

USC Dornsife

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Cross-Cultural Learning Community for Faculty Development

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The Dornsife Faculty Council (DFC) proposes the creation of an interdisciplinary Cross-Cultural Learning Community (CCLC), to be piloted by the Dornsife College of Letters, Arts and Sciences as a model for all USC faculty. **The CCLC's proposed structure is a faculty-led, peer-to-peer learning collective with the aim of assisting faculty to develop a deeper awareness of the emotional wellbeing and educational success of all students, especially but not limited to, disproportionately impacted students in the BIPOC and LGBTQ+ communities, along with students whose identities cross multiple intersections.**

The CCLC proposal has two aspects: 1) the creation of an **informal drop-in support network** to support faculty with their DEI-related initiatives and challenges and 2) the implementation of a formal training program for members of this community. Discussions regarding the latter aspect are still underway, so this proposal focuses on the former.

The CCLC Informal Support Community

The proposed learning and support community is an intradepartmental resource for faculty to consult with trained, peer faculty members within a “drop in” space that helps faculty to strategize challenging issues in the classroom. This proactive, peer- to-peer model is designed to build cultural awareness to:

- help faculty diversify their course materials and integrate inclusive teaching practices into their course design;
- provide faculty with the resources to build the skills and knowledge necessary for successful facilitation of challenging class discourse, while minimizing negative outcomes;
- and provide informal, on-demand “water cooler” conversations on a variety of DEI related issues.

The Informal Support Network will coordinate with other institutional spaces that specialize in cultural awareness and inclusion to ensure disproportionately-impacted students are fully recognized and engaged within the classroom, and that faculty receive a timely response to classroom concerns.