The background of the entire page is a photograph of the USC Annenberg building, a large brick structure with Gothic-style arched windows. In the foreground, several students are walking on a paved path, some carrying backpacks. The image is slightly blurred to give a sense of movement.

# USC Annenberg

School for Communication  
and Journalism

Celebrating Difference,  
Supporting Inclusion  
and Ensuring Equity at  
USC Annenberg School  
for Communication and  
Journalism

## A 5-year Strategic Plan

2017 (with 2019 revisions)

Annenberg Diversity Initiative

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## **Preface**

*We issue this strategic plan with the intention of driving significant meaningful and measurable change in improving diversity, inclusion, equity, and access both at USC Annenberg and in our industries of practice. We welcome your feedback and involvement as we do so. Two years in the making, this plan is based on input from faculty, staff and students, and also reflects feedback from the USC Provost as well as refinements applied as we began implementing strategies in a number of areas. We are encouraged by the progress made so far, but we also acknowledge we are well short of our goals. Advancing diversity, inclusion, equity, and access remains our school's most pressing priority, and we will pursue this commitment with energy, urgency, and all the resources we can bring to bear.*

## OVERVIEW | Context and Connection



At USC Annenberg, we believe communication provides the most effective means to navigate a world of profound and constant change. We recognize that our dedication to the inclusion and equity of all populations – the true spirit of diversity – is critical to advancing the fields of communication, journalism and public relations. We also understand that the right to free speech and free press carries with it a responsibility to promote

tolerance and equality, and to respect the dignity of every human being.

We define diversity as it relates to the respect and inclusion of all variations of race, ethnicity, nationality, gender and gender identity, difference of ability, neuro-divergence, sexual orientation, socioeconomic status, age and religious and political affiliations, recognizing the intersectional nature of these areas of difference. Inclusion and respectful consideration of these differences are deeply ingrained within our core beliefs. Our founder, Ambassador Walter Annenberg, set forth a singular vision for the school in 1971, a vision that charges us with a duty to honor our unique freedoms by promoting inclusion and defending equality:

***“Every human advancement or reversal can be understood through communication. The right to free communication carries with it the responsibility to respect the dignity of others – and this must be recognized as irreversible. Educating students to effectively communicate this message and to be of service to ALL people is the enduring mission of the school.”***

***– Founder, Ambassador Walter Annenberg***

### ***Our mission***

At USC Annenberg, our mission – *to lead the fields of communication, journalism and public relations in a global multicultural environment through groundbreaking scholarship, professional work, teaching and public service* – can only be seen as inseparable from our commitment to diversity. We cannot advance the fields of communication, journalism and public relations without full representation and participation across all manners of difference.

As we navigate today’s dynamic landscape, we must continue to uphold our core principles. Our aim is to equip our students with the critical thinking and technical skills needed to be global leaders in these professions. At the same time, we recognize the strategic and ethical

role that diversity of thought, background and experience will play in their success in and out of the classroom.

Beyond our internal Annenberg community, we also see an enormous opportunity to affect change by increasing representation in our industries of practice. According to the American Society of News Editors, for example, ethnic minority journalists made up just 16.6% of the newsroom workforce for responding institutions in 2017, and women 39.1%. Of newsroom leaders, 13.4% were minorities and 38.9% were women. For 2016, the Bureau of Labor Statistics determined that out of 121,000 employed public relations specialists, 87.3% were white, 8.2% were black, 1.7% were Asian, and 7.3% were Hispanic or Latino. We can move the needle in these professions through educating, training and graduating the next vibrantly diverse generation of communications, journalism and public relations practitioners and scholars.

The historic political, economic and cultural upheaval of our times brings with it an equally powerful period of self-reflection. We see an enormous opportunity to effect change as we continue to cultivate a culture of respect and inclusion, and we bring the intellectual and institutional energy of the entire USC Annenberg community.

### ***An early roadmap***

Our current plan rests not only on our history but on a body of recent work spanning nearly a decade. In March 2011, the Annenberg Diversity Initiative released the school's landmark "Celebrating Difference" report. This self-study report recognized our longstanding commitment and responsibility to ensuring that our students develop the cultural competency that is necessary in our multifaceted society and world. The report formalized our long-held commitment to diversity by setting forth 12 strategic recommendations that became a road map for continued progress. *See Appendix E for the full report and recommendations.*

In 2012, USC Annenberg was awarded the Equity & Diversity Award from the [Association for Education in Journalism and Mass Communication](#). Our "Celebrating Difference" report was among the efforts recognized as part of our commitment to diversity in hiring, enrollment, programming and community outreach. It is to this day a foundational document for the school.

### ***A framework for the future***

In the summer of 2017, the USC Annenberg Dean and Associate Dean of Diversity, Inclusion and Strategic Initiatives undertook a detailed evaluation of the school's progress since the generation of the "Celebrating Difference" report. That evaluation, which included input from our students, staff and faculty, resulted in the formulation of this five-year strategic plan, "Celebrating Difference, Supporting Inclusion and Ensuring Equity at USC Annenberg" (Diversity Plan).

We recognize that we are only at the beginning of our journey to create a more diverse and inclusive Annenberg community. With this new strategic plan, we aim to sustain, enhance and

amplify the effective practices previously adopted, and to confront our current challenges with targeted and strategic objectives for improvement.

Our strategies include recruiting, training and mentoring a diverse array of faculty; strategically integrating our staff into the broader work of the school and solidifying their stake in addressing diversity and inclusion issues; supporting curriculum innovation reflecting inclusive content, diverse methodologies and effective pedagogies for teaching across difference; leveraging our outreach and fundraising efforts to provide better access and opportunity for students; amplifying our robust programming and research for greater external impact; and reinforcing administrative and structural resources in support of the goals, strategies, targets and timelines outlined in this plan.

This work reflects our mission to increase diversity of talent within the industries of communication, journalism and public relations by first cultivating a rich appreciation and respect for diversity, inclusion and equity within our classrooms. It is also our mission to create a culture of respect and inclusion at USC Annenberg that broadly embraces and promotes equity amongst all of our constituencies.



## Our vision

With this five-year Diversity Plan, we are building upon our already strong foundation with an ambitious vision for the future. Our plan focuses on four pillars of our mission and their strategic components:



PEOPLE:  
FACULTY,  
STAFF,  
STUDENTS  
Recruitment  
Mentorship  
Support

CURRICULUM  
&  
SCHOLARSHIP  
Development  
Teaching  
Research  
Review

PROGRAMMING  
& OUTREACH  
Access  
Exposure  
Opportunity

ORGANIZATIONAL  
RESOURCES  
Administrative  
and Structural  
Support

1. Our faculty, staff and students experience a strong sense of community and take ownership in fostering a climate of diversity, inclusion and equity.

2. We are widely recognized for achievements in thought leadership across areas of difference in the fields of communication, journalism and public relations.

**USC Annenberg aspires to build and sustain a diverse, inclusive and equitable educational ecosystem where...**

3. We are helping establish the workforce of the future – one that reflects diversity of ideas and makeup.

4. Our leadership and resources are aligned to effectively support the school's diversity and inclusion goals and those of the broader USC community.

## **PEOPLE | Recruitment, Mentorship and Support**

Commitment to diversity, equity and inclusion (DE&I) is reflected both in the breadth of perspectives and backgrounds among our faculty, staff and students and in our academic and professional endeavors. This commitment is vital in our mission to advance the fields of communication, journalism and public relations. In this, we acknowledge that gender and ethnic imbalances in communication scholarship and teaching remain a challenge nationally, as do inequalities in the fields of journalism and public relations. Thus, it is imperative for us to maintain and develop effective practices for the recruitment, mentorship and support of underrepresented faculty, staff and students. We also recognize that diversity takes many forms across race, ethnicity, nationality, gender and gender identity, difference of ability, neuro-divergence, sexual orientation, socioeconomic status, age and religious and political affiliations, and we affirm that our goal must be diversity across all areas and intersections of difference.

### **FACULTY: Hiring, Mentorship and Promotion**

From 2010-2017, Annenberg increased faculty diversity across both journalism and communication schools through the application of best practices and proactive recruiting efforts including targeted individual outreach. Despite our efforts, progress has been slower than is ideal and not evenly applied across all our faculty constituencies.

**GOAL I:** Demonstrate measurable progress toward increasing diversity of faculty across all areas of difference – with each new class of faculty bringing additional diversity.

### **STRATEGIES**

- Continue to evolve, develop and apply best practices for faculty screening, recruitment and hiring, which currently include the following:
  - Ensure diverse representation in faculty search committees and require committee members to complete the school's designated DE&I training before serving.
  - Encourage search committee chairpersons to review "Casting the Net Widely" memo from USC Provost and other guidelines at first committee meeting. Committees can request attendance from the Associate Dean for Diversity & Inclusion to review best practices and offer guidance.
  - Advertise open positions in a range of outlets that target diverse readerships such as Women in Higher Education, the Journal of Blacks in Higher Education, and the publications of the Hispanic Public Relations Association and the Asian American Journalists Association.
  - Include language in job descriptions that encourages scholars and practitioners representing diverse backgrounds and viewpoints to apply, and ask job seekers to highlight any scholarly or practical work related to DE&I in their applications and during the interview process.
  - Ensure candidate pools comprise broad representation (including intersectional variations of race, ethnicity, nationality, gender and gender identity, difference

- of ability, neuro-divergence, sexual orientation, socioeconomic status, age and religious and political affiliations).
- When candidates visit, arrange for meetings with an array of faculty members representing diverse scholarship and professional backgrounds.
- Communicate to search committees that supervisors will ask committees to review and revisit the search process if any stage fails to reflect diversity goals.
- Annually assess progress across both schools, all programs, disciplines and faculty classifications – developing individual strategies for areas where progress is slow or lacking.

**GOAL II:** Foster an inclusive faculty community by creating a mentoring culture that supports advancement and promotes equal opportunity for all faculty, and by valuing and rewarding activities of our faculty that promote diversity and inclusion.

### STRATEGIES

- Create tenure guidelines that are clear and equitable and that value and reward a broad range of intellectual contributions, with the goal of reducing the effects of implicit and systemic bias in the tenure review process.
- Establish written faculty mentoring policies to ensure that effective practices are part of the academic culture of USC Annenberg with special attention to diversity and inclusion.
  - a. Streamline and enhance existing mentorship program for those hired to tenure-track positions to improve tenure promotion rates.
  - b. Provide stronger support and mentorship to full-time non-tenure track faculty, geared toward career advancement and relevant promotion opportunities.
- Take full advantage of USC's institutional membership in the National Center for Faculty Development and Diversity (NCFDD). Encourage our faculty to use NCFDD resources.
- Encourage faculty to report mentoring and any relevant DE&I efforts as service to the school on Annual Merit Review.
- Acknowledge exceptional faculty contributions to school DE&I efforts.
- Establish a faculty in-service for colleagues at Historically Black Colleges & Universities (HBCUs) and Hispanic-Serving Institutions (HSIs).

FACULTY: TASKS AND TIMELINES	TASK LEADS
<b>YEAR 1 – AY 2018/2019</b>	
Create guidelines for search committee best practices.	Associate Dean, Diversity Associate Dean, Faculty Affairs
Review and assess tenure review guidelines for equity and diversity goals.	Associate Dean, Faculty Affairs
Develop enhanced mentoring plans both for tenure-track faculty and for full-time non-tenure-track faculty.	Associate Dean, Faculty Affairs



Incorporate section on mentoring activities and other DE&I efforts in Annual Merit Review forms.	School Directors Associate Dean, Diversity
<b>YEAR 2 – AY 2019/2020</b>	
Review best practices for search committees and implement additional training and support to adjust as needed.	School Directors Associate Dean, Diversity Associate Dean, Faculty Affairs
Update tenure review guidelines based on review and assessment in Year 1.	Associate Dean, Faculty Affairs
Begin rollout of enhanced mentoring programs. Create mechanism for gathering feedback and assessing program success.	Associate Dean, Faculty Affairs
Develop plan for acknowledging faculty who show exceptional contributions to colleague mentorship and DE&I service.	School Directors Associate Dean, Faculty Affairs
<b>YEARS 3-5 – AYs 2020/2023</b>	
Review faculty diversity data annually to ensure an increasingly diverse roster of tenured, tenure-track and non-tenure-track faculty.	Associate Dean, Diversity
Annually review feedback and assess success of both mentoring programs. Adjust as needed.	Associate Dean, Faculty Affairs
Acknowledge and reward faculty who show exceptional contributions to mentoring their colleagues and other DE&I efforts.	School Directors Associate Dean, Faculty Affairs

### **STAFF: Community and Career**

At USC Annenberg, our staff reflects robust diversity across many areas of difference: gender, race and ethnicity, sexual identity, disability, age and socio-economic backgrounds. Annenberg staff are valued colleagues and vital contributors to the excellence of our school. Yet, staff members may sometimes feel less connected to our academic mission and vision than faculty and students, less recognized for their efforts and less reflected in our shared governance. However, we see opportunities to address the unique needs of this community by creating a more inclusive environment, embracing our staff's contributions as partners to our faculty, and creating opportunities for professional and leadership development.

**GOAL I:** Engage the diverse voices of our staff and further a more inclusive culture of partnership and collaboration.

### **STRATEGIES**

- Continue to advance the evolution and use of best practices in recruiting efforts to ensure a staff population that reflects all areas of difference.
- Improve and enhance school communication strategies to promote staff awareness of and engagement with school events and programming.

- Invite staff members to serve alongside students and faculty on the Annenberg Diversity Council (see *Organizational Resources*) and other school-wide committees.
- Create an Annenberg Staff Council as an advisory body to Annenberg deans and directors to provide staff with a voice in school governance to serve the unique needs of this community.

**GOAL II:** Enhance support for staff professional advancement and leadership development, recognizing that staff and faculty career advancement require different approaches and supports.

#### STRATEGIES

- Assess and strengthen existing employee career development plans in each department.
- Encourage participation in tuition benefits for advanced degrees and certificates for professional development and other resources provided by the University.
- Develop and implement plan for regular staff check-ins on workplace climate, DE&I issues, and career development support.

STAFF: TARGETS AND TIMELINES	TASK LEAD
<b>YEAR 1 – AY 2018/2019</b>	
Identify school-wide committees for expanded staff participation.	Annenberg Deans and Directors
Assess interest in forming an Annenberg Staff Council and respond with a plan for staff appointments and implementation.	Annenberg Dean
Create Annenberg Staff Council, appoint interim leader, establish governance policies and leadership provisions, and set priorities for the agenda.	Annenberg Dean
Assess staff career development plans across departments.	Annenberg Human Resources
<b>YEAR 2 – AY 2019/2020</b>	
Design a mechanism to collect staff feedback on issues of support, climate and inclusion.	Annenberg Human Resources Staff Council
Invite staff members to serve on the Annenberg Diversity Council and other committees as identified in Year 1.	Associate Dean, Diversity
Update/revise staff career development plans based on assessment in Year 1.	Annenberg Human Resources Deans and Directors
Implement enhanced communication and outreach to staff regarding school programming and events.	Associate Dean for Communications
<b>YEARS 3-5 – AY 2020/2023</b>	
Launch mechanism for collecting staff feedback on issues of support, climate and inclusion.	Annenberg Human Resources Staff Council

Implement updated staff career development plans and track across departments and individuals.	Annenberg Human Resources School Departments
Review feedback and report to the Associate Dean for Diversity & Inclusion on efforts toward improving school climate.	Annenberg Human Resources, Diversity Council Associate Dean for Diversity
Assess staff feedback mechanisms created in Years 1 and 2 and adjust as needed.	Annenberg Human Resources Staff Council
Annually assess Staff Council's recommendations with revisions and reprioritization as needed.	Annenberg Human Resources Staff Council
Annually assess and enhance (if needed) staff involvement in school-wide governance, programming and events.	Annenberg Human Resources Staff Council

### **STUDENTS: Support, Mentorship and Career Development**

USC Annenberg's student population reflects greater gender and ethnic diversity than our faculty and staff populations. Our student body also reflects diversity across sexual identity, disability, age and economic experience. We will continue working alongside University Admission and our own Admissions Office to maintain and increase enrollment of a diverse student body. We also recognize that not all enrolled students have the same opportunity and access to academic and professional development. Our mandatory academic and career advisement services focus on the individual needs of each student. Staff are committed to providing the necessary resources and support to assist students in navigating any barriers to success they may encounter. However, more can be done to increase access and opportunity for students from diverse backgrounds, including students from historically underrepresented backgrounds and designated vulnerable populations such as transfer, first generation, veteran, non-traditional college-aged, and disabled. In addition, we recognize that our majority female student population (close to 80%) has unique needs during its educational and professional careers. Therefore, as part of our effort to foster a culture of inclusion and provide access and opportunity to all students, we are focusing our diversity efforts on enhancing student support including student advisement, financial assistance, mentorship and career development services.

**GOAL:** Ensure that the Annenberg experience promotes access, inclusion, and professional opportunities for all students.

### **STRATEGIES**

- Extend support for mentoring students from underrepresented and designated vulnerable groups, including review and revision of existing faculty/student and alumni/student mentoring programs. Create systems to operationalize mentoring programs, developing training materials to assure consistency year to year.
- Expand existing academic advisement services to provide a forum for students to address climate and inclusion issues. Ensure academic advisors participate in school DE&I training. *(See Organizational Resources)*

- Prioritize student support as a top advancement objective:
  - Create new and enhance existing endowed scholarship funds to offset escalating tuition and fees that represent a primary barrier to educational access for students from underrepresented and vulnerable populations.
  - Enhance endowment for the “Student Success Fund,” which supports students in pursuit of experiential and career development activities, such as workshops, funding for special project research and the annual Maymester program.
  - Enhance endowment for the “Student Emergency Fund,” which supports enrolled students facing family, health, or financial emergencies, including the growing issue of food and housing insecurity which can jeopardize their academic career. The fund helps alleviate unanticipated financial stresses.
  - Collect and monitor data from the Student Emergency Fund and use it to shape priorities for future fundraising and student support.
- Continue to identify ways to improve access and opportunities in experiential education and career development programs for underrepresented, international, low income, transfer and first-generation students as well as students from other designated vulnerable populations:
  - Increase school support for student attendance at national conferences, including the Asian American Journalists Association (AAJA), the National Association of Black Journalists (NABJ), the National Association of Hispanic Journalists (NAHJ) and the National Lesbian and Gay Journalists Association (NLGJA).
  - Increase school support for student-affinity groups to strengthen student mentoring, programming, and relationships with university-wide student groups including the [Asian Pacific American Student Services](#), the [Center for Black Cultural and Student Affairs](#), [El Centro Chicano](#) and the [LGBT Resource Center](#), and explore ways to generate additional programming and student support with these groups.
  - Leverage existing corporate relationships and forge new partnerships to create and sustain paid fellowship, internship, and post-graduate school-to-work/practicum opportunities.

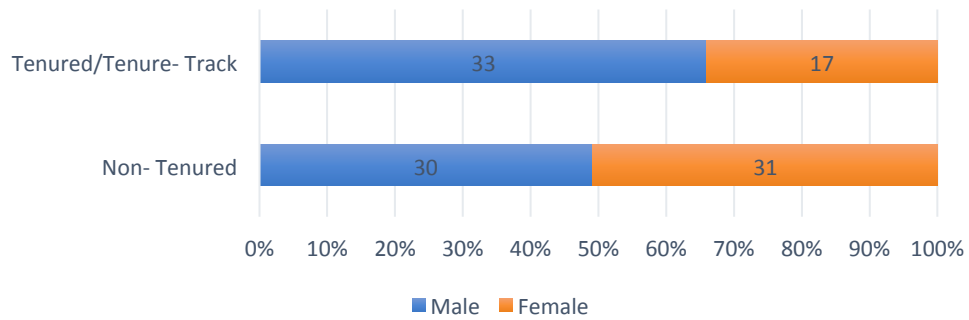
STUDENTS: TARGETS AND TIMELINES	TASK LEAD
<b>YEAR 1 – AY 2018/2019</b>	
Assess existing student mentoring programs, prioritizing those for incoming and first-generation students and student/alumni mentoring programs.	Associate Dean, Student Affairs Assistant Dean, Student Affairs & Director, Career Development Associate Dean, Development Associate Dean, Diversity
Develop and assess efforts to increase professional opportunities and access to experiential learning and career development opportunities for	Associate Dean, Student Affairs Director, Career Development

underrepresented students.	
<b>Develop strategies for academic advisors to incorporate climate and inclusion feedback and discussions into student engagement.</b>	Associate Dean, Student Affairs Senior Associate Director, Academic Advisement & Civic Engagement
Engage Office of Development to increase endowed funds for student support (i.e., tuition scholarships, Student Success, Student Emergency funds).	Associate Dean, Student Affairs Director, Career Development Associate Dean, Development
<b>YEAR 2 – AY 2019/2020</b>	
Implement improvements to existing mentoring programs and create new programs as needed.	Associate Dean, Student Affairs Director, Career Development Associate Dean, Development Associate Dean, Diversity
Launch mentoring program support structure with online forms and success monitoring systems.	Associate Dean, Student Affairs Director, Career Development Associate Dean, Development Associate Dean, Diversity
Conduct proactive outreach to partner organizations to develop fellowship/internship opportunities and post-graduation practicums for students from underrepresented groups.	Director, Career Development Associate Dean, Development
Create a funding and endowment plan to support students in fellowship, internship, and practicum opportunities.	Director, Career Development Associate Dean, Development
<b>YEARS 3-5 – AYs 2020/2023</b>	
Institutionalize support for mentoring programs and adopt a succession plan for faculty leaders.	Director, Career Development Associate Dean, Diversity
Begin tracking internship and job placement data of students from underrepresented groups.	Director, Career Development
As endowed funding goals are met, assess new areas where student financial need can be addressed, such as living expenses and tech requirements for lower-income students.	Associate Dean, Student Affairs Assistant Dean, Student Affairs Associate Dean, Development Associate Dean, Diversity
Implement DE&I training programs for academic advisors.	Associate Dean, Student Affairs

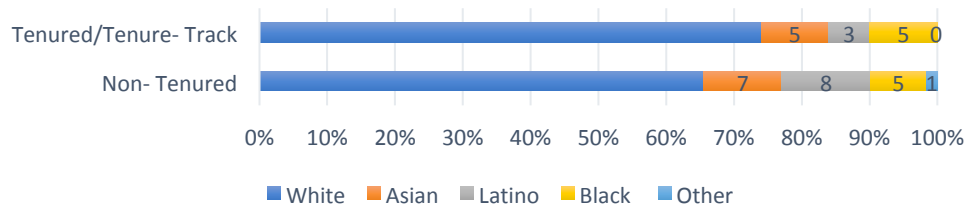


## DATA | Gender and Ethnicity

### Full Time Faculty - Gender 2017/18

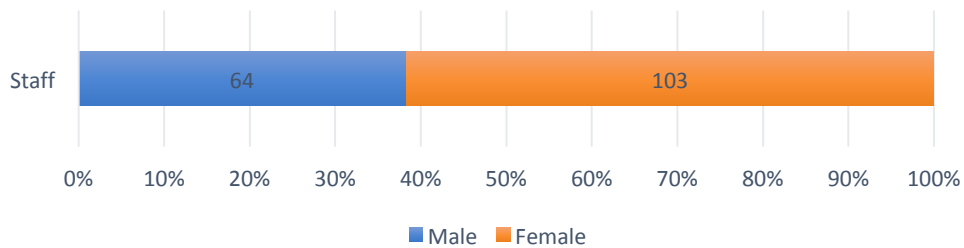


### Full Time Faculty - Ethnicity 2017/18

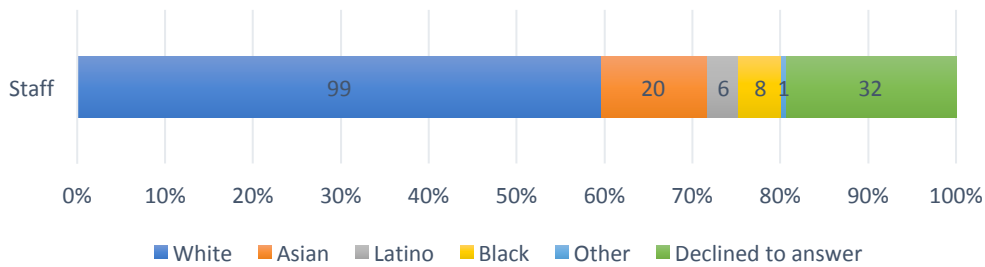


\*Non-Tenured numbers include RTPC faculty only.

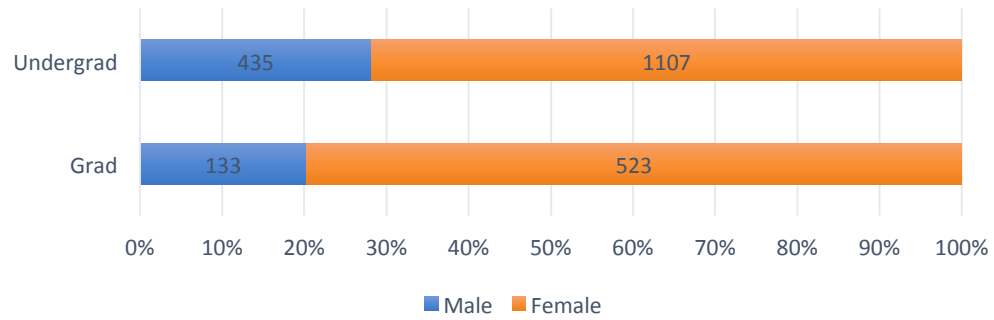
**Staff - Gender 2017/18**



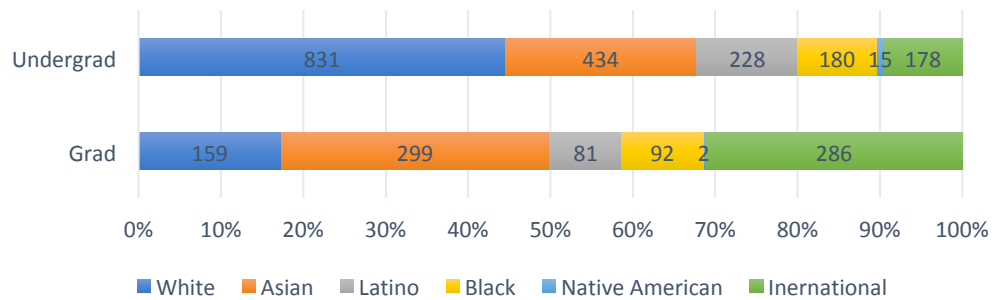
**Staff - Ethnicity 2017/18**



### Students - Gender 2017/18



### Students - Ethnicity 2017/18



\*For graduate and undergraduate students – totals for gender and ethnicity are not equal – perhaps due to declined answers regarding gender.

## CURRICULUM & SCHOLARSHIP | Development, teaching and review

As a school that promotes scholarship and professional practice in communication, journalism and public relations, our curriculum is the driving force for helping students to develop the critical thinking and intellectual agility necessary for navigating the rapid changes taking place in these fields. Throughout all majors and degree programs, we also aim to help students develop cultural competency and empathy by promoting “teaching across difference.”

Teaching across difference is a two-pronged approach that comprises:

- Designing curricula that are inclusive of broad scholarly perspectives and intellectual points of view and that avoid cultural biases.
- Providing culturally competent instruction to a diverse body of students while considering how varying backgrounds and perspectives can impact the classroom experience.

In our journalism courses, we train students to avoid biases in reporting by seeking balance and differing points of view. Our Public Relations program teaches consideration of different perspectives to forge strategic messaging across diverse constituencies. In our communication courses, students explore social, cultural, rhetorical and organizational communication processes to gain an understanding of communication in all industries from politics to marketing and beyond.

We also support groundbreaking research into issues of diversity and inclusion within our industries of practice. For example, the *Annenberg Inclusion Initiative* is nationally and globally recognized for research dedicated to exposing diversity and inclusion problems in entertainment and for developing research-based solutions for tackling inequality. Our *Institute for Diversity and Empowerment at Annenberg (IDEA)* furthers our legacy of diversity and empowerment studies by framing an impressive cohort of acclaimed scholars, leading research, compelling courses, and impactful programs that allow students to examine the vast complexities of diversity, identity and culture. We aim to continue to expand and strengthen USC Annenberg’s thought leadership across areas of difference within our classrooms and in the global marketplace of ideas and influence.

**GOAL:** Ensure that diversity and inclusion are not only addressed in each course offered by the school, but that our curriculum and teaching practices are infused with creative and innovative approaches to critically assessing, understanding and engaging difference in scholarship and in our classrooms.

### STRATEGIES

- Design and implement a process to review curricula and assess syllabi across majors and degree programs for both schools to ensure that creative and inclusive approaches are being applied to understanding the value and importance of diverse perspectives (teaching across difference).

- Create a system of supporting workshops, seminars and guides to support faculty in enhancing and implementing teaching across difference.
- Design and implement a process to assess the faculty's approach to teaching across difference and develop a measure of self-reflection to be added to the annual Faculty Activities Report. Develop a framework for recognizing and acknowledging effective and successful applications of teaching across difference.
- Support our faculty's participation in USC-wide research and teaching efforts that focus on DE&I
- Continue to support community-engaged teaching and research.

<b>CURRICULUM/SCHOLARSHIP: TARGETS AND TIMELINES</b>	<b>TASK LEAD</b>
<b>YEAR 1 – AY 2018/2019</b>	
Create mechanism to assess curricula and syllabi for effectiveness in teaching across difference.	Assistant Dean, Excellence in Teaching
Determine key performance indicators (KPIs) for educator achievement in teaching across difference. Determine scope and structure of feedback based on KPIs.	Assistant Dean, Excellence in Teaching
Formulate section of annual Faculty Activities Report for faculty to reflect on their implementation of teaching across difference. Inform faculty of this new section at the beginning of the academic year and provide examples of successful implementation.	Assistant Dean, Excellence in Teaching School Directors Associate Dean, Diversity
Create plan of action to identify specific topics to address in seminars and workshops based on curriculum review and teaching assessments.	School Directors Associate Dean, Diversity
<b>YEAR 2 – AY 2019/2020</b>	
Establish a schedule for review of one third of standing course syllabi each year, such that all syllabi will be reviewed every three years for effectiveness in teaching across difference.	School and Program Directors
Develop mechanisms for airing and addressing faculty questions and concerns regarding the implementation of teaching across difference.	School Directors Associate Dean, Diversity
Schedule and convene seminars and workshops to support faculty in implementing teaching across difference.	School Directors Associate Dean, Diversity
Based on KPIs, acknowledge effort of all faculty to implement teaching across difference, and select outstanding examples for special recognition.	School Directors
<b>YEARS 3-5 – AYs 2020/2023</b>	
Assess the progress of the ongoing review of curricula	School and Program Directors



and syllabi, and adjust as needed.	
Review and assess faculty feedback on teaching across difference and adjust the Merit Review process as needed.	School Directors
Review and assess faculty feedback on initial round of seminars and workshops.	School Directors Associate Dean, Diversity

## **PROGRAMMING & OUTREACH | Access, Exposure & Opportunity**

We strive to infuse teaching and scholarship with professional practice and contemporary culture through a vibrant stream of programming and events featuring diverse leadership in the fields of academia, media, sports entertainment and communications, entrepreneurship, public service and more. In this plan, we aim to enhance an already rich set of programming focused on starting new conversations and igniting debate about pressing local, national and global issues through a diversity, inclusion and equity lens.

Perhaps our greatest potential for impact within media and communication lies in our ability to infuse these professions with diverse talent by strengthening our community outreach.

National data show that the fields of media, communication and public relations continue to reflect significant sex, gender and ethnic imbalances. We believe the future leaders of these industries will come through Annenberg, and we continually seek to enroll, educate and graduate students who are primed for these roles.

**GOAL I:** Promote an inclusive school culture and celebrate difference through an array of public programming and events that encourage cultural and intellectual curiosity for our students, staff and faculty, highlight successful work on inclusion and equity, and amplify diverse voices.

### **STRATEGIES**

- Develop new public programming and series to create opportunities for diverse creative and professional voices to share their stories.
- Create and encourage collaborative programming between Annenberg and other USC schools in support of interdisciplinary approaches to contemporary issues related to diversity, equity and intersectional representation.
- Capture and document the school's array of diverse and inclusive programming to share with internal and external audiences such as accrediting bodies, potential students and alumni.
- Develop a mechanism to gather feedback on existing programming and solicit input on future plans.

**GOAL II:** Continue to support and expand our robust student outreach programs to train and provide equal access and opportunity for women, people of color, first generation and low-income students seeking to excel in higher education and in our industries of practice.

## STRATEGIES

- Through funding and partnerships, maintain and enhance support for the current slate of student outreach programs, which include Annenberg High School Day, Annenberg Youth Academy for Media and Civic Engagement, Annenberg Community College Day and Joint Educational Projects Program.
- Continue to develop and enhance relationships with influencers at predominantly minority-serving higher education institutions such as HBCUs, HSIs and community colleges.
- Assess the effectiveness of existing high school outreach programs through follow-up and tracking of participants as they apply and enroll at post-secondary institutions.
- Draft annual reports on outreach programs and recruitment efforts that monitor progress and effectiveness.
- Continue to support Annenberg staff and faculty participation in USC's Good Neighbors initiative.

PROGRAMMING/OUTREACH: TARGETS AND TIMELINES	TASK LEAD
<b>YEAR 1 – AY 2018/2019</b>	
Begin identifying new industry partnerships for public programming and event series.	Director, Strategic Partnerships
Explore new partnerships with other USC schools around collaborative, cross-disciplinary programming on diversity, equity and intersectionality.	Director, Strategic Partnerships
Compile an accounting of all high school outreach programs.	Director, Community Outreach
Assess and develop plan to enhance current recruitment efforts at HBCUs and HSIs.	Associate Dean, Admissions
<b>YEAR 2 – AY 2019/2020</b>	
Plan and launch new collaborative programming and events with industry partners as well as with other USC schools.	Director, Strategic Partnerships
Develop mechanism to gather feedback on attendance and impact of existing programming and solicit input on future plans.	Director, Strategic Partnerships
Develop system to compile a list of diverse and inclusive programming for accreditation and dean's reports.	Director, Strategic Partnerships Associate Dean, Diversity
Create a mechanism to measure effectiveness of existing outreach programs and recruitment efforts.	Director, Community Outreach
<b>YEARS 3-5 – AYs 2020/2023</b>	
Assess programming and events through gathered feedback and adjust future events as needed.	Director, Strategic Partnerships

Compile annual report of events, and cross-reference with gathered feedback and assessments.	Director, Strategic Partnerships
Use feedback on community outreach programming to review and assess effectiveness. Adjust programs as needed.	Director, Community Outreach
Using new measurements data, review existing high school outreach programs and revise as needed.	Director, Community Outreach

## ORGANIZATIONAL RESOURCES | **Administrative and Structural Support**

We have developed and continue to enhance administrative and structural support of our school's diversity, inclusion, and equity efforts with specific roles and funding priorities. This is reflective of an effort to promote accountability, streamline internal lanes of responsibility and communication, and augment support for our ambitious programs.

**GOAL I:** Create new and enhance existing support roles for faculty, staff and students tasked with carrying out the school's DE&I efforts, promoting mutual dialogue and transparency and fostering an inclusive school climate.

### STRATEGIES

- Form an "Annenberg Diversity Council," made up of faculty, staff and students representing a diverse cross section of the Annenberg community.
- Develop and implement DE&I training programs for all administration, faculty, and staff, including student advisement and career services.
- Develop processes for collection of all relevant feedback on diversity and inclusion taken from student surveys, forums, teaching evaluations, staff check-ins and Faculty Activities Reports. Summarize and report findings to school leadership to better inform policy decisions related to DE&I efforts.
- Establish and maintain a schedule of check-ins to monitor progress once per semester between the Associate Dean of Diversity and principals responsible for implementing specific aspects of the Diversity Plan.
- Create a forum for regular ongoing school-wide dialogue on DE&I efforts and climate.

**GOAL II:** Create new programs and associated development goals to increase financial support for student diversity, inclusion and access programs and initiatives.

### STRATEGIES

- Enhance endowment for the "Student Success Fund" a fund created to level the playing field for students in need of financial support to take part in educational and professional development opportunities such as the annual Maymester programs,

special project/thesis research and other opportunities such as low-paid and unpaid internships.

- Enhance endowment for the “Student Emergency Fund” to help alleviate unanticipated financial stresses for students facing family, health, or financial emergencies that can jeopardize their academic career.
- Develop new dedicated fellowships and scholarships in support of women and students of color, such as the \$1 million Cisneros Scholars Fund, which annually provides two scholarships to Latino and first-generation college students.
- Engage the Annenberg Board of Councilors in DE&I efforts at the school by tapping into their resources and expertise to advise on current initiatives and ultimately sponsor student programs.

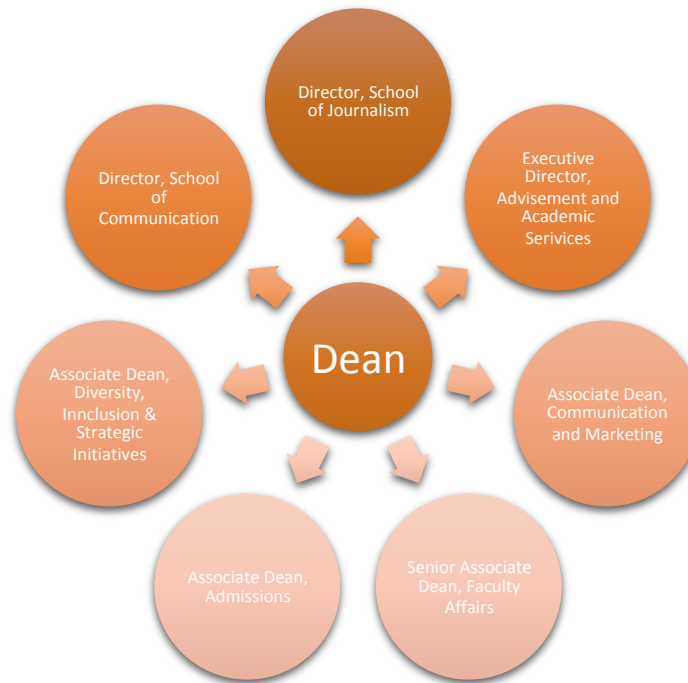
<b>ORG. RESOURCES: TARGETS AND TIMELINES</b>	<b>TASK LEAD</b>
<b>YEAR 1 – AY 2018/2019</b>	
Convene the Diversity Council and set priorities and assign tasks to subcommittees that will commence oversight of the five-year Diversity Plan.	Deans and Directors
Update Diversity Plan and determine specific areas that need feedback mechanisms from faculty, staff and/or students.	Associate Dean, Diversity Deans and Directors
Hold initial meetings with principals responsible for implementing specific aspects of the Diversity Plan and create schedule for completing tasks.	Associate Dean, Diversity
<b>YEAR 2 – AY 2019/2020</b>	
Convene Diversity Council once each semester going forward to set priorities, monitor progress and report accomplishments.	Associate Dean, Diversity
Plan and develop DE&I training programs, and design a rollout plan to all faculty and staff.	Diversity Council Associate Dean, Diversity
Implement processes for gathering and reporting feedback on Diversity Plan initiatives and broader climate issues around the school from faculty, staff and students.	Associate Dean, Diversity Deans and Directors
Monitor progress on Diversity Plan implementation and adjust timeframe for completion if needed.	Associate Dean, Diversity
Identify prospective funders for student support programs, including Student Success and Student Emergency funds.	Office of Development
Identify new funding prospects and opportunities for student fellowships and scholarships.	Office of Development
<b>YEARS 3-5 – AYs 2020/2023</b>	
Continue convening Diversity Council once each semester to set priorities, monitor progress and report	Associate Dean, Diversity

accomplishments.	
Roll out DE&I training programs to faculty and staff, with plan for ongoing program feedback, review and updates.	School Directors Associate Dean, Diversity
Compile feedback annually from student surveys, forums, teaching evaluations, staff feedback mechanism and Faculty Activity Reports.	School Directors Associate Dean, Diversity
Continue schedule of check-ins once per semester between Associate Dean of Diversity and principals responsible for implementing aspects of Diversity Plan to monitor progress on completion of goals and tasks.	Associate Dean, Diversity
The “Student Emergency Fund” will be endowed at \$300,000.	Office of Development
The “Student Success Fund” will be endowed at \$1 million.	Office of Development
USC Annenberg will generate funding for four endowed scholarships to support women and traditionally underrepresented minorities admitted to Master’s degree programs.	Office of Development



## DE&I | Leadership & Principals

### SCHOOL-WIDE LEADERSHIP



**Associate Dean of Diversity, Inclusion and Strategic Initiatives:** In an effort to further cement the school's commitment to building and maintaining a climate that promotes diversity and inclusion, the administration created a new dedicated position: the Associate Dean for Diversity, Inclusion & Access. The role assumes several responsibilities at Annenberg and reports to the Annenberg Dean and the Provost's Office. The Associate Dean for Diversity oversees and regularly assesses the school's overall DE&I efforts in areas including recruitment; hiring and retention; mentoring; curriculum development; faculty, staff, and student training; programming; and other initiatives for students, faculty, and staff. The Associate Dean is tasked with monitoring data and proposing and implementing policy changes and procedures to address climate issues.

**Annenberg Diversity Council:** As an appointed body made up of faculty, staff and students, the Diversity Council works as a strategic advisory board to the Annenberg Dean and Dean of Diversity, Inclusion & Access. Under direction of the deans and directors, the council carries out and assesses progress of this five-year plan. Members serve two-year terms and are assigned to subcommittees according to areas of expertise and interest. Each subcommittee is dedicated to one of the four components of the plan: People, Curriculum and Scholarship, Programming and Outreach, and Organizational Resources. The council convenes once each semester and subcommittees meet as their responsibilities dictate.

**Faculty Council :** The elected Faculty Council is an essential avenue for faculty to participate in the governance of the Annenberg School, shaping the school’s future and promoting academic excellence. The deans and directors are committed to seeking advice from the Faculty Council on important issues facing the Annenberg School, including those pertaining to the DE&I initiative. Council members represent the entire Annenberg faculty and are responsible for obtaining faculty views, serving as a voice and an advocate of the faculty's issues and concerns.

**Annenberg Staff Council:** Together with Human Resources, the Staff Council establishes a plan to conduct ongoing periodic check-ins with staff members to solicit feedback on support, climate and inclusion efforts and report findings to school leadership, reports and addresses issues identified through staff feedback, and advises the deans, directors and human resources on efforts to assess and expand professional development to support and advance staff.

## FINANCIAL SUPPORT

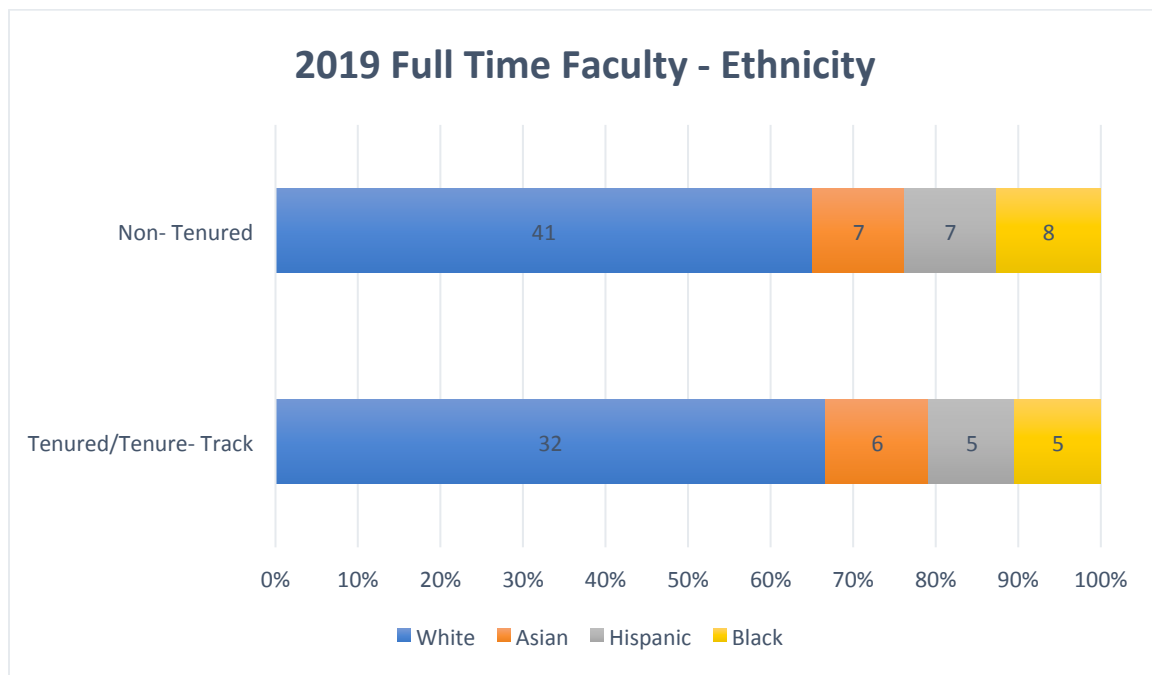
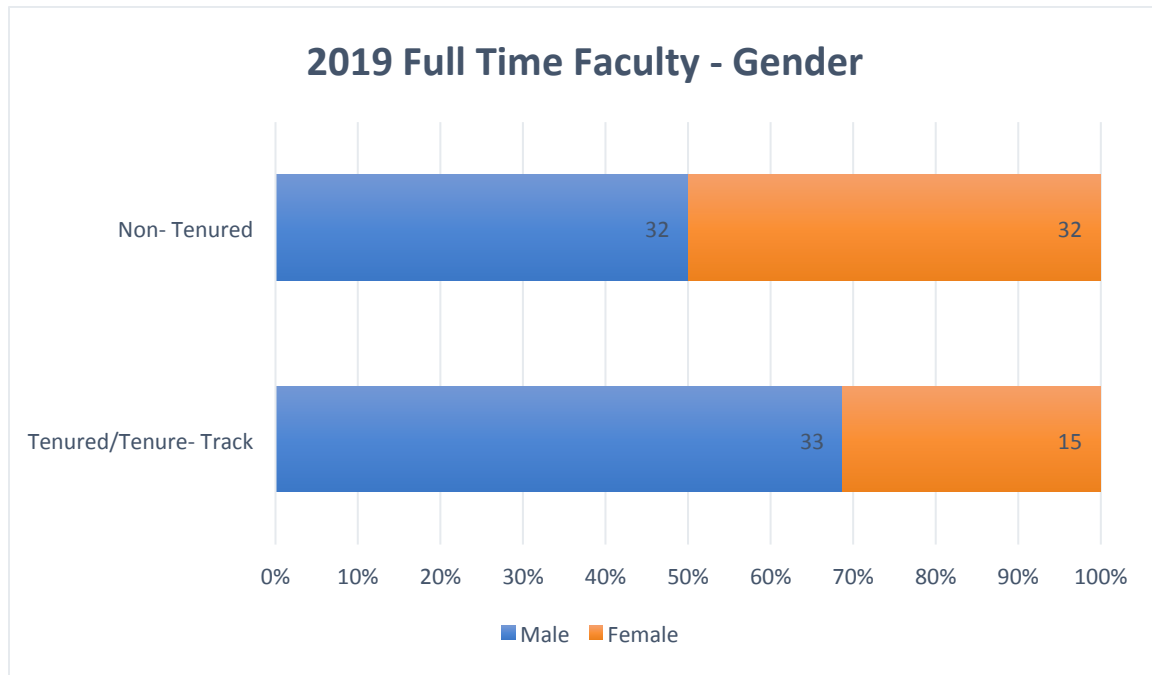
Annenberg’s diversity budget reflects actual spending in Fiscal Year 2018, a sum expected to remain constant – and increase – during the course of our five-year Diversity Plan. Support for the school’s diversity initiatives comes from Annenberg school funds, foundation grants and endowments and private donors.

<b>DIVERSITY BUDGET BREAKDOWN: \$1,443,000</b>	
<b>STUDENT SUPPORT</b>	<b>\$899,000</b>
Cisneros Scholars Fund: Proceeds from \$1 million scholarship endowment for Latino students.	\$54,000
Annenberg Leadership Initiative: Annual spending from \$5 million grant to support mid-career Annenberg Fellows, student scholarships and Annenberg Media Center community desk, with initiatives emphasizing socio-economic diversity in fellows and scholarship winners and creation of content.	\$500,000
Wallis Annenberg Scholarship for Communication: Proceeds from \$5 million endowment; thirteen students received scholarships in FY ‘18.	\$340,000
Student mentorship programs	\$5,000
<b>CURRICULUM &amp; SCHOLARSHIP</b>	<b>\$419,000</b>
The Faculty Visit Program provides an opportunity for selected faculty from HBCUs and HSIs to visit Annenberg to observe graduate classes, network with faculty, engage in conversations with school directors and deans, and learn about each graduate program.	\$10,000

Center and Scholarship: Institute for Diversity and Empowerment at Annenberg (IDEA): Includes \$50,000 from the Annenberg School and \$37,000 in private donor contributions.	\$87,000
Annenberg Inclusion Initiative: Includes half of anticipated \$644,000 calendar 2018 budget	\$322,000
Annenberg Popular Music Project, Norman Lear Center	\$10,000
<b>PROGRAMMING AND OUTREACH</b>	<b>\$75,000</b>
Summer High School Program	\$25,000
Joint Educational Projects Program	\$15,000
Annenberg High School Day Events	\$10,000
Diversity & Inclusion Programming and Events	\$15,000
<b>ORGANIZATIONAL RESOURCES</b>	<b>\$65,000</b>
Annenberg Diversity Initiative: Supports staff and faculty diversity and inclusion training, curriculum development, and support for student affinity groups, and student travel conferences	\$50,000
Administrative stipend for Associate Dean for Diversity	\$15,000

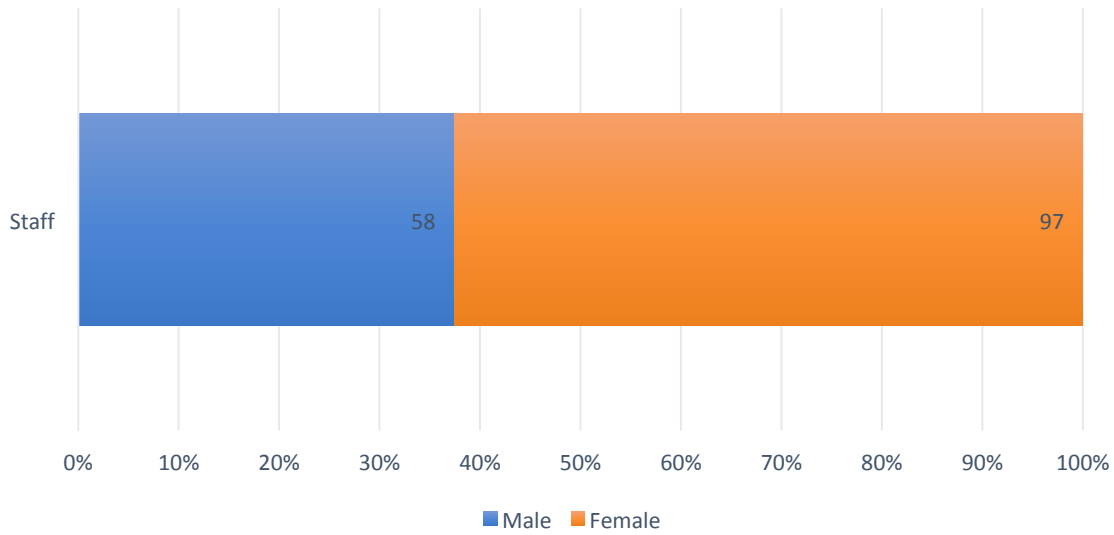
<b>STUDENT SUPPORT ENDOWMENT GOAL: \$1,300,000</b>	
Student Opportunity Fund - endowed 5-year goal: Fund will be used to improve access to school programs by supporting students across a variety of pursuits, including providing travel expenses to school abroad programs.	\$1,000,000.00
Student Emergency Fund - endowed 5-year goal: Fund will be used to provide emergency financial assistance to students, including those whose families encounter financial reversals that make tuition payments and living expenses difficult to cover.	\$300,000.00

# APPENDIX A | 2018–2019 Data

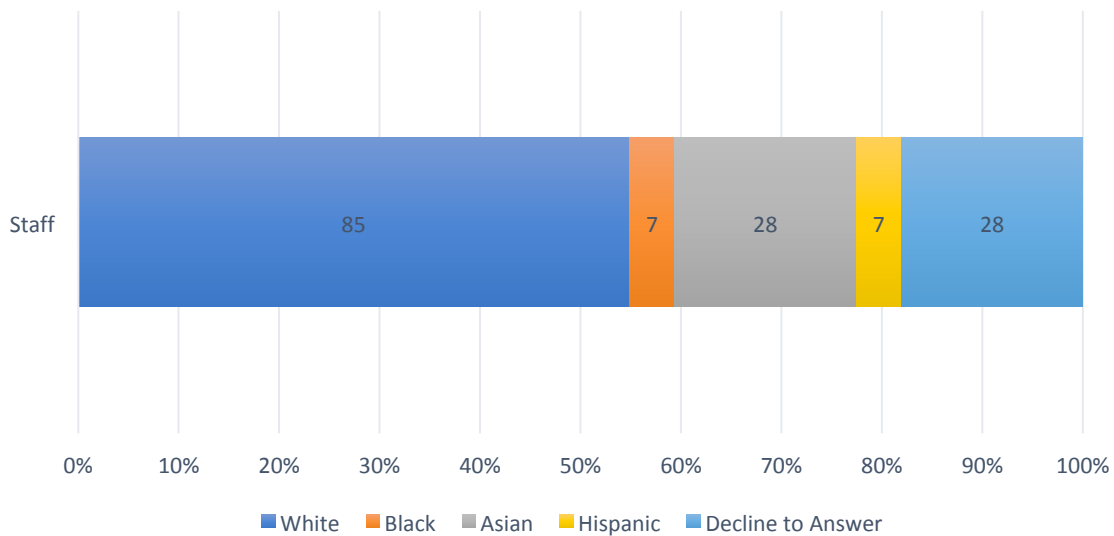


\*Non – tenured includes full-time lecturers.

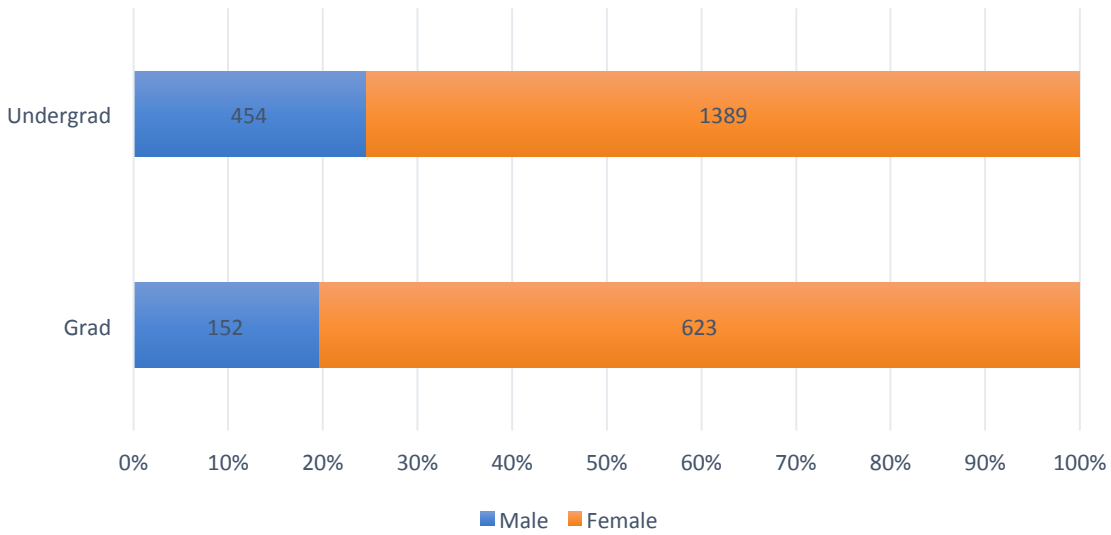
**Staff by Gender 2018-2019**



**Staff by Ethnicity 2018-2019**



### Students by Gender 2018-2019



### Students by Ethnicity 2018-2019

