

STRATEGIC PLANNING SUBCOMMITTEE REPORTS MAY 2011

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SUBCOMMITTEE REPORT – May 2011

ACADEMIC CULTURE AND FACULTY PROFILE

Co-chairs:

Professor Thomas Hollihan

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Our subcommittee met three times for extended discussions. In addition, several of our members attended the faculty retreats and meetings devoted to developing a culture of mentoring, the future of tenure, and the strategic planning process. Members also communicated their thoughts and opinions through written comments that were shared with other committee members. In addition, all committee members read and were invited to suggest revisions to a draft of this report. Although we incorporated most of their suggestions, it is important to note that a wide array of opinions was expressed by our members, and that not all of the following recommendations received unanimous support.

USC has set ambitious goals for the future. The foundation of this ambition is to recruit, hire, promote, reward, and retain a faculty that is innovative, respected, prolific, and engaged. The university significantly improved its student body over the past few decades, and will continue its forward trajectory by focusing on improving its faculty and academic culture. Every new faculty appointment, every new award of tenure, and every promotion should provide further evidence of the seriousness of our ambition to improve our standing among the world's most prestigious research universities.

To meet its goal of becoming a world class university, USC also will have to rethink its broader academic culture. The climate can be one that inspires and empowers outstanding scholars and students to undertake the significant research and creative activities that will enhance basic and applied knowledge across disciplines, contribute to the development of new technologies, therapies, and innovations in practice, solve vexing social, political, economic and technical problems, enhance the well-being of the world's citizens, and create lasting artistic creations that signal the most profound aesthetic attainments of our era. What are the principles by which USC can establish such a climate in the future?

1. Recruit and support an excellent, diverse faculty: The faculty of the top universities in the future will be a creative mix of traditional academics who have made their careers within university settings, physicians and caregivers engaged in the health professions, executives and practitioners with distinguished reputations in the private sector or government, and distinguished artists who have garnered awards and recognition.

USC faculty will be diverse in every sense of the term save one – every faculty member will be among the very best in their area of expertise and inquiry. A great university requires a great faculty, and USC will conduct global searches to identify and attract faculty who reflect the racial, ethnic, national, cultural, ideological, and socio-economic differences found in our student body and in our urban environment.

USC also will want to continue to hire transformative faculty in strategic areas. These hires will not necessarily involve the most senior level scholars but also assistant and associate level appointments of persons who are poised to achieve greatness. Transformations will involve cluster appointments and

joint appointments of scholars who can energize creative work across different fields. Hiring in particular research topics will be most successful if it allows USC to strengthen core areas while also distributing the largesse across the university and enhancing the opportunities for interdisciplinary inquiry. Such hiring initiatives will be most successful if they include significant faculty direction, given that faculty are best situated to identify new areas of development in science, humanities, arts, and the professions.

This diverse and creative faculty will consist of tenured, tenure stream, and non-tenured faculty colleagues working together in a culture of mutual respect and understanding that values the unique contribution that each and every faculty member makes to the shared enterprise of the university. Non-tenure stream faculty members in every academic unit of the university will be awarded appropriate job security, the possibility to seek promotion and advancement, resources to do their work, opportunities to participate in faculty governance, and the opportunity to help to identify the specific nature of their assigned responsibilities and the criteria by which they will be evaluated. All faculty members, but especially junior faculty members, are entitled to the support of mentors who will help sustain this collaborative culture and who will model successful academic careers.

2. Establish agile, flexible organizational structures within and across schools and the College to promote innovative scholarship, pedagogy, professional practice, and the arts: The academic climate of top universities in the future will incentivize faculty to respond creatively to the increasingly rapid shifts in disciplines and the development of new interdisciplinary areas.

In order to stay at the forefront of established disciplines while taking bold, creative steps to develop new interdisciplinary areas, USC will want to incentivize the entrepreneurial activities of faculty. Without a crystal ball, we cannot see where the major new scholarly developments will be 10 years in the future. Nonetheless, USC can establish structures that allow faculty to move swiftly into new areas as they develop and take a leadership role in defining the green and growing edge of scholarship, pedagogy, professional practice, and artistic creativity. This will entail investments in physical facilities, library holdings, technology infrastructure and support, new forms of disciplinary scholarship, and interdisciplinary collaborations that draw together faculty from disparate parts of the university and involve them in problem-solving efforts aimed at advancing the frontiers of knowledge. Examples of these structures include the Dornsife College 2020 Program, which provides funds for new interdisciplinary graduate training programs, and the Zumberge Award Program, which provides only limited funds for university-wide conferences and other activities. These are model programs that can engage the most creative resource at USC—the faculty and students.

USC's leadership role in new scholarly and creative activities is necessarily a bottom-up process, because active researchers and teachers will identify and lead the new, innovative forms of scholarship emerging in the next few decades. Yet USC will need to respond selectively to new developments. It cannot pursue equally all new avenues of knowledge. Decision makers will need a strong sense of priorities in order to sift through the many new developments and allocate resources to the areas that will bring USC to the top. In making these decisions, administrators and faculty, working in collaboration, will want to emphasize USC's strengths. In the last strategic plan, USC identified digital communication technologies and content production for digital media as priorities given the local resources available in LA. In an earlier draft of the present report, social neuroscience was the focal example, building on USC's recent investments in neuroscience and in social psychology. USC will be able to capitalize on these and other developments at the forefront of scholarly activity with programs to target seed money and development funds.

Individual faculty members, academic programs, departments, and schools should also seek to develop creative corporate and civic partnerships to support research and teaching opportunities, spark meaningful innovations, and encourage civic engagement. These partnerships and collaborations should be as transparent as possible and should be guided by clear standards for ethical conduct and accountability. Faculty should be included in the discussions about the creation of such standards so that they fully understand them and indeed claim ownership of these values. An influential faculty is also one that engages with our institutional partners to provide consulting, continuing education, and other expertise.

3. Increase faculty engagement in decision making: The best universities have strong faculty leadership to provide important guidance in decision making at all levels: the curriculum, the allocation of resources, the appointment and promotion of faculty members, and the selection and evaluation of department chairs, deans, and the senior executive leadership of the university.

USC will want to build on and strengthen the importance of faculty governance structures such as the Academic Senate to promote active faculty engagement in governance and a strong sense of transparency in decision making relevant to faculty concerns. As a leadership university, USC will set a standard with highly interactive administrative-faculty decision making structures through which all stakeholders work together in a culture of trust and a shared vision for the priorities of the university. The best faculty members will be drawn to a university shaped by this culture of shared decision making, and will want to join USC in order to achieve their vision for the highest level of teaching, scholarship, and creative activities. Faculty decision making structures that have real decision-making authority will draw the strongest individuals from across the university.

Central to this shared decision making are issues of hiring, promotion, and tenure. The responsibility for articulating the appropriate tenure expectations and criteria for each academic discipline rests with the faculty, department head, and dean of the respective academic unit. In addition to substantive external evaluations of candidates for promotion and tenure from distinguished experts whose own work reflects the highest standards of excellence in their respective fields, departmental colleagues can best judge the totality of a candidate's contribution to their specific academic program and to the university as a whole. Colleagues, along with department chairs, will provide close mentoring relationships and detailed annual reviews for probationary faculty, along with a substantial and fair mid-tenure review process. An involved, vigilant, and engaged University level Appointments, Promotion, and Tenure Committee, enjoying the participation and leadership of the university's most accomplished faculty members representing the diversity of the university, is critical to the tenure and promotion process. This committee helps to create, sustain, and communicate the high standards and culture of responsibility that defines our ambitions and our pursuit of excellence. Tenure outcomes – whether positive or negative – can therefore be transparent to the candidate, his or her departmental colleagues, the department heads, deans, and the leading figures in the academic disciplines in other prominent research universities.

4. Strengthen the unified vision of the central administration to provide leadership to the university as a whole while also recognizing the unique situation of each unit. Empower central administration to build on USC's strengths across the university and promote a commitment to excellence in programs across schools and campuses.

USC offers many diverse scholarly, creative, practitioner, and educational activities in various forms across the University Park and Health Science Center campuses, and in other locations such as the Children’s Hospital, the Institute for Creative Technologies, and the Marine Biology Center on Catalina Island. This breadth is supported by a highly distributed decision making structure in which programmatic and funding decisions are made and carried out largely within the separate academic units. Although this distributed structure effectively addresses differences between colleges and between the departments within the same academic unit, it is challenged to produce a unified increment in the quality of education and scholarship at the university. Furthermore, the separation of units has created some perverse incentives to compete for resources such as student tuition. Future success depends upon collaboration on a massive scale, and thus these incentives should be aligned to support new structures that provide gains through collaboration rather than competition. A central administration with strong leadership authority and significant funds can promote this collaborative goal of excellence. These funds could emerge from strategic development programs as well as from centralization of existing resources.

The unifying vision of USC’s central administration of the future will build on the strengths of a racially and ethnically diverse campus in a major urban area while minimizing the primary challenges we face. By this vision, USC faculty of the future will be energized by the opportunities created by working and living in the second largest metropolitan area in the United States, the most diverse city in the United States, and one of the most important urban centers on the Pacific Rim. A central administration vision that highlights this urbanized cultural and socio-economic diversity in teaching, scholarship, and creative activities will inspire and shape our academic enterprise. We see the additional following strengths as the most important elements of a centralized administrative vision: (a) a significant local arts scene, (b) the strong USC professional programs, (c) the important role of USC’s health care professionals and hospitals in the local region, and (d) the loyal devotion of USC alumni, many of whom are local, who are eager and willing to participate in our academic programs. We believe that this unified vision also will want to address the challenges faced by the whole campus community, including the (a) separation of faculties across multiple campuses, (b) uneven quality of programs across the university, (c) lack of necessary laboratory and core research facilities for the biological and natural sciences, (d) disparate levels of technological and pedagogical support between academic units, and (e) endowment per student that is well-below that of our aspirational peers. For the University as a whole to achieve greater excellence, the USC central administration will want to unify the campus to address these strategic priorities, while at the same time recognizing that administrators and faculty in each unit will develop their own unique ways of accomplishing the broad goals in the shared plan. One way for the central administration to carry out the plan in consultation with faculty and students is through challenge grants on topics of strategic priority to the University.

5. More closely integrate teaching with the production of scholarship so that students do not only learn in classrooms but participate alongside faculty in producing new knowledge, practice, and creative activities.

USC faculty of the future will closely integrate the two core businesses at USC: teaching and the production of scholarly and creative activities. These two undertakings are becoming increasingly interlinked as students and faculty learn together and engage in collaborative scholarly activities. In recognition, the best universities offer many models for student learning, including traditional classroom instruction, lab-based investigations, community projects for the neighborhood, city, state, nation, and beyond, business environments and technical skills, and artistic endeavors. Digital means of learning,

involving residents and online, along with the development of virtual classrooms, will provide further diversity. The many forms that these new educational experiences take will likely be discussed in more detail in other sections of the strategic plan, but the faculty will be the creators and leaders of these new avenues for learning.

USC will want to devise programs to support and incentivize faculty to create these many new types of learning opportunities and thereby infuse this creativity in their courses and curriculum. For example, to support undergraduate involvement in the scholarly activities of faculty, Dornsife College provides funding to undergraduates (and their faculty mentors) in support of specific research projects. These incentives are useful across the university to promote this critically important academic experience.

We especially endorse team-taught classes, because they offer faculty opportunities to collaborate in teaching in ways that spillover into research and creative activities. To create such an environment, the university will honor its best teachers in all of these capacities and provide significant incentives for effective teaching. The USC of the future thus will recognize that the environments that promote the best in teaching also promote the best in scholarship and creative activities.

6. Build a physical campus environment that can support an exciting, interdisciplinary, dynamic academic climate that engages faculty and students at all levels.

USC's urban setting provides a rich context for a world class university. But its physical environment currently constrains the academic climate in a number of ways. Due to the physical separations among the USC locations—the multiple campuses, the Children's Hospital, Marine Biology Center, and Institute for Creative Technologies—many faculty members and students have little interaction with colleagues from other sites. Also, the city and state face economic and budgetary challenges, worsening traffic congestion, and problems in the public schools, especially close to USC.

USC of the future will offer attractive physical facilities and amenities commensurate with an exciting, innovative academic climate. Each faculty member will have access to a suitable office, studio/creative or laboratory space, current technologies, and physical and virtual spaces for collaborative research meetings, social conversations, and interactions with students and colleagues. This includes an optimum research infrastructure, cutting edge library, information technology, informatics, and physical research core facilities

To encourage faculty presence on campus, USC will secure its future if it is creative and can develop strategies to provide housing assistance packages, enhance its childcare programs, and help faculty members find appropriate elementary and secondary schools for their children. Other top urban universities (e.g., NYU, U Chicago) have built faculty housing and have created excellent elementary, middle, and high schools near their campuses. USC's failure to creatively pursue these challenges could create an awkward contradiction in faculty and student climate: At the same time that the university becomes a residential campus where students are more likely to live, study, and find recreation, the university's faculty is less available on campus. Furthermore, other top universities such as the University of Pennsylvania have integrated the physical campus effectively with the broader urban environment, so that they are mutually supportive of each other. The world class USC of the future will actively structure the physical environment in these ways to buttress the desired academic climate.

**ACADEMIC CULTURE
AND FACULTY PROFILE COMMITTEE
2010-2011**

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SUBCOMMITTEE REPORT – May 2011

GLOBAL CONNECTIONS

Co-chairs:

Professor Mahvash Navazesh

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Background

The sub-committee on global connections was charged with addressing the following question:

What does it mean to be a global university? What institutional attributes will be necessary to achieve this status?

In order to address the charge, the committee adopted the following process. First, recent reports prepared by other faculty committees on the topic of USC's globalization were obtained and circulated among committee members. Three reports in particular informed our deliberations – the July 2010 WASC report on USC's Educational Effectiveness Review, the CAPT Report on Global Connections and Engagement (May 2010- chaired by Professor Donald E. Miller) and the Strategic Plan Subgroup Report on Globalization (August 2009- chaired by Professor Jonathan Samet). Second, a meeting of the entire sub-committee was convened on January 26 where four smaller (break-out) sub-groups brain-stormed on the committee's charge. Each group identified key institutional attributes and resources that were needed to answer the charge. Based on the themes that emerged from these discussions, the committee agreed that in order to become a preeminent global university, USC has to achieve global excellence in all three aspects of its academic mission: learning, research, and service. The break-out sub-committees' notes, prior committee reports and broader inputs from other members of the USC community that were received by the committee were posted on Blackboard and comments/suggestions were solicited on an ongoing basis. Third, the retreat held on March 4 & 5, 2011 was attended by Mahvash Navazesh, one of the co-chairs of the global connections committee, Ken McGillivray, Eileen Kohan, Raghu Raghavendra, and Varun Soni. Inputs from deliberations at the retreat were also considered in preparing this final report.

This report discusses the key attributes (including institutional resources and programs) that will be required to fulfill the vision of USC as a preeminent global university. The report is organized along four key themes that emerged in the January 2011 breakout groups'

discussions: Research, Student Experience, Learning Environment, and Service and Global Citizenship. Within each of the four themes, the report identifies key objectives or milestones that should drive USC's global strategy, identifies a few examples of existing programs/resources¹ relevant to the theme, and the institutional attributes and resources that need to be targeted for development in the next strategic plan. It is important to recognize that these themes are inter-related and many of our recommendations can apply to more than one theme. However, organizing the report along distinct themes helps us to articulate a more concise set of suggestions and also enables us to link the broad topic of globalization more directly to the specific topics being considered by other sub-committees within the strategic planning process.

Vision and Philosophy

Globalization must support the mission and purpose of USC and extend our institution's vision as a center for global learning, research and service. Therefore, globalization is one of the key strategic pillars – a core university value and commitment - linking all of USC's varied local, national and global stakeholders. It is a key component in achieving our goal of being recognized as one of the premier global universities in the United States, and one of the world's most valued institutions of higher learning and research.

USC's extant philosophy towards globalization is grounded in the following core principles that have remained consistent through successive strategic plans. First, USC does not have wholly-owned brick & mortar campuses in foreign locations. Second, USC only partners with the highest quality institutions wherever we offer teaching, research and service collaborations. Third, USC fosters initiative and entrepreneurship in our globalization efforts through a highly decentralized approach. These core principles have served us well. In the next strategic plan it is important that we maintain these principles while ambitiously building new capabilities and resources to help us advance to the next phase in our quest to become the world's leading global institution of higher learning.

Theme 1: Research

Many faculty members at USC already work together productively within and across schools and departments on various global research topics. Even though USC faculty have diverse and broad interests, we find common themes in research related to a global mission for USC. In addition to the several faculty and unit-level global research projects across the campus there

¹ The report acknowledges the myriad of existing programs and resources that represent the current globalization activity on USC's campus and abroad and thanks those sub-committee members who brought a variety of examples to our collective attention. Rather than comprehensively catalogue the current activity, the report attempts to focus on future ideas, objectives and milestones of a proposed institutional global strategy.

also exist several university-wide global research efforts. A few institute examples are worth noting in this regard. While one institutional initiative has a region-centric focus (the USC U.S.-China Institute) the other recently launched initiative is topic-focused (the USC Institute for Global Health). The U.S.-China Institute has focused on helping USC stakeholders better understand the complex dimensions of the U.S.-China relationship through research, instruction, and outreach initiatives. It already has funded research projects and is engaged in educational activities and outreach. The USC Institute for Global Health was recently established to bring a focal point to cross-disciplinary activities in this emerging area. The sweep of global health is vast, reaching across law, business, communications, international relations, pharmacy and other areas. The institute provides leadership in global health for USC, shaping an agenda of training, research, and application, and linking the capabilities of USC to partners throughout the world. We also note several other important initiatives related to USC's global research initiatives. Since 1990, USC has won six consecutive Centers of International Business Education and Research (CIBER) Awards. The US Department of Education (DOE) award supports about 36 international teaching, research, outreach activities per year that are led by faculty in the Marshall School of Business, the Dornsife College, and several professional schools. Student stipends and doctoral student stipends have been supported. The Center gives preference to projects that clearly support USC's Globalization initiative. Since the mid-1970's, the East Asian Studies Center jointly with its counterpart at UCLA, has been designated by the DOE as a Title VI National Resource Center/FLAS Administrator for East Asia, with its current grant running through 2014. This external funding has been very helpful to faculty and students in East Asian Studies, and has helped link the university to K-12 educators in the region through a very active outreach program. Finally, the Dornsife College has also been instrumental in providing substantial research funding allowing undergraduates to conduct research with professors in foreign countries. The very successful Problems Without Passports program provides problem-based learning or learning research exercises that undergraduate students can take over the summer period. This is in addition to the 84 student abroad programs that are a semester or longer that the Dornsife College organizes on behalf of USC.

Moving forward, in order to achieve the objective of becoming a truly world-class research university, the research contributions coming out of USC have to be recognized as offering compelling and rigorous insights into problems that are of high relevance in the global (and not just U.S.) context. These problems, by definition, will be highly complex, inter-disciplinary, and cross-geographic. Research programs to address many of these problems will need (financial as well as non-financial) support from major global institutions like the World Bank, the U.N. and the Gates Foundation in addition to the traditional sources that universities have relied on (such as NSF, NIH, corporations, private donors, etc.). In addition, research programs will

increasingly have to be based on models of collaboration because they will need to access and integrate diverse skills, regional expertise, distributed resources, and dispersed data and information. Such collaborations will need to flourish both, across different units within USC as well as between USC and its partners in other regions of the world where research-specific assets and resources need to be mobilized and coordinated.

To achieve scale and collaboration in the global research efforts at USC, the following campus-level initiatives should be considered as discussions begin on the next Strategic Plan.

- Initiate a process to identify themes and problems related to globalization that would serve as a focal point for engaging faculty and students across the university. Many faculty members at USC have already worked together productively within and across schools and departments on both domestic and global issues. Even though faculty have diverse and broad interests, we may still find common themes in research related to a global mission for USC. Such themes might include among others, entrepreneurship, environmental change and sustainability, immigration, entertainment, urbanization and megacities. We could start campus-wide discussions (perhaps under the leadership of the Center for Excellence in Research) in the forms of symposium and forums, anticipating that cross-cutting themes will emerge.
- Maintain the current, largely decentralized approach to research, but develop a stronger role for the Office of Globalization. While the Office plays a key role as our primary public relations arm, and in facilitating interactions between internal and external constituencies, the Office also has the potential to play a broader role when it comes to fostering research collaborations across schools and disciplines. In order to do this, the Office will need access to a more detailed and comprehensive information base on global activities engaged in by our faculty across different disciplines and schools. The Office can also play a key role in ensuring that USC's offices abroad are able to support and enhance the academic and research priorities of the institution and effectively represent those interests in key regions of the world.
- Explore the seeding and development of region-centric or theme-centric centers to coordinate research, teaching and service activities (a current example of this approach is the USC U.S-China Institute).
- Establish an endowed "global research center" for activities related to globalization that would have research and educational functions. An example of this approach is the Freeman-Spogli Center for International Studies at Stanford University that is an endowed center with specific research themes that cut across various schools and disciplines.

There is a need to build scale and visibility outside the USC campus through a model of collaboration. This model should be aimed at nurturing 'special relationship' research and

learning partnerships with globally-ranked institutions in key regions of the world of strategic importance to USC. Some outreach (research-focused) initiatives worth considering in the next Strategic Plan include the following:

- Invest in collaborative research institutes in selected foreign locations especially those that possess significant scholarly talent, local government interest in specific research areas (e.g., engineering/software research institute in Bangalore, India), strong alumni base, and corporate donors. Given USC's considerable strengths in the Pacific Rim and the President's stated emphasis on building a leading University for the "Pacific Age,"² strategic efforts focused on building research collaborations in countries like China and India will be particularly timely. In addition to our continued emphasis on the Asia-Pacific Rim, there is tremendous opportunity and interest across the university in other parts of the world, especially Latin America. As noted in the recent address of the Provost³, "our profile in key countries in South America depends on the relationships of individual faculty or schools, rather than reflecting the full strength of our institution." Hence, it is especially important that we continue to build university-level visibility, outreach and research expertise in Latin American countries like Mexico and Brazil.
- Build global visibility for USC research contributions through regular, frequent faculty-led research presentations, seminars, and workshops at key foreign locations (a recent example is the presentations made by renowned USC faculty during the USC delegation's trip to India). Research seminars that cut across various units of the campus will be particularly valuable in building visibility for the university but such efforts will require significant collaboration across campus units and coordination from the Office of Globalization. Identifying and focusing on a few global-centric research themes (that already garner significant attention from USC faculty) will make these efforts particularly impactful and will provide the scale required to build USC's global research brand.
- Collaborate with (a) premier international research institutions, especially those where active research collaborations have already been established with USC, (b) global research partners to obtain joint funding from international funding sources that would be difficult to obtain by ourselves, particularly in areas such as global health, poverty reduction and sustainability, and (c) governmental organizations, private sector organizations, and NGOs that sponsor and fund large-scale research projects that include research sites in multiple foreign locations, especially in countries that are of strategic importance to USC.

² C.L. Max Nikias, February 8, 2011. *Annual Address to the Faculty*. Presidential Address, University of Southern California.

³ Elizabeth Garrett, January 11, 2011. *A Sudden, Almost Magical, Transformation*. Address on the occasion of her installation as Provost and Senior Vice President for Academic Affairs, University of Southern California.

Theme 2: Student Experience

USC has more international students than any other university in the U.S. During the 2009-10 academic year, USC enrolled over 7,000 international students in its undergraduate and graduate degree programs. The overall international student population at USC grew by 11% in the 2009-2010 academic year. The countries representing the highest international student populations at USC are India, China, Taiwan, South Korea, Canada, Japan, Hong Kong, Indonesia, the United Kingdom, and Thailand. In fact, USC has more international students from India than any other university in the U.S.

International students and alumni should be a critical component of how USC leverages its global resources and increases its endowment, especially because our international students are in unique positions to be brand ambassadors and fundraisers in their home countries. It is imperative that the university maintain a contact continuum for international students from recruitment to arrival, provide support while at USC and after graduation, and nurture lifelong alumni ties as valued members of the Trojan family. In order to build the global leaders of the future, the university has to offer rich and diverse educational experiences aimed at increasing their global literacy, fostering intercultural competence, building deep awareness of global interdependence, and the development of a global perspective.

Currently, there are numerous student-focused programs which are in units as diverse as the Dornsife College, Viterbi Engineering, Marshall Business, and the Keck Medical School. USC also offers a number of formal support structures and programs for international students through the Office of International Students, Student Affairs, Office of Religious Life, and, the Viterbi School (where 50% of the 6,000 students are international) especially is a campus leader when it comes to institutional support for international students. The university-wide Global Scholars program is entering its third year. The program recognizes undergraduate students who have earned distinction in their studies at home and abroad. Within this group, a select number receive a \$10,000 prize for graduate studies. While there are several such programs and efforts to nurture and reward students' global perspectives, there is little coordination across programs and hence it is important to create synergy and scale across these diverse programs so that the objectives related to providing a truly stellar global student experience are achieved more uniformly and more effectively. It is imperative that university-wide programs aimed at enriching student experience on and off the campus achieve uniformity and critical mass so that we can achieve higher levels of visibility as well as economies of scale.

Institutional attributes and resources⁴ that are worth exploring in this regard are the following:

- Establishment of a single center on campus, a global house that both coordinates student-focused global efforts on the USC campus and also connects students to the rich opportunities they can access on campus as well as abroad. While there are currently a number of different international studies centers (e.g., East Asian Studies Center, Korean Studies Institute, Center for International Studies, etc.) there is no single point of contact that integrates information and opportunities across these centers. International student services should be fully integrated into a single center that would oversee all student-oriented global programs. There needs to be a single integrated source of information that can readily help students identify opportunities related to course offerings across campus units, language programs, study abroad programs especially in developing countries, international research/service/teaching internships, student exchange programs, alumni engagements, and special events. This Center could also work with the Dornsife College/professional schools on developing courses and programs that assist students in cultural understanding, awareness of global institutions and issues related to global governance and global curriculum development.

In order to lead this center, the university may want to consider the creation of a new senior position responsible for international students. The primary role of that individual will be to lead the development of new university-wide programs aimed at enhancing the student experience and to coordinate and manage all international student-focused programs.

- Development of a series of high profile university events with global themes, modeled perhaps on the highly effective “Visions and Voices” program. Internationally renowned scientists, writers, civic and political leaders, artists, film makers, etc. can be showcased through university-wide events.
- Development of an online Global News Center and Forum that can serve as a hub for campus discussions around global issues, students’ experiences abroad, cultural, political and economic news from international students’ home countries, etc. This can also be used to build continuous, real-time engagements with alumni living and working abroad so that they can remain connected to their institution and be informed about events and outreach efforts. The university also needs to more actively explore distance learning opportunities and build related capabilities in order to provide life-long educational opportunities to international alumni.

⁴ A more detailed description of these and other initiatives can be found in the CAPT Report on Global Connections and Engagement (May 2010). The present report only includes selective excerpts of the key recommendations from that Report.

Theme 3: Learning Environment⁵

A vibrant and technologically advanced learning environment that enables students, staff, and faculty to thrive and succeed in the global environment is a core attribute of a global university. The learning environment should inspire and guide students and faculty to grow intellectually, recognize their responsibilities as a global citizen, and achieve success in the global environment, irrespective of their (research or professional) areas of specialization and geographic location. To this end, the university should give serious consideration to strategic initiatives that are most likely to contribute to a dynamic learning environment for USC's students, staff, and faculty. Strategic priorities (and related resources and programs to implement these priorities) are summarized below.

- Enhance the “onsite” learning environment to nurture the development of a global perspective among USC students, staff, and faculty. While there are several “globally-oriented” courses and programs offered across the campus, these efforts tend to be more unit-specific rather than university-wide. While decentralized programs and courses are crucial and will continue to thrive in USC’s entrepreneurial culture, there is a great opportunity (and need) to build highly visible, signature initiatives that encourage cross-disciplinary and cross-school courses and programs with a clear focus on building global knowledge, skills, and perspective in students and faculty. Examples of such programs include, among others: (a) collaborative and/or joint degree programs with international partners; (b) programs that develop inter-cultural and linguistic skills among faculty, staff and students; (c) programs that identify and host world-renowned scientists, writers, public figures, as international visitors for lectures and short-term campus visits; (d) a global leaders-in-residence program that offers students and faculty ongoing opportunities for formal and informal interactions with thought leaders around the world; (e) workshops for USC students as well as faculty to explore and develop global learning skills (f) the enhancement of foreign language proficiency and skills for students, staff and faculty; and (g) an increase in problem-based learning courses across the campus based on the highly successful Problems Without Passports program in the Dornsife College.
- Develop a high profile program of university sponsored opportunities to enable students, staff and faculty gain fluency in new forms of digital communication. Given the technological capacity to link faculty and students to their peers in other countries, and the ability to import and disseminate information at a fraction of the cost of traditional (face-to-face) interactions, it is crucial that students and faculty become fluent in the use of new and rapidly evolving technologies. Digital literacy will play a key role in giving USC students and faculty a competitive edge in a global world.

⁵ This part of the report draws extensively on the CAPT report on global connections and engagement (May 2010) and related reports written by subcommittees of the CAPT committee.

- Explore and develop carefully targeted distance learning programs as part of USC’s long-term educational strategy. Distance-based courses provide a way for USC to not only increase revenues but also dramatically increase visibility and reach into foreign markets at relatively low cost. There are examples of highly successful distance learning programs within USC, especially at the Viterbi School⁶, but such efforts need to permeate many more units across campus and should be reflected in inter-disciplinary and inter-school programs that can achieve greater scale and reach and have appeal to a wider range of global markets. It is very possible that “bricks and mortar” based education will become less important in the next few decades (at least in the developed world) and it is imperative that USC proactively leverage cutting-edge learning technologies, especially in its partnerships with Pacific Rim universities and corporations. More generally, the use of advanced technology is an essential component of USC providing leadership in the area of global education. Currently the use of these technologies is distributed quite unevenly across the USC campus, with Viterbi being the most visible in this domain.

Theme 4: Service and Global Citizenship

In order to be considered an exceptional global university, USC has to be recognized as an institution that engages seriously with societal issues of global significance and has significant, wide-ranging influence not only within its local and national boundaries but also within the broader global community. Achieving this recognition will be especially crucial in the geographic areas that are specifically targeted under the next strategic plan. Some years ago USC was acknowledged by Time Magazine for the multi-faceted, significant impact it had on the economic, intellectual, and social well-being of the broader community it is located within (the service contributions of USC students and faculty were particularly recognized in this distinction). USC should aspire to gain recognition as a world-class university that not only sets the global standards for research and education but is without peer when it comes to contributions in the domain of service and citizenship.

Building the USC brand in the area of service and global citizenship should be a key priority in the next strategic plan and the university is very well-positioned to achieve this goal because service is a core value of the university and service-oriented internships and programs can be found in virtually every unit on campus. A culture of service and citizenship is indeed a defining attribute of the Trojan family and service learning projects that are led by USC students and faculty (with considerable staff support and participation as well as financial support from private donors) can be found in many regions across the globe. Developing countries (like India, China, Brazil, and Mexico) that USC has already developed educational and research links with are particularly fertile grounds for exploring large-scale service engagements that leverage

⁶ Stephen Lu. Building a 21st Century Global University: The Viterbi i-Podia, (ViP) Program. The Viterbi School of Engineering, University of Southern California.

USC's wide range of expertise in dealing with issues related to global health, diversity, poverty, urbanization, and infrastructure among others.

As in research, USC's service and citizenship-focused strategies should aspire for scale and visibility and develop and leverage collaborations with carefully chosen strategic partners who share USC's academic and societal values. Individual faculty and units will continue to pursue service learning projects and outreach programs reflective of their personal tastes and interests and these efforts can only enhance USC's global visibility. However, it is equally if not even more crucial to develop and implement university-wide initiatives that have the scale, the scope, and the collaborative reach necessary to reach across multiple geographies and communicate USC's breadth and depth of purpose when it comes to sustained and effective global service and citizenship. Some avenues worth considering in this regard include the following.

- University-level partnerships with internationally-focused community service organizations including NGOs and (local and foreign) governmental agencies.
- Service learning programs and community service initiatives in strategic foreign locations⁷ through cross-unit programs that offer diverse opportunities for student, staff, and faculty participation.
- On-campus programs for students, faculty and staff with the goals of (i) deepening their knowledge and understanding of pressing global problems, (ii) increasing their awareness of opportunities for making a difference through university-sponsored service assignments located in other countries as well as close to campus (iii) building cultural awareness and linguistic abilities to better prepare them to participate in global service and citizenship endeavors. This could be institutionalized by further development of the global learning objectives initially conceived in the recent 2010 WASC Report.

⁷ Locations that also offer opportunities for programs related to research and student experience can be considered particularly strategic for service initiatives because such locations can be more effectively supported through focused resources on the ground and costs and investments can be shared across multiple projects. Locations that have (or will have) USC offices should be especially relevant in this regard as they can support USC students and faculty in the country of engagement.

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SUBCOMMITTEE REPORT – May 2011

GRADUATE PROGRAMS

Co-chairs:

Professor Mat McCubbins

Professor Shri Narayanan

USC Graduate Programs: Becoming Excellent and Creating Leaders

Strategic planning for elevating USC's graduate programs in their scholarly influence and recognition--and hence the university itself--begins not just with a critical examination of current scholarly capabilities and status but the broader context and ecosystem in which they exist.

- Universities are competing in a regatta. The metaphorical boats are not of identical design, but they are ranked against each other and they compete with one another for various income streams: philanthropy, tuition, sponsored research, intellectual property, etc. Importantly, their rankings influence the recruitment of personnel, students, and their ability to acquire future resources.
- In trying to move closer to the front of the race, we must recognize that it's hard to displace another institution on its own terms. The overarching statistical reality is that it is extremely difficult to change the relative ranking of universities quickly.
- How do we lift the university's rankings? Perhaps surprisingly, the primary answer is not doing the *wrong* things. In principle, it is actually not difficult to move a university up in the rankings, but one must overcome the natural proclivities of *human nature*, and people, naturally, are reluctant to do so. To change analogies, consider markets for securities. "Buy low, sell high" — what simple advice! Yet this is just about the hardest thing for a human being to do. Herd instincts are strong. Add to this the other immutable fact— that people lack the confidence of their convictions. A tendency to make decisions based on desire for security rather than achieving the goal of superiority. People generally also have too much confidence in supporting ideas that may not be justified. Lastly, like any good company, we don't want to compete hard where we do not have, or cannot create, a competitive advantage. So, while making transformative changes is difficult to do, as we all see the world from our own silos, we need to look across the university through a critical lenses so that we can carefully examine our departments, schools and programs in order to make judgments about which aspects of their programs are truly important to the mission of the university.

- *We need to recognize and identify the core areas of competency that will determine if we are to be judged to be excellent. This requires us to answer two sets of questions:*

1. What fields of study are necessary to achieve excellence as a 21st century university? What are the unique fields in which USC has acknowledged leadership?
2. What are a few emerging fields in which we create a leadership impact?

This evaluation should be multifaceted, but the rankings provided by well-respected entities such the National Research Council offer a good starting point.

- *Investment Strategies: Requires a focused and phased approach. The strategy should acknowledge that one cannot do everything at the same time, that available resources are inherently finite resources, and that it takes time to implement change and effect outcomes. At the same time, momentum is important, as victories build upon previous victories:*

1. Ultimately, we need to operate at, or above, our weight class (e.g., endowment/faculty) and do as well or better as top the universities in our core fields of excellence.
2. We also need to create new fields that leverage both unique USC strengths and build on existing excellent cores. (e.g., neuroscience builds on cores in biology, psychology, linguistics, biomedical and electrical engineering and computing).
3. We need to nurture and enhance the special strengths at USC that are unique.

Recommendations

Operational Recommendations:

1. Create interdisciplinary “hubs” of excellence made up of existing cores of importance and excellence, leveraging intellectual proximity.
2. Identify fields in which we will strive to create networks of excellence that *spanning* cores. These networks will either be self-sustainable in the long run or will have to have a natural sunset. Seed networks by cross-cutting grants and training grants.
3. Create new research capacity by promoting a vibrant and thriving community of postdocs and early career scholars (researchers and teachers). This will create immense intellectual capacity that is needed to create a positive momentum both to the graduate programs and the faculty ranks. This can also be a specific target of opportunity for university advancement.
4. Consider economies of scale within and across departments. Ensure optimal operations with existing human and financial resources. Remove operational redundancies within current programs. For example, nearly every social science program needs to teach a good course on research design. As it stands now, each department has its own, which

is redundant and soaks up the time of some of our best-trained faculty. Also, every program comes with a full complement of committees that are reproduced again and again. These sorts of operational redundancies can be gainfully optimized.

5. Recognize that excellence in graduate programs relies on excellence in faculty, and vice versa. Offer clear metrics of faculty productivity, recognize diverse scholarly emphases (including those of professional schools). Create a culture for operating at optimal capacity in research and teaching especially in the tenured ranks. Create flexible faculty profiles but with clearly articulated metrics for accountability.
6. Process and Accountability: Stick to the basics in metrics by ensuring the highest quality in student recruits, in their career trajectories, and in new faculty hires.
 - a. Ensure a high quality, diverse pipeline. Provide mentoring and education programs designed to guarantee the long-term success, not just first placement, of all students.
 - b. New excellent faculty: Follow a two-pronged approach: a small number of senior transformative beacons (in the areas identified above) in conjunction with junior cluster hires (especially those with some proven track beyond their PhDs).
 - c. Hold deans, departments, and institutes accountable with clear, and appropriate, metrics.
 - d. Ensure a structure to articulate, achieve and maintain transparency.

Narrative

We have been tasked with developing a blueprint for becoming an undisputed elite university. As could be expected on such a broad and weighty question, it has proven difficult to provide to arrive at complete consensus on the exact meaning for our task. We can, however, provide metric for measuring and identifying of undisputed elite research universities. Elite schools post a higher return on investment than do non-elite schools. Regardless of how we measure investment, elite schools produce more new advances, generate more grant money, recruit better graduate students, and place those students better than do non-elite schools. We can also identify a path to joining the ranks of the undisputed elite among research universities. First, there is a class of departments and programs for which the university must achieve elite ranking. We might suggest the departments and programs ranked by the National Research Council in its 1993 rankings. These fields, plus the core professional schools whose graduates populate clinics, hospitals, commerce, industry, government and education, make up the central set of programs that anyone would look at when comparing research universities. Second, the university has distinctive programs that, while not a core field, have nonetheless blossomed, and require a relatively small investment to maintain their preeminence. Third, we need to come to identify a small number of programs that we believe will prove be the hot fields in the 21st century. These new programs have tended to be interstitial, conjoining two or more fields. For these new programs to prosper and to themselves become elite, we must build the foundations in the core departments that will provide support for these new bridge programs.

What should be our investment strategies given our values and realistic constraints? Any plan to achieve our goal of becoming a world-class research university entails focus. We have limited resources and thus some programs will be allowed to grow while others will be held static or even shrink. For the planning horizon, USC will need to concentrate its effort and funds on those programs that most affect its national and international subjective reputation. We need to identify the university's current strengths and the emerging demand and market for current programs. Who are our peer groups? What can we learn from them? Are there case studies of success or failure that can provide insight into our thinking?

Research requires graduate students and postdoctoral fellows. It requires startup funding for laboratories and research. It requires space and it requires time. All of these things are expensive. However, with these investments should come accountability. Programs and departments must be held accountable for their contributions in helping achieve university goals. Money cannot be sourced out to programs endlessly without accountability. The measures of accountability should be established ex ante and we should not allow those who receive university support to redefine how to measure their accomplishments ex post. We expect them to be efficient, to beat the competition relative to the level of investment.

If we are going to spend enormous energy and resources hiring the best faculty for the select programs to achieve our goal, and if we are going to hold them accountable, then we need to move to a system of shared governance, where faculty have more to say about what the programs and university do. This does not mean all faculty should have equal say, but neither does it mean token input to administrative decisions. To be blunt, administrators come and go, their ideas wax and wane, but it is the faculty who have a vested, long-term interest in the university's research and graduate programs.

We expect that the transformation of the university will be accomplished not with a few sweeping transformative appointments, although some will surely be needed, but by many junior hires, with some of whom will become rising stars. In thinking about junior hires, we need to rethink matters of tenure and time. We need to rethink what tenure means in the 21st century. We need to make our tenure and workload decisions transparent. We also know that we need to rethink time. Research requires time to think. Workloads need to be reanalyzed and need to be flexibly defined across campus and over a career.

Any plan requires transparency. Once our focus is defined and a plan is formulated, programs must collect, transmit and publically post information about their programs, in a standardized way (although the information may be different and the expectations may differ across programs). What are the best evaluation, accountability and implementation practices? How can the implementation and assessment processes be more efficient?

Diversity

In boosting the success rates for graduate students and postdoctoral fellows after completing their programs at USC and placing them into preeminent professions, it would be useful to

target defined groups that have the poorest success rates. The largest of these groups in women. While the number of women achieves parity with men at the undergraduate, graduate, and postdoctoral level, upon leaving for professional careers (e.g. tenure track faculty positions), the proportion of women drops precipitously. There are many factors that have been considered to explain the underrepresentation of women in professional fields, with various forms of discrimination being the most prominently cited. A recent meta-analysis in the Proceedings of the National Academy of Sciences (Ceci, SJ and Williams WM (2011) PNAS 108 (8): 3157-3162) points to other ways we can address this problem. The authors contend that most forms of discrimination have been significantly reduced and that the current lopsided distributions of men and women are due primarily to a lack of proper education and mentoring of women throughout the pipeline of university life. While the under-representation of women is common and globally widespread, USC has already initiated a program to properly educate and mentor women professionals in science and engineering (WiSE). We strongly suggest that this program be expanded to include all graduate disciplines with an enhanced emphasis on graduate and postdoctoral students, and beyond women to other disadvantaged groups, as doing so would dramatically improve the university's overall success rate in placing doctoral graduate students on elite career paths.

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SUBCOMMITTEE REPORT – May 2011

LOCAL CONNECTIONS

Co-chairs:

Professor Estela Bensimon

Professor Dowell Myers

We have interpreted the university's connections broadly, conceiving of "local" as extending beyond the immediate neighborhoods that surround the two main campuses. While the university has a special obligation to our immediate neighbors, many university activities are engaged also with communities and organizations in the city, region, state of California, and metropolitan areas where the University of Southern California has offices. Every university has responsibilities to its neighbors, but our location has exceptional features that create opportunities much greater than those of other leading national universities. USC is located at the heart of the largest county and region in the nation, and California is a larger and more diverse state than any other, with an economy larger than all but seven nations in the world.

USC has the talent, resources, and will to become a national model of the engaged research university. As a leader among research universities USC's faculty, staff, and students are engaged at all levels in researching, learning, and sharing expertise by working with community partners who also have assets. However, most of these efforts are scattered throughout the university, which makes it difficult to showcase the breadth, diversity, and impact of USC's local connections initiatives.

Our report provides a vision and recommendations for reframing "local connections" from many programs scattered throughout the university to an integrated approach with clear values, goals, and measurable outcomes.

The committee has favorably reviewed the 2009 report prepared by the prior committee on local connections, chaired by Professors Phil Ethington and Manuel Pastor, and we have built upon that earlier work in several ways. The 2009 report introduced the idea that the university's local connections should include its full range of impacts, including not only service assistance such as through the Good Neighbors Campaign, but also research and teaching collaborations with outside organizations and the public at large, and including also the university's business impacts through hiring practices, procurement, and real estate. The community views USC as one entity and does not readily distinguish between academic units and business functions. Therefore we need to conceive of our total impacts.

A decade ago, USC firmly stated its commitment to being a regional leader that is proudly and actively embracing the global metropolis of Los Angeles—and it has amassed an amazing record of accomplishment in that period. The goal is to become an international model of an engaged university—engaged with the local community, engaged with key issues affecting the city and state, and engaged in relevant research and learning that dovetails with our service mission. This is well within our reach.

We propose the following principles and goals that should guide USC’s research, teaching, and service that is carried out in the neighboring communities and the broader region. And we note the following characteristics of activities that are attributed to an “engaged” university.

Principles

1. Demonstrate respect for the many grassroots organizations that seek to build the community and treat them as valuable partners with much to offer.
2. Establish community partnerships in the spirit of strengthening mutually beneficial ties between entities that have both assets and needs, rather than that of a resource-rich institution trying to help a community without assets.
3. Involve community partners in the design and evaluation of initiatives in research, service, or teaching that will involve their participation.
4. For every partnership ask “How does the community and the university both benefit from this collaboration?” Faculty and staff who seek to do engaged work with members of the community have a responsibility to develop the knowledge, skills, and methods that are essential to forge community partnerships that are mutually beneficial.

Characteristics of Engaged Activities

1. It focuses on problem-solving that is intended to make a difference in the social, educational, economic, and political life in the immediate community, region, and state.
2. It develops community leadership in science, mathematics, business, social work, education, the arts and other important fields.
3. It is jointly designed, implemented, and evaluated by members of USC and the community partners.
4. It develops students’ knowledge and skills to engage in community work based on mutual respect and reciprocity.

Recommendations

1. Funding for a center with meeting space, staff, equipment, and an operating budget: The university needs to develop a stronger centralized coordination, a physical meeting space, and

a permanent funding stream to enhance the coherence of its locally engaged activities. The goal is to foster communication among different university participants, and to bring researchers together with service providers, community partners, and policy makers. A center will concretely represent the University's aspirations to become the leading model of the engaged university.

- a) The university should consider establishing a research and service **center for local engagement**. The cohousing of research and service would ensure that the elements of engaged scholarship and local connections stay integrated. The center would be able to inventory and coordinate the university's activities.
- b) The university should provide a **building for convening meetings and conferences** that are integral to local connections. The current space in Davidson is oversubscribed, and a new facility campus would enable the university to expand its vital role as convener of groups and policy dialogues near the heart of Los Angeles. This building might also house the new center for local engagement.
- c) An **endowment** should also be raised to support activity programs and research related to local connections. This would enable highly evaluated programs to achieve a permanent basis of ongoing support. *In addition, funds should be raised to support opportunities for affordable and sustainable housing for community partners, as it is currently available to USC faculty and staff. This would reflect a commitment to address the economic impact of the university's historical presence in the community, and could become a model for other urban universities with similar town and gown tensions.*

2. Multiple forms of local connections should be fostered: We recommend that the "local connections" of USC be broadly defined as engaging multiple publics and constituencies, including different types of external organizations and different types of community residents. These multiple publics are found in many locations, including our immediate neighborhoods, in the city and region, in Sacramento or California as a whole, and regions where USC has offices. Local connections are expressed through activities that involve varying mixes of service, learning, teaching, and research. They also include the business functions of the university, including employment, procurement, and real estate. Local connections are defined to include all activities by the university, its faculty and its organizations that seek to speak to the public or to assist external organizations.

- a) USC has a **special obligation to partner with residents and organizations in its immediate campus neighborhoods**. Service activities should remain most concentrated here. Long running programs like JEP, the Neighborhood Academic Initiative, and the Family of Schools (previously known as Family of Five Schools) have brought great renown to the university and should be sustained. More such programs should be fostered.

- b) The university's location in the heart of Los Angeles provides opportunity for interaction with a vast array of organizations—public, private and nonprofit. We recommend **greater support for collaborative and translational research in partnership with those organizations and communities** . Our locational position at the heart of such a great metropolis provides USC a great advantage over other leading global universities in regard to local connections.
- c) California provides a unique context for USC's research and service, because the state's tax structure sends funding for so many local services through Sacramento and because our state's economy is equivalent to the eighth largest in the world. Indeed, the issues of California are world known and often lead changes in the nation, so problem-solving scholarship here can acquire greater visibility. We recommend the university support **greater engagement on statewide policy issues through research, teaching, and service**, taking advantage of the existing Sacramento Center.
- d) Given the powerful influence of culture as a vehicle of social transformation, USC has a special obligation to ensure a fluidity and accessibility of cultural exchange and special cultural and artistic events between its students and its constituent community partners. Efforts should be made to include community partners in University cultural programming to the extent that this is possible, and to make community arts and cultural events known to the USC community.

3. Evaluation and showcasing: USC fields such a diverse array of activities that interact with the immediate community, the region, and state that there has never been a complete inventory, nor is there much review and oversight, and little acknowledgement is granted our most successful and important programs.

- a) We recommend that the university undertake a **far ranging review and inventory of activities** within the definition of local connections offered above.
- b) We also recommend that a blue ribbon committee be formed to **develop criteria for measuring and evaluating the effectiveness** of these activities.
- c) Many activities exist of which few are aware, and even the longest running and most successful activities may not receive the attention they deserve. Accordingly, we also recommend that the university should **recognize exemplary activities through an annual awards program** to advance their further development with additional resources.
- d) The university should **showcase great partnership programs and leaders**, whether award recipients or not, presenting them as signature efforts of engagement as models for others.

4. The trendsetter in local connections and enhanced university prestige: USC has acquired a reputation as a leader in local connections, although many other institutions also feature similar activities. In addition, the notion of the engaged university continues to build support

among both public and private institutions. Leadership in this key area is an integral part of being an elite university.

- a. For this purpose, the university should **review ongoing efforts at local engagement in other universities**, and we should assess in what ways our activities are better and in what ways they could be improved. We acknowledge that defining metrics by which all universities could track their local efforts is a valuable activity and USC could take a leadership position in designing and implementing indicators to assess effectiveness and impact of “local connections” efforts.
- b. This review should **identify distinctive advantages of USC that set us apart** and hold potential for fostering innovation and leadership.
- c. We recommend the university in collaboration with community partners work together to **identify major local challenges for concentrated attention** in future years. A primary example is education. California ranks 36th nationally in the rate of high school graduates and 40th in the college-going rates for high school graduates. California’s future depends on increasing college access and completion, particularly among the growing Hispanic population. The university can contribute leadership by building on the great success already achieved by programs such as the Neighborhood Academic Initiative and on interdisciplinary research related to this critical topic in other departments, schools, and research centers of the university.
- d. We recommend the university study the ways in which the strengths in existing local connection programs can be better leveraged to affirm USC’s leadership in identifying and distinguishing the key features that characterize **models of engaged research, teaching, and service**.
- e. We further recommend that USC **host a conference** of scholars and administrators from peer and local institutions in collaboration with civic and community leaders to address promising practices of local connections and to collaborate on setting metrics of excellence. By convening this conference we would also be able to showcase what we do and enhance our reputation as the trend setter.
- f. We also recommend that the university review its **incentives and reward structure** for acknowledging great achievements in local connections. Comments we have received suggest several desired improvements:
 1. Great faculty are not defined solely by membership in academic academies.
 2. Criteria for promotion to full professor, if not associate with tenure, should include recognition of the quality of service or engaged scholarship, not merely the quantity (if that is recognized at all).
 3. Grant programs and competitive awards should be offered to encourage faculty to participate in engaged scholarship.

4. School or college activities in local connections should be made one of the criteria for the annual salary review of deans.
5. Create an “Engaged Scholar” Program, allowing those students with interests in community involvement to participate in a vigorous program of active service learning. Develop over time a set of required designated courses with the breadth and depth to engage the scholar in an intense experience similar to our other designated undergraduate scholar programs such as Renaissance, Discovery and Global Scholars.

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SUBCOMMITTEE REPORT – May 2011

RESEARCH AND INNOVATION

Co-chairs:

Professor Andrea Armani

Professor Larry Swanson

To become an international leader in research and innovation, USC needs to do three things. First, we must strategically leverage our existing strengths with those available in Southern California to gain predominance in a handful of key domains like the arts, new media, and health and life sciences. Second, we must further develop our reputation, by more effectively sharing our research achievements and innovation with the local, national, and international communities. And third, we must increase by an order of magnitude (a) the number of our National Academy-caliber faculty, both junior and senior, and (b) the amount of long-term institutional support allocated to research and innovation.

1. A New Paradigm for Research and Innovation

USC is on the cusp of being universally recognized, across a broad range of disciplines, as one of country's leading research institutions. For us to produce the necessary level of scholarship to become a thought center that is known for innovation and the exchange of knowledge, it is necessary both to accelerate the current research initiatives developed over the past two decades and to expand research in emerging new fields.

Two of USC's greatest strengths are its exceptionally diverse, international student population and its location in the center of one of the country's most trend-setting cities, with deep pools of talent and resources, especially in the arts, new media, and health and life sciences. USC must capitalize on this combination, developing new groundbreaking discoveries that improve the quality of life for all of us in the next decade.

New models for groundbreaking discovery will combine academic research and innovation by individual faculty members and students with multidisciplinary approaches carried out by teams. USC can better disseminate the results of this research and innovation in two ways. First, the university's intellectual capital can be greatly enhanced by a richer campus life, achieved through mechanisms such as endowed think tanks devoted to the most pressing problems facing humanity and cutting-edge summer programs. Second, USC can promote state-of-the-art communication methods for globally disseminating the results of its research, innovation, and internal-community collaborations. Powerful, new modes of distributing

information—information that is captured and made available in real time—are emerging from the interdisciplinary research and development at USC, including work done at the Annenberg School for Communication and Journalism, School of Cinematic Arts, Viterbi School of Engineering, and Keck School of Medicine, among other schools.

2. New Paradigms and Expectations: Quantum Leap in Institutional Support

In terms of overall, long-term institutional support for a research-and-innovation infrastructure, USC is not competitive with Stanford; the University of California, Berkeley; and Caltech (to name a few institutions in our own state), all of which have, for example, extensive, central-user nanotechnology fabrication facilities and a wide range of material and biological characterization facilities. The lack of cutting-edge instrumentation core facilities at USC restricts the ability of the university's faculty to generate competitive research and innovation. In order for USC to become a premier academic research institution, such physical limitations must be overcome.

To approach the top tier within the next decade, USC will have to increase the number National Academy-level junior and senior faculty by a factor of five to ten. In order to recruit these faculty members and retain our current top faculty, it will be necessary to increase the long-term institutional investment in the infrastructure for research, innovation, and discovery.

Additionally, current support for the USC Libraries and Information Technology Services is inadequate. The required information-technology infrastructure for research and innovation continues to increase in scale and complexity, and access to this cutting-edge infrastructure is unevenly distributed within and among academic units. These factors, which create serious barriers to research, communication, and collaboration, must be minimized. This seriously impacts the quality of research done at USC and is a barrier to recruiting and retaining transformative faculty.

Risky, high-payoff research and innovation are very difficult to fund through traditional government, industry, and foundation channels—and this is especially true for promising young faculty without a proven track record. The current Provost's Innovation Fund plays a critical role in enabling faculty to obtain preliminary evidence supporting high-risk research and innovation; however, it is seriously over-subscribed and needs a significant increase in resources, especially as transformative individuals and groups are attracted to USC. New sources for this funding should be explored.

Finally, USC should explore ways to help researchers manage the increasing number of regulations that envelope the research and innovation enterprise.

3. Fully Integrate the UPC and HSC

A truly unified USC is in everyone's best interests and will allow researchers to take advantage of the research and innovation strengths on the two campuses. For the Health Sciences campus to be recognized nationally as a top-tier center of academic medicine, the research and discovery enterprise must be on an equal footing with clinical care and educational programs, in the hospitals as well as in the health-focused schools. Synergistic relationships among the Keck School of Medicine, the School of Pharmacy, the School of Dentistry, and the rest of the University Park campus would accelerate the research and innovation efforts of all the enterprises by leveraging their independent strengths.

Interdisciplinary research and discovery programs should be fostered between the University Park and Health Sciences campuses and involve other vital parts of the university as well, including Childrens Hospital Los Angeles, Information Sciences Institute, Institute for Creative Technology, and the Wrigley Institute for Environmental Studies. Short-term solutions should include shared workspaces for faculty and students on multiple campuses, better transportation between campuses, improved teleconferencing facilities, increased awareness of available resources on the various campuses, and more interdisciplinary retreats with focused themes and workshops.

Finally, it must be recognized that the growing USC health enterprise is charged with care of our community and that such interaction between USC and the community is a vital and top priority of the university. This interaction engages the community in a new level of partnership where our neighbors anticipate the delivery of the highest-quality health care and are invited to partner with us in the active process of discovery and translation to improved treatment.

4. Connections with other Subcommittees

Innovation and research are ingrained in the University culture. So it was not surprising that during the course of our discussions ties were found with every other subcommittee on some level. In the previous sections, we discussed how innovation and research are transitioning into a global enterprise; therefore, we will not revisit global connections here. Similarly, we have already presented ways that USC can increase interactions with the local community through targeted initiatives. Two other important connections should be addressed.

a. Graduate Programs. In order for USC to achieve preeminence in its graduate programs, it is necessary to improve the graduate curriculum and applicant pool, as well as recruit additional faculty members who have a national profile.

Although there are several graduate student fellowship programs at USC, many top-tier research universities have mechanisms to guarantee a PhD student's stipend for at least the first year, if not all 5 years, through either TA-ships or fellowships. This level of support enables professors to more actively recruit the top students, who, in turn, have an immediate impact on the quality of research programs and continue to improve the reputation of the school after graduation.

To support groundbreaking research and innovation at USC and to train future leaders in this arena, graduate programs and undergraduate education need to cross boundaries between departments, schools, and campuses much more than they do now. For example, undergraduates should be provided with much more access to enriching experiences on the Health Sciences campus through the expansion of already existing preceptorship program.

Although undergraduate and graduate students now perform research on both the Health Sciences and University Park campuses, similar crossover is rare in the curriculum. Graduate programs and undergraduate education need to explore every opportunity to cross boundaries between departments, schools, and campuses in synergistic, creative ways. For example, USC should devise new coursework to encourage medical students and graduate students to benefit from resources on both campuses.

b. Academic Culture and Faculty Profile. In the past couple years, numerous modifications have been made to the tenure and promotions guidelines regarding interdisciplinary research, including allowing assistant professors to form committees with members outside their department. Performing innovative research inherently carries high risk, which can be extremely dangerous for an untenured faculty member. Just as modifications were made to the tenure and promotions guidelines for interdisciplinary research, the Office of the Provost may wish to consider ways to evaluate innovative research.

RESEARCH AND INNOVATION COMMITTEE

2010-2011

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SUBCOMMITTEE REPORT – May 2011

UNDERGRADUATE EDUCATION

Co-chairs:

Professor Chi Mak

Professor Tara McPherson

The Subcommittee has identified five themes which will be key to the future of Undergraduate Education at USC. To deliver an undergraduate education that is both innovative and relevant, USC must:

1. Engage students in the process of creating knowledge
2. Include meaningful assessment, evaluation and outcomes
3. Support traditional and emerging literacies
4. Encourage a rich student experience
5. Cultivate citizenship and a global perspective

I. Engage Students in the Process of Creating Knowledge

One of the key missions of a higher education institution must be the creation of knowledge. We must not be content only with the transmission of information. Instead, our students must be actively engaged in the process of creating knowledge. Our undergraduates are increasingly interested in opportunities to participate in the research and knowledge practices relevant to their fields of study. These opportunities should be challenging and authentic to the disciplines at hand. They should encourage passion, exploration and curiosity. USC has made progress in providing such opportunities, but we must also increase our efforts. We will need to expand the role of mentors in introducing students to research and professional and creative practice. We should also value opportunities for student-driven learning. We should continue our emphasis on breadth with depth and also provide flexible and customized pathways to learning.

Fostering Transformative Creativity

To foster genuine creativity, USC must re-evaluate the role of the classroom as our mainstream teaching environment. Though it has been a proven medium for higher learning for centuries, the lecture-centric university can no longer meet the rapidly evolving needs of today's highly complex intellectual landscape. For USC to emerge in the next decade as the leader in the race to formulate a new paradigm for a creativity-driven undergraduate learning model, we must purposefully rethink every element of our established education infrastructure. These include majors, courses, units, hours, teachers, students, classrooms, laboratories, tests and exams, as well as the siloed structure of our various schools and departments. The focus of our undergraduate education must shift away from "memorizing" and "learning" and be redirected instead to "practicing" and "being".

Creative Scholarship for Undergraduates

Creative scholarship takes many diverse shapes and forms across the various disciplines. Repurposing our undergraduate education towards the creation of knowledge must account for the plurality of the many disciplines that is the University. Traditional intellectual endeavors within the disciplines should be encouraged, while trans-disciplinary scholarship must be actively cultivated. Undergraduates in the humanities, the social sciences, the arts, music and cinema, as well as the sciences and engineering, must be encouraged to express scholarship via their own creative means. We want students who are not simply ‘well-trained’ but also animated by intellectual rigor and curiosity. Key to this creativity-driven learning model is USC’s strategic location in Los Angeles, providing a uniquely diverse forum, marketplace and laboratory for our undergraduate students.

Expand University Resources to Facilitate Undergraduate Research

Undergraduate research is a key element of the USC brand. A growing number of undergraduates want to do research at USC, potentially beyond the limited opportunities currently available within the university. The university should take concrete measures to expand the resources available to undergraduates in order to ensure that each qualified student who wishes to be involved in the creation of new knowledge is able to do so at USC. Faculty should be encouraged to support undergraduate research, and those who are actively engaged in research should be encouraged to guide, inspire, and mentor undergraduate students. Undergraduate mentoring should be an important part of tenure and promotion considerations. The university must create greater incentives for faculty to extend their research to involve undergraduates, including financial resources or teaching releases. The university should also design new courses to teach undergraduates the culture, methods, ethics and importance of creative research.

II. Include Meaningful Assessment, Evaluation and Outcomes

Effective teaching and learning requires a clear purpose, and meaningful assessments will help students achieve learning goals. In this new era of learning, innovative means of evaluating outcomes must be used in conjunction with traditional ones to assess the effectiveness of student learning. In addition to homework and tests, we must integrate projects, portfolios, fieldwork, research and other capstone experiences into every stage of our undergraduate programs in a purposeful manner, while actively exploring non-traditional assessment mechanisms, such as those based on development rather than performance.

A New Learning Paradigm Requires Innovative Assessment Mechanisms

If a new paradigm of creativity-driven learning is to emerge, the traditional infrastructure of learning will have to change. A key part of this is assessment, and as tests and exams may carry altered significance under the new paradigm, the success of the evolution hinges on finding innovative ways to assess learning outcomes. To measure outcomes in quantifiable ways in a curriculum that is based on creative scholarship, we must integrate nontraditional metrics, such

as those based on holistic development, portfolio systems or a capstone experience. The University should create a flexible assessment structure that allows for independent research or scholarly endeavor, as well as a variety of creative, professional and internship experiences that allow students to delve deeply into their passions and present opportunities for students that will prepare them for life beyond the university.

Assessment must be based in academic values

Assessment of undergraduate learning in the university setting must proceed from an engagement with academic and educational values. If our goal is to help students realize their human potential and their critical capacities for discernment and judgment, we will need to evolve assessment protocols that are geared to these outcomes. Such protocols are likely to be integrated and ongoing rather than episodic and mechanistic. They should be developed with the involvement of faculty, student, staff and administrators and should speak specifically to the larger goals of our Mission Statement, Core Values, and Strategic Plan. Existing organizations such as the Center for Excellence in Teaching might be encouraged to participate in defining these new methods.

III. Support Traditional and Emerging Literacies

Our students must continue to refine their capacities to communicate in an appropriate manner both within and beyond a single discipline. Course design and research opportunities should support quantitative, analytical, and/or verbal skills and allow for a balance between abstract and concrete thinking. Care should be taken to determine what skills might be generalized across fields and which are best situated within particular disciplines. USC has demonstrated strength in digital literacy, and this area should be expanded in the future.

Traditional and New Media

We should continue to help students understand and use traditional media, such as written texts, art and other objects. Even though students may have access to these media in new ways (e.g., digitally), their interactions with them will continue to teach them the value of aesthetic experiences, to help them become proficient in interpretation, and to develop in them habits of critical thinking and analysis. Writing, and more broadly the use of language, should continue to be stressed as essential to achieving these goals. Teaching new media should not supplant the teaching of traditional media, but will complement it and should be seen, in many ways, as an extension of it. Competence in new media will inculcate in students an understanding of and respect for intellectual depth and rigor. New media may make it possible to approach traditional media in new ways and may enhance the use and study of them (for example, searchable literary texts, or combining print and visual media in digital form). Thus, not only are traditional and new media compatible, they are also ways of achieving similar educational goals.

Encouraging Digital Literacies

Today's students must learn to cope with and intelligently contribute to a culture rich with multiple forms of digital media. USC should endorse multimedia literacy as a hallmark of the "signature" USC student experience. Students must emerge from their undergraduate learning experience with a high level facility in understanding and using digital information and communications technologies in their everyday pursuits. Undergraduate students must be able to explore and make the connections between technology, the natural and physical sciences, mathematics, the arts, humanities and the social sciences. They must be able to employ aesthetic, computational and numerical skills across a broad spectrum of academic disciplines. They must have competency in computer languages. Students should understand and be fluent in the use and production of multimedia technologies involving film, video, text and audio. Their education must be replete with opportunities to develop qualitative, quantitative and computational analyses and reasoning.

General Media Requirement

We propose that a "general media" course requirement also be developed and instituted that involves a wide range of courses that all have a significant multimedia dimension. As is the case with the GE and Diversity requirements, professors will be encouraged to develop these courses for a broad range of subjects with the proviso that the courses fully involve undergraduates in creating scholarly outputs that have a significant multimedia component. Incentives should be put in place for professors to develop these courses, and a set of requirements and review-committee structure should also be established. In order to facilitate this process, the Institute of Multimedia Literacy and other relevant entities on campus should be encouraged to take a leadership role.

IV. Encourage a Rich Student Experience

USC should continue its ongoing efforts to create a rich environment for our students beyond the walls of the classroom. We must be mindful of the total undergraduate experience and provide opportunities for intellectual, ethical and emotional growth. Our residential programs and campus-wide initiatives such as Visions and Voices provide valuable templates for closing the gap between formal and informal learning. We should expand these efforts with an eye toward developing undergraduates' capacities for ethical leadership both during their time at USC and as they transition into careers.

Supporting students through all four years

Freshman at USC have a strong culture of support outside of the classroom, particularly within their residential communities. We must aim to provide an equally rich environment for undergraduates through their subsequent years at USC. One model to learn from is the Thematic Options experience. T.O. students tend to develop a strong identity as a cohort that lasts throughout their time at the university. Similar possibilities must be created for other students, built around shared interests and activities. The expansion of residential

opportunities for more advanced undergraduates will be crucial in this regard, but our efforts can extend beyond the residence halls. As we complete housing units in University Village, perhaps an entire floor or building of students from a residential college might be permitted to move, as a group, to a new location, keeping their cohort together. Additionally, we might consider adopting a broad theme for each year of the undergraduate experience, sculpting a rich picture of our expectations of the typical USC student. Such themes might include “exploration,” “service,” “research” and “leadership.” These themes should be developed in conversation with the students, faculty and staff.

Facilitating involvement and leadership

USC has created a number of programs aimed at building strong student leaders. From alternative spring breaks to Engineers without Borders to student government, students have the chance to grow as leaders in a number of ways. We should work to extend these opportunities to a greater number of students while also increasing other meaningful opportunities for involvement. While many of our undergraduates are involved in student organizations, we might encourage a more purposeful approach to student involvement. A more sustained and structured framework for involvement would help students bridge the gap between learning in and outside of the classroom. To this end, we might extend and develop the use of the ‘involvement transcript’ that Student Affairs has already implemented.

Creating student-to-student networks for mentoring

Students should be encouraged to form their own networks that extend opportunities for learning and involvement. The Office of Undergraduate Programs could work with Student Affairs to support these goals, perhaps through the creation of a web site (or an adaptation of Facebook) through which students could post skills they want to acquire or skills they have to teach. Students could use the site to teach one another software skills, professional skills (presenting, writing), quantitative skills, artistic skills, or any other skills that are asymmetrically distributed throughout the student body. Students could also use the site to build interdisciplinary project teams and to coordinate a variety of research or extracurricular activities. Such an approach allows students to take ownership over many aspects of their involvement and learning.

V. Cultivate Citizenship and a Global Perspective

USC’s location in a vibrant Pacific Rim city offers our students a rich laboratory for nurturing their ability to become ethical citizens who value diversity. We must provide our undergraduates with opportunities to participate in meaningful public outreach, building upon our existing commitments to service learning. These programs should be student centered and student led. Our curriculum should incorporate a deep engagement with global perspectives, and this engagement should extend to opportunities for international travel and community service. Both in and out of the classroom, we should connect students to their roles as global citizens in a diverse world.

Enhancing our educational orientation towards social engagement

Several approaches can support this goal, all of which might supplement our existing JEP program. USC should develop an undergraduate civic engagement certificate or minor. This could be modeled, in part, on Dornsife's new Graduate Certificate in Civic Engagement within the Center for Diversity and Democracy. We should also aim to increase participation in the Global Scholars program, both in terms of the number of students who take part and also by identifying a group of faculty who could serve as mentors for students. USC could establish a summer stipend program for students who wish to pursue relevant summer internships or non-profit work. Finally, we might encourage greater foreign language proficiency among undergraduates

Increasing institutional support for service learning at USC

Myriad civic engagement opportunities and programs exist across our USC schools, but a strong central coordination of these efforts would improve their reach and efficacy. There are many opportunities for undergraduates on this campus who wish to deepen their civic engagement and global perspectives, but much of this information may not be reaching students, faculty, or staff across colleges and schools. We should also develop incentives for faculty to incorporate service learning opportunities more frequently in their classes. Finally, we should develop greater opportunities for international travel and community service, particularly in the forms of financial support and coordination among schools and programs.

Revising diversity course requirement

Our current diversity requirement runs the risk of feeling like a "token" requirement, tacked on to the overall list of requirements. We should strive to integrate diversity into the curriculum at several levels rather than through a single course while also rethinking the structure and design of the current "m" courses. We should recast the diversity requirement as "diversity and global perspectives" to extend the scope of diversity classes beyond a rigid American context. We also strongly recommend that the university rethink which courses will satisfy the diversity requirement. The present system does not seem to ensure that courses classified as "m" in the catalogue all provide the kind of learning experience diversity courses are intended to offer. Finally, we should look toward improving the diversity course requirement for most majors; this is a crucial step towards improving the quality and efficacy of diversity education within the broader USC experience. Students might fulfill at least one of these requirements within their major or minor, deepening the integration of the study of diversity within higher level courses without increasing the total number of units required.

Conclusion

The vision described in this document will require bold leadership and difficult choices. We must ask ourselves whether the intense specialization that has categorized the research university since the 1950s provides an optimal environment for undergraduate learning. The five key elements outlined above will require honest and hard grappling with this question. As

we move to implement these ideas, we will need to explore how they might best be realized given USC's unique structure, large size and specific location. The path we take will certainly be different from those taken by leading universities of the past.

UNDERGRADUATE EDUCATION COMMITTEE 2010-2011

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