideration.

**College/University Access**, such as the [Leslie and William McMorrow Neighborhood Academic Initiative](#), [Bovard Scholars](#), the Provost’s Pre-College Summer Scholarship for Military High School Students, and the [Warrior Scholar Project](#) all provide support and college prep for traditionally underserved communities. Our admissions team partners with the nonprofit Questbridge, which connects us to high-achieving, low-income students who may not otherwise consider USC. [Bridging the Gaps](#), a summer program for underrepresented minority college students, provides research and clinical summer programs at the Keck School of Medicine for those who want to pursue a career in medicine or biological sciences.
The department chairs of all 26 departments of Dornsife College as well as all 5 section heads have unanimously endorsed the following statement concerning faculty governance and the core values of USC.

******************

We, as Dornsife Chairs, decry the lack of attention by the administration to the accomplishments, recommendations, and concerns of tenure-line faculty, especially those actively engaged in both research/scholarship/artistry and teaching.

University leaders should realize that the academic reputation of USC depends primarily on the presence and performance of these faculty. In turn, this reputation is what draws our students to USC.

When University leaders speak of core values, they should emphasize the success of our students and the academic achievements of the faculty. These achievements, when reached with integrity and inclusivity, should guide our University.

******************

*with respect and optimism*,
Norm Arnheim, Molecular and Cellular Biology Jeb Barnes, Political Sciences
Tim Biblarz, Sociology
Lisa Bitel, Religion
Douglas Capone, Biological Sciences
Frank Corsetti, Earth Sciences
Casey Donovan, Human and Evolutionary Biology
Robert English, International Relations Jo Ann Farver, Psychology
Kate Flint, Art History
Eric Friedlander, Mathematics
Erin Graff Zivin, Comparative Literature
Julian Gutierrez-Albilla, Spanish and Portuguese Karen Halttunen, History
Ange-Marie Hancock Alfaro, Gender Studies Stephan Hass, Physics and Astronomy Matthew Kahn, Economics
Nancy Lutkehaus, Anthropology
David McKemy, Neurobiology
James Moffett, Marine and Environmental Biology Surya Prakash, Chemistry
Remo Rohs, Computational Biology Margaret Rosenthal, French and Italian Ramzi Rouighi, Middle East Studies John Rowe, American and Ethnic Studies
Thomas Seifrid, Slavic Languages and Culture
Brett Sheehan, East Asian Languages and Culture Andrew Simpson, Linguistics
**USC Dornsife FY2020 Hiring Search Authorization Form**

Department: ___________________________  Section: ___________________________

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<th>Rank:</th>
<th>Area of Discipline:</th>
<th>Justification:</th>
<th>Budget:</th>
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**Budget:**

Salary Range: ___________________________ - ___________________________

Renovation: ___________________________ - ___________________________

Start Up (Research): ___________________________ - ___________________________

Additional Commitment:

**Space:**

Does the hire require lab or other space in addition to a faculty office? Please describe the requirements (square feet, fume hoods or other special needs, etc).

Please specify office/lab room numbers for the hire: ___________________________

How is the space currently used? If unassigned lab space, describe the type of research previously conducted there.

Does the hire require space that you cannot accommodate with your existing departmental allocation?

As a result of this request, do you anticipate any other changes to your existing departmental space (faculty departures)?

Have you been in contact with Dornsife Architectural Services regarding these space needs? _________________

29
Additional Information
If applicable, you may provide a short summary to describe the reason for your request or provide additional information you may wish us to know.