

USC Price

Sol Price School of Public Policy

Inclusive Excellence at Price USC Sol Price School of Public Policy Equity, Diversity, Opportunity and Access

Strategic Plan 2017-2022



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I. Executive Summary

Issues of equity, diversity, and inclusion are central to the mission of the USC Sol Price School of Public Policy. While the School has a long track record of innovative efforts to build diversity and inclusion into our research, outreach, and practice, we are keenly aware that there is always more we must do.

In December 2015, the Sol Price School of Public Policy formalized its long-standing culture of commitment to social justice through an *Initiative on Diversity, Social Justice and Inclusion*, led by a task force composed of Price School faculty, students, staff, and alumni.

The work of that task force is represented in this strategic plan, designed to continue and expand our ongoing efforts to support equity, diversity and inclusion throughout our School community and to infuse these principles into our research, outreach, and practice.



This plan, entitled *Inclusive Excellence at Price*, encompasses student intellectual and social development, purposeful growth and use of organizational resources, attention to cultural differences and engaging our diversity in the service of learning and supporting a productive and welcoming community.

Our plan is focused on attaining three primary goals:

1. **Cultural competency;**
2. **Inclusion, recruitment, and career resources;**
3. **Research and outreach in justice and public policy.**

These goals, in turn, enhance our mission, mandate, and model for Inclusive Excellence.

II. Overview

Our Mission

The mission of the USC Sol Price School of Public Policy is to improve the quality of life for people and their communities, here and abroad. We achieve this mission through education and research that promotes innovative solutions to the most critical issues facing society and by planning and developing better communities for the future.

As a policy school, issues of equity, diversity, opportunity, and access are directly tied to our mission. Our work is implicitly designed to advance social justice, reduce poverty, and promote human rights in our research, teaching, learning, outreach, and professional practice, and we are proud of our efforts in these areas over the past several decades.

Our current student enrollment and faculty recruitment statistics highlight the impact of our long-term commitment to inclusion and diversity:

- Of our most recent incoming class of 554 new students, 46% come from underrepresented groups from across the country and 15% from around the world; and,
- Of the 13 professors hired since July 2014, 11 are from underrepresented groups or are women, signaling our long-term commitment to continued advancement in this area.

In 2016, 46% of domestic incoming Price students are from underrepresented groups.

In December 2015, the Sol Price School of Public Policy formalized its long-standing culture of commitment to social justice through an *Initiative on Diversity, Social Justice and Inclusion*, led by Price School faculty, students, staff, and alumni. As part of the Initiative, a Task Force was established that included three working subcommittees:

- Recruitment and Retention
- Curriculum
- Communication

Each subcommittee was charged to examine areas of current strength within the School and identify opportunities for improvement. The work of that Task Force is reflected in the plan contained within this document.

The Initiative makes transparent and further aligns the school's existing activities in research, teaching, and service areas that address the interrelated issues and values of equity, diversity, opportunity and access.

We are proud that the Price School was one of only two schools nationwide selected to receive the 2016 Diversity Award from NASPAA, the Network of Schools of Public Policy, Affairs, and Administration – the accreditor of master's programs in public and nonprofit administration, public policy, and public affairs.

“To achieve a culturally competent society, it is going to take a concerted effort like the one being made by USC Price School faculty, students and staff.”

—Abraham Benavides
NASPAA Diversity and Social Equity Committee

The award recognized our commitment to diversity, particularly in the areas of faculty research, programs and outreach activities, including:

- Reaching beyond traditional advertising outlets for faculty recruitment to include organizations including the Hispanic Association of Colleges and Universities and the Historically Black Colleges and Universities.
- The Leadership in Diversity Fellowship for students with an interest in promoting diversity and social justice in five of the school's graduate programs (MHA, MPA, MPL, MPP, MNLM).
- For more than 20 years, the Ross Minority Program at the USC Lusk Center for Real Estate has worked to increase diversity in real estate industry leadership through a comprehensive executive training program providing critical skills to women and minorities.
- An annual Diversity in Healthcare Leadership Summer Enrichment Program, begun in 2002, that provides underrepresented students exposure to career possibilities in health administration, where diversity is essential as patients come from every possible background.

- An annual planning for college workshop organized by the Associated Students of Planning and Development with support of USC Price to introduce high school sophomores from nearby community schools to the field of planning and familiarize them with the college admissions process.



- An annual summer pre-doctoral workshop for Students of Color sponsored by USC Price in partnership with the national Association of Collegiate Schools of Planning (ACSP) to increase the diversity of scholars.
- An annual public discussion on issues of race and social justice organized by graduate students from USC Price and the Suzanne Dworak-Peck School of Social Work, Students of Color and Allies Policy Forum, with support from the Price School.
- An ongoing workshop series on cultural competency for faculty and staff that is designed to better respond to the needs of our students and address relevant differences throughout the school. To date we have held two cultural competency trainings, led by Dr. LaVonna Lewis and Dr. Lisa Schweitzer, which were well attended (40-50 faculty and staff members).
- An interdisciplinary research initiative — Race, Class, and Arts in Urban Placemaking — led by Dr. Annette Kim, associate professor and director of the Spatial Analysis Lab (SLAB).
- A two-day comprehensive discussion on Activating Markets for Social Change with a multidisciplinary and international group of scholars and practitioners hosted by the USC Sol Price Center for Social Innovation that also convened a national forum on place-based initiatives.

- A national conference – Innovating to End Urban Poverty – to mark the 50-year anniversary of President Lyndon B. Johnson's War on Poverty held by the USC Price Bedrosian Center on Governance and the Sol Price Center for Social Innovation.
- A range of courses taught by full time and adjunct faculty that focus attention on issues of diversity, social justice and inclusion. Courses include:
 - *A Seminar in Social Justice and Public Policy*, taught by Associate Professor Lisa Schweitzer,
 - *Social Justice in Public Policy and Planning and Cultural Proficiency in Health Management and Policy*, both taught by Teaching Professor of Public Policy and Diversity Liaison LaVonna Lewis,
 - *Race, Arts, and Placemaking*, taught by Associate Professor Annette Kim,
 - *Inequality, Policy and Administration*, taught by Assistant Professor Kathleen Doherty, and
 - *Media for Policy Change* course taught by Adjunct Instructor Daniel Heimpel on how journalism and media can drive social change.

The work of the task force to develop a five-year strategic plan for equity, diversity, opportunity, and access, builds upon these existing diversity and inclusion activities and programs in the school.

Our Mandate

“Diversity, generally understood and embraced is not casual liberal tolerance of anything not yourself. It is not polite accommodation. Instead, diversity is, in action, the sometimes painful awareness that other people, other races, other voices, other habits of mind have as much integrity of being, as much claim on the world as you do.”

—William Chase

We believe the climate at USC and at the Price School must support all members within our learning community. During the two-year long process to develop this plan, some of our students, staff, and faculty have shared experiences that reveal bias that, if unaddressed, systematically degrade our learning environment.

Our plan seeks a genuine transformation centered on nurturing the integrity of being for everyone who engages with the Price School, including students, staff, faculty, administrators, and visitors. Following William Chase's definition, we believe this means the Price School must provide an environment where all members of our community have the freedom to be honest about who they are without the fear of being judged, outcast, or retaliated against.

As we facilitate change within our own community, we also seek to train public policy professionals and researchers in our fields to carry forward our commitments to social justice and inclusion into practice and society.

Our *Inclusive Excellence at Price* Strategic Plan for the Sol Price School of Public Policy is designed to create a learning community that acknowledges that real transformation begins with an honest exchange of ideas, where those experiencing bias can rely on support in

speaking to their experiences and needs, and where the entire community becomes accountable for making change happen. These values guide the goals and actions outlined in this plan.



Building on our existing programs and initiatives, this plan advances our values throughout our classrooms and offices, in our research, on the USC campus, and in society.

We seek *Inclusive Excellence*¹ which consists of four primary elements:

1. **Student intellectual and social development**, academically, it means offering the best possible course of study for the context in which the education is offered.
2. **Purposeful development and use of organizational resources** to enhance student learning. Organizationally, it means establishing an environment that challenges each student to achieve academically at high levels and contribute to learning and knowledge development.
3. **Attention to the cultural differences** that learners bring to the educational experience and how those difference enhance our work.
4. **A welcoming community** that engages its diversity in the service of student and organizational learning.

While Williams, Berger, and McClendon's initial formulation of Inclusive Excellence is oriented toward the student, we recognize that to fully realize excellence requires the active engagement of *all* allied groups that make up the Price School community. We have adapted their framework to our full community and have focused on three goals:

1. **Cultural competency** in our classroom instruction, faculty, staff, and student interactions, and organizational climate;
2. **Recruitment, inclusion, and career resources** that create multiple pathways for success for potential students, current students, alumni, staff, and faculty;
3. **Research and outreach in justice and public policy** informed by academics and practitioners.



¹ Williams, D., Berger, J., and McClendon, S., 2005

Our Model

We believe that at Price we are well positioned to take on a leadership role in addressing issues of equity, diversity, opportunity, and access at USC. As such, we have an obligation to create an environment at Price where all members of our community not only enjoy the benefits of hearing and sharing diverse perspectives and experiences, but will model our organizational climate throughout campus.

Our strategic plan focuses on a set of goals to guide us in creating a transformative learning environment that leads to Inclusive Excellence. We will achieve our goals through a range of proactive measures including:

- Cultural competency training
- Curriculum changes
- Enhanced communications architecture
- Annual climate surveys
- Changes to our physical environment
- Pipeline programs
- Enhanced student, faculty, and staff supports
- Targeted fundraising

Following is a detailed plan for each of our primary goals for cultural competency, inclusion, and impactful research, including steps instrumental to our success along with benchmarks to measure our progress toward the achievement of our goals.



III. Plan Schematic

A. Cultural Competency

Betancourt *et al*² have defined a culturally competent system as one that acknowledges and incorporates—at all levels—the importance of culture, assessment of cross-cultural relations, vigilance toward the dynamics that result from cultural differences, expansion of cultural knowledge, and adaptation of services to meet culturally unique needs. At USC Price, we believe that cultural competency involves developing specific skills and taking actions with learning community members including cultural competency workshops, curricula changes, enhanced internal and external communications, facility improvements, and feedback from our community.



Below we outline specific changes in faculty, staff, student, and organizational development that we believe will foster just and inclusive learning environments.

1. Cultural Competency Workshops for Faculty, Staff, and Students

We are developing awareness and skill-building cultural competency workshops for faculty, staff, and students. Potential workshop topics include:

- Developing a Common Language
 - Part 1: Assessments, Values and World Views;
 - Part 2: Diversity, Culture, Disparities, and Equity;
 - Part 3: Microaggressions, Implicit Bias, Racial Anxiety, and Stereotype Threat;
- Understanding the 'isms';
- Difficult Conversations; and
- Best Practices-Policies and Programs.

² Defining cultural competence: a practical framework for addressing racial/ethnic disparities in health and health care. Joseph R. Betancourt, Alexander R. Green, J. Emilio Carrillo, and Owusu Ananeh-Firempong, 2nd.

2. Additional Training and Practices Outside the Formal Workshop Series

- **Listening Sessions and Cultural Salons**

- The Price listening sessions were developed to create a safe space to engage colleagues in honest dialogue in order to build awareness and develop creative strategies to address diversity and inclusion at Price and on our campus. Feedback gleaned from these sessions informed this strategic plan and will continue to guide its implementation.

Initially, the listening sessions were open to all faculty, students, and staff. Going forward, these voluntary listening sessions will be targeted to students only, while conversations with the broader Price community will be reclassified as *Cultural Salons*. A subset of these sessions will also provide us an opportunity to get regular updates on the implementation of our strategic plan.

- In prior listening sessions, students repeatedly raised the concern that Price too often creates “manels” and “whanel” — colloquial terms that mean all-male and all-white expert panels, respectively— only drawing on the expertise of women or men of color when the issues relate specifically to their communities. In a policy environment as richly diverse as Los Angeles and California, there is no reason for such exclusivity. While viewed by some as controversial, we think this supports our message of inclusion throughout Price and we will eliminate all male and all white expert panels.

3. Curriculum Changes

Students on the Diversity and Inclusion Task Force indicated that one major barrier to inclusion in Price came down to microaggressions and lack of understanding about oppression and implicit bias from both instructors and fellow classmates. As a result of this feedback, we will take a series of actions that we believe will transform the classroom environment.

- **Core Curriculum**

In collaboration with students, the Task Force developed a school-wide core curriculum that educates students on privilege, implicit bias, and cultural competency. This curricula will be included as either a portion of the School's Intersectoral Leadership requirement, or as a separate class.

The Price School will also work to ensure that every required course offered will have at least two major topic areas centered on issues related to race, class, gender, anti-religious bias, or other "isms".

- **Curriculum Plans from Academic Programs**

The Price Diversity Liaison will work with degree program committees to assess and evaluate courses that satisfy the university's diversity requirement. The liaison will also maintain the visibility of diversity in our core classes throughout the Price experience. The Price Standing Committee on Diversity and Inclusion will work with our degree committees to approve new proposals and remove, replace or reinvigorate inadequate courses as necessary.

Departments and field committees will be asked to evaluate 'special considerations or circumstances' that are unique to their areas of expertise and revise curriculum accordingly.

- **Price Speaker Bank**

We believe that Alumni and professional speakers from around the region can bring more diversity of both background and perspective into Price classrooms.

The Speaker Bank will consist of alumni, faculty, student, and staff contacts from around the region that are willing to speak to classes on issues regarding the intersection of discrimination, bias, and public policy.



- **Price Case Series**

Case-based learning is an important element in our curriculum; Price students serving on the Task Force recommended increasing the number of cases that reflect a) Los Angeles agencies, client populations, or issues and/or b) Policy, planning, management, or development concerns centered on marginalized, disadvantaged populations, or social justice issues. We will build a catalog of case studies that focus on these issues.

- **Price Reading List**

Price students on the Task Force also recommended increasing representation from diverse authors for readings assigned in Price classes. The development of a reading list highlighting the ideas of many perspectives will provide a resource to Price instructors for including more diversity in their course materials.

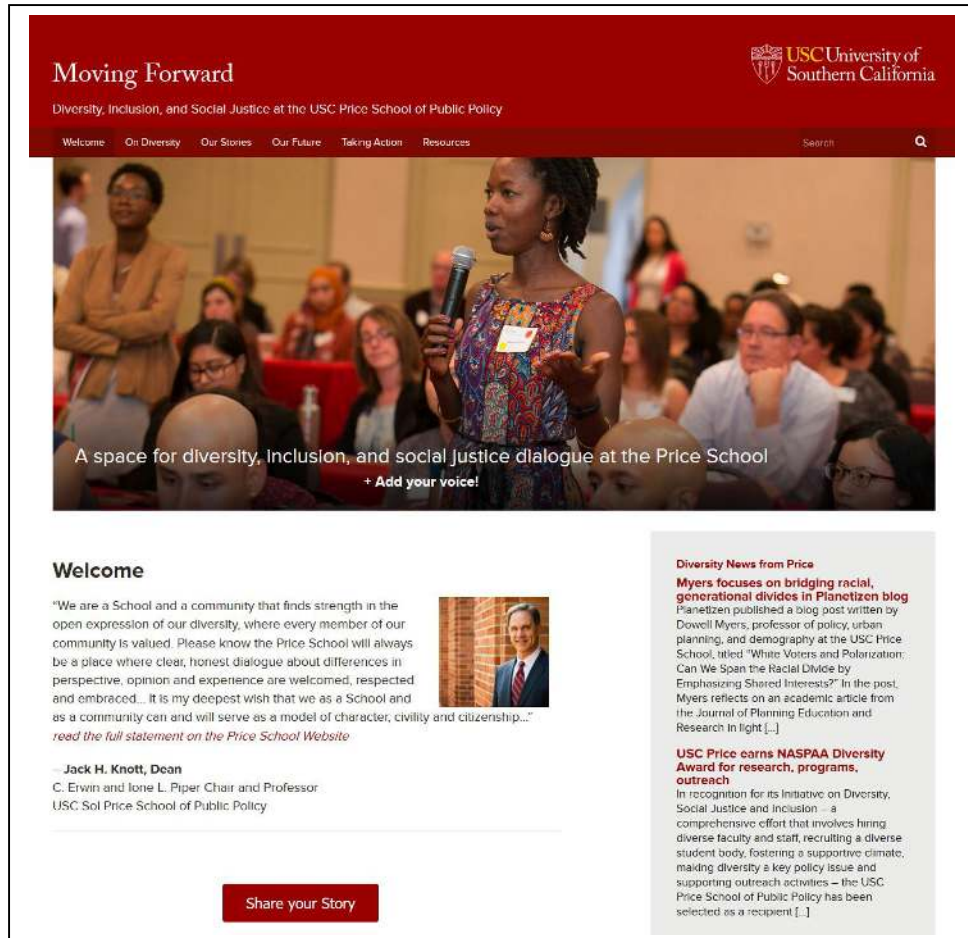
4. Communications Architecture for Internal and External Information Sharing

We plan to launch a Diversity, Social Justice, and Inclusion web section on the Price School website, entitled *Moving Forward*, in early 2017. Linked from the homepage, it will serve as a repository of relevant resources, best practices, and Price activities and will address additional topics around equity, diversity, opportunity and inclusion issues. The *Moving Forward* site will be an online community space with a hosted discussion where Price students, faculty, alumni and staff can share their experiences and stories related to diversity and inclusion – past and present, good and bad.

Our community will have the opportunity to see what is working and why through positive experiences. Conversely, when posts express unresolved or ill handled experiences, we can ask for ideas on how the situation could have been handled differently for a better result and start building better options for the future. Our intent is to advance dialogue, understanding, and learning within the Price community through the collective participation of its community members. The chance to reflect on good solutions and recommendations for better outcomes will help to sharpen our sensitivities moving forward.

We will also develop and include a USC Sol Price School Student Code of Conduct on our website that contains a clear statement from the Dean--signed by the entire

faculty--of shared commitment to both excellence and justice, and the requirements for conduct and behavior at the Price School that is centered on good treatment for all who enter our degree programs.



Screen shot of *Moving Forward* website to be launched in January 2017.

5. Facilities Improvements

Student feedback from the listening sessions identified challenges related to the physical environment in Ralph and Goldy Lewis Hall, including the lack of breastfeeding or baby-changing facilities, strict gender assigned restrooms, and lack of access to crucial offices and classrooms. Students noted that these physical challenges made the School's main building less hospitable to women, caregivers, LGBTQIA, and persons with disabilities among our students, faculty, staff, and visitors.

In response, we will invest in facilities changes including installing ADA compliant door openers in Ralph and Goldy Lewis Hall classrooms, office suites, and public facilities; create a gender-neutral “family bathroom” with baby-changing facilities; and, create and maintain a lactation room.

6. Climate Surveys to Evaluate Our Progress

We will conduct school-wide climate surveys annually to benchmark our organizational climate transformation efforts. Over the past two years that our Diversity Task Force has met, we have collected qualitative data through a series of listening sessions. Going forward, our listening sessions for students and broader cultural salons will also incorporate climate survey data collection in the post-session assessment process.

The annual climate survey will be distributed on-line and will be given to faculty, staff, students, and alumni. In addition, we will collect classroom climate data during the mid-semester review and during the end of the semester evaluation. We believe that the combination of qualitative and quantitative data will allow us to gain valuable information regarding the impact of each element of our plan and their cumulative impact over the next 5 years.

For all of our goals we will use benchmarked feedback to document our progress and to highlight areas that may need improvement. In setting these benchmarks, whenever possible, we compare ourselves to USC averages or industry standards. For example, according to American Society for Training and Development (ASTD), 70% of all training efforts fail. As such, we set the floor for the impact of our training programs at 80%. Following are the relevant benchmarks for our cultural competency goals and activities.

Benchmarks of Success

2022 Cultural Competency Benchmarks

1. Our retention rate for students of color will equal 90% or the percentage for USC generally, whichever is higher;
2. On yearly climate surveys, a minimum of 80% of students will:
 - a. Rank Price at *Good* or better when asked about Price faculty's handling of race, class, gender, or other forms of oppression;
 - b. Report *Seldom* or *Never* when asked about their experience with bias and micro-aggressions;
 - c. Report *Seldom* or *Never* when asked if they felt unwelcome at Price;
 - d. Report *Seldom* or *Never* when asked if they faced barriers to accessing the building;
 - e. Rank Price at *Good* or better when asked about the programming related to race, justice, and inclusion both inside and outside the classroom;
 - f. Rate the overall environment for inclusion and justice at Price as *Good* or better;
3. 100% of the faculty will have undergone training in implicit bias and cultural competency in the classroom; and,
4. On yearly climate surveys, a minimum of 80% of the faculty and staff will:
 - a. Report *Seldom* or *Never* when asked about their experience with bias and micro-aggressions at Price;
 - b. Rate the overall environment for inclusion and justice at Price as *Good* or better.

B. Develop and Enhance Inclusion, Recruitment, and Career Resources

To enhance inclusion at Price, we plan to develop multiple pathways for success for potential students, current students, alumni, faculty, and staff. Our plan for students includes a range of pipeline and mentorship programs that serve underserved students along with inclusive programs to support first generation and other students. Needless to say, we are invested in the success of our faculty and we continue to develop new ways to support them while actively recruiting new faculty with diverse backgrounds. The staff at Price is already diverse and skilled and we will continue to support and expand opportunities for their professional and educational goals.

Pipeline Programs

In order to engage high school students from many different backgrounds in policy and planning education and career exploration, Price will build on our pipeline programs with local high schools.

Existing programs include the *East L.A. Renaissance Academy* for urban planning students, and *St. Mary's Academy* for health students. In addition, we are working with the Augustus Hawkins High School, Community Health Advocates School, a participant in LAUSD Linked Learning Program. Further, we have developed a partnership with *South Central Scholars Program* to expose their students to the Price School's discipline areas and to encourage them to pursue admission to the Price School.

We are actively seeking donor support for a focused recruitment effort to additional high school students in underserved communities to help expose them to our

“Engagement with Price students and faculty has opened up the world of urban planning for the students at East Los Angeles Renaissance Academy, one of only three high schools in the country with an urban planning focus. For many of our students, an education at USC seemed out of reach—and now, they see a path forward that could include attending one of the most prestigious universities in the country.”

— Mike Blockstein
Principal, Public Matters and
Co-Lead, Greetings from East LA

areas of discipline, help them prepare for the college application process, and provide financial support and other resources to qualified students admitted to USC Price. With the support and encouragement of the USC Office of Admissions, we will focus our initial efforts on the 14 LAUSD high schools within the two Los Angeles Promise Zones.

Undergraduate and Graduate Degree Recruitment

In addition to programs that extend our undergraduate program pipeline, we will enhance our graduate efforts, including the *Diversity in Healthcare Leadership* program, launched with initial funding from the California Wellness Foundation and active since 2002 and a feeder into our Masters of Health Administration degree program.

The Diversity in Planning Program started in 2014 with generous funding support from FivePoint Communities, Newhall Land, Southern California Association of Governments, USC Center for Economic Development, and Fehr & Peers. This program inspires diverse young people to care about their cities, communities, and people through planning education. Taken together, these two programs have introduced over 800 students to the fields of health management and urban planning.



We will also increase recruitment efforts for our doctoral programs. Our Department of Urban Planning and Spatial Analysis—in partnership with the Association of Collegiate Schools of Planning—created and hosted multiple Summer Pre-Doctoral Workshop for Students of Color designed to help students have a cohort of peers, evaluate prospective degree programs, and get a head start on their doctoral study. To build on that success, we plan to launch similar workshops for our other doctoral programs. Finally, each of Price's degree programs will have access to recruitment and retention resources for a Diversity Fellow each academic year.

Student, Faculty and Staff Supports

We have developed a diverse set of programs that we believe will address specific needs for students from underrepresented groups and first generation (First Gen) college students including:

The Justice-in-Internships Program

Many social justice and community-oriented nonprofits cannot afford to offer paid internships. This proves to be an onerous burden for many First Gen students interested in community development or social justice-oriented work. In particular, First Gen and Students of Color often cannot afford to take unpaid internships. In order to pursue social justice opportunities, these students often end up working multiple jobs to support the internship, or they take internships that do not align with their personal and professional goals.

We plan to develop and fund a needs-based program to allow students to submit proposals in collaboration with the community organization with which they seek to intern and to award summer stipends from Price to support their work. Funding of this kind would allow more students the opportunity to work with organizations aligned with their career goals and will afford community organizations greater access to Price student talent.

First Gen Global Program

Price students participating in the listening sessions identified international labs as an educational opportunity that many First Gen students were unlikely to be able to afford. Even when travel costs are reimbursed, high up-front costs for airfare and hotels tend to discourage, if not outright exclude, under-resourced First Gen students. We believe that opportunities for International learning and gaining valuable experience across the globe are hallmarks of an elite policy education.



Price students in Brazil. 016

Barriers to participation in international labs hamper First Gen students from fully benefiting from their time at Price. As we plan our fund-raising and development targets for student benefits, we will include scholarship support for the First Gen Global program.

First Gen Programming with Professional Schools

Given our common interest in preparing students for relevant professional fields of interest, we plan to join current partnerships between the Annenberg School of Communication, the Gould School of Law and the Marshall School of Business that focuses on First Gen students at USC.



First Gen Research to Opportunity Program

Engaging undergraduates in faculty research can serve to excite and motivate students to pursue research careers. By funding small research grants for First Gen undergraduate students we can serve as another pipeline resource to interest students in graduate study. For this program, we seek to motivate First Gen Price undergraduates to pursue graduate study in general; even where their interests align with different degree programs at USC or at a different university.

Mentoring Programs

Providing tangible support for our students and young alumni as they transition from Price into their careers is a key element in our ability to fulfill our mission, as is our investment in new and junior faculty, and staff. We will continue to invest in these mentoring programs, and will develop a Price Mentoring Award to acknowledge individuals within our community who provide support to minority faculty, staff, students and alumni.

Alumni and Student Mentoring

Price will work with Price Student Organizations and our Office of Career Services to enhance existing student-to-student mentoring and student-to-professional mentoring programs. While our Career Services department has a robust mentor program for students enrolled in our graduate programs, we will expand the program to include our undergraduates as well.

Mentoring and Strategic Course Relief for Assistant and Associate Professors

The Price School administration has been very active in engaging in comprehensive mentoring, cohort building, and encouraging the work of junior faculty, many of whom are women, to increase their chances of success at tenure time. We believe these efforts have significantly benefitted junior faculty in their trajectory to tenure. Similar efforts will be developed for associate professors and full-time, research, teaching, and clinical faculty.

Staff Mentoring

Staff mentoring programs will support employees from a wide variety of backgrounds to advance into positions of authority in their fields, as well as treat those who are pursuing education and making investments in their careers as active members of our learning community. We will encourage staff to serve as mentors to our students. At Price we have a remarkably diverse staff, many of whom bring extensive experience in higher education. Their expertise and support can provide students with additional resources for formal and informal mentoring.



Hiring Practices for Diverse Faculty and Staff

We will continue to pursue inclusive and diverse faculty and staff hires in every field and position. Our strategy includes reaching out beyond traditional advertising outlets to specific departments, colleagues, and institutions, including the Hispanic Association of

Colleges and Universities (HACU) and the Historically Black Colleges and Universities (HBCU). We will also work with relevant racial, ethnic, and gender professional association groups and affinity groups in our recruitment efforts.

Following are relevant benchmarks for our recruitment, inclusion, and career resources goals and activities. Once again, whenever possible, our benchmarks are linked to USC averages and industry standards. Student recruitment and retention rates are designed to meet or exceed USC averages. Figures linked to faculty and staff recruitment rates are tied to changing demographics nationally and our desire to mimic and prepare for those changes at Price, given our current demographic profile.

Benchmarks of Success

2022 Recruitment, Inclusion, and Career Resources Benchmarks

1. The demographics of the student body, both graduate and undergraduate, will generally mirror those of graduating high school seniors in the Los Angeles region and the United States more generally;
2. 90% of all First Generation Students recruited to Price will be retained at Price;
3. Our retention rate for students of color will equal 90% or the percentage for USC generally, whichever is higher;
4. Ten students a year will use our Justice in Internships program, financed by Price, so that students who cannot afford to engage in "free" internships can pursue justice-related work with community organizations who cannot afford to pay interns, better matching students with community;
5. Ten students a year will be participating in our First Gen Global program, which will allow those students otherwise unable to afford to participate in our international labs to receive full funding to participate in Price's international labs;
6. 100% acceptance rate and retention among Diversity Fellows in each incoming class;
7. Five undergraduate students a year will be participating in our Research to Opportunity program, and of those students, at least four over the course of the five years will enter graduate programs in policy-related fields;
8. At least 70% of all new faculty hires of all kinds will represent difference in a meaningful way, so that our faculty, like our student population, begins to better mirror the demographics of the Los Angeles region and the United States more generally;
9. At least 70% of all new staff hires will represent difference in a meaningful way, similar to the spirit expressed above; and,
10. Half of all endowed chairs in the school will be held by female faculty and faculty of color.

C. Develop and Enhance Practitioner Informed Research and Outreach in Justice and Public Policy

The Price School faculty already counts among its excellent faculty scholars focused on community health, just cities and neighborhoods, just institutions, and environmental justice. We seek to expand and amplify those efforts in the next five years and will do this through:

1. Highlighting research and programming that addresses equity issues in Public Policy, Planning, Development and Government

Faculty Research and Current Partnerships

Price faculty are an exceptionally accomplished and diverse group of teachers and internationally recognized research scholars. They conduct research that matters, engaging in real-world problem solving while enriching the store of knowledge in all fields housed in the school. They publish in the most prestigious academic journals, hold leadership positions in scholarly societies, receive research funding from highly competitive grants, and garner awards for their intellectual contributions.

For decades, Price School faculty and research centers have focused their research agendas on the diversity, social justice and inclusion aspects of “wicked problems.” An abbreviated list of current Price faculty research topics related to Equity, Diversity, Opportunity, and Access includes:

- Health, specifically access to nutritious food and physical activity in urban neighborhoods;
- Education and the effect of housing on school performance, segregation and educational access;
- Population diversity and racial equality;
- Equity issues in transit-oriented development;
- Aging and income support;
- Environmental justice; and social service networks for homelessness.

Digging deeper into just a subset of the research published since the beginning of 2016 we find the following: Designing Cash Transfer Programs for an Older Population-the Mexican Case; New Light Rail Transit and Active Study: A Longitudinal Study; A Field

Study of Rental Market Discrimination Across Origins in France; Measuring Economic Resilience to Disasters: And Overview; Beyond the EITC: The Effect of Reducing the Earned Income Tax Credit on Labor Force Participation; Sociodemographic Characteristics Associated with Smoking or Drinking Among Low-Income Mexican Adults; Why is Infant Mortality Higher in the United States Than in Europe; and Food Insecurity and Food Resource Utilization in an Urban Immigrant Community. A significant amount of faculty social justice and public policy research has also been co-authored with our doctoral students, such as a recent paper with graduate student Jung Hyun Choi and Professor Richard Green which tests whether the impact of human capital externality differs by race, ethnicity and educational attainment. This last paper is simply one example of how we are preparing the next generation of scholars to address social justice and public policy issues.

Our multiple research centers also house a significant body of social justice and public policy research. By way of example, our METRANS Center, established in 1998, has been selected as the USDOT Region 9 University Transportation Center. Under the FAST Act, one regional center is selected for each of the 10 Standard Federal Regions. Region 9 includes California, Arizona, Nevada, Hawaii, and the Pacific Island territories. Per the FAST Act, the UTCs are funded for five years. Our FY 16 award is \$2,470,600, with a 100% match requirement. With the anticipated increases in funding in the next four years, we estimate the total DOT grant to be about \$12.5 million. With the match, the Region 9 total will be in the range of \$25 million. In addition to developing a program in one of the FAST Act's six research priority areas, Regional UTCs must also address regional needs and serve as the center of knowledge generation and sharing throughout the region. Our research priority area is Improving mobility of people and goods. Following an assessment of the main trends characterizing Region 9, we selected the following research themes: 1) technology to address transportation problems and improve mobility; 2) improving mobility for vulnerable populations; 3) improving resilience and protecting the environment; and 4) managing mobility in high growth areas. As always, our research is integrative: we address passenger and freight across all surface transportation modes.

Another example of the social justice and public policy work done in our research centers is the Minority Aging Health Economics Research Center, housed at USC's Schaeffer Center for Health Policy and Economics. This Center brings together the resources of USC's Roybal Center for Health Policy Simulation, Roybal Institute on Aging, Alzheimer's Disease Research Center, and the Roybal Center for Financial Decision Making. The scholars here have explored topics ranging from how financial stress impacts decision making by minority populations to whether different environments can explain the differences seen in rates of diabetes and hypertension.

Another important example that will launch April, 2017 is the Neighborhood Data for Social Change. The Neighborhood Data for Social Change (NDSC) platform serves as the nexus for the Price Center's research and evaluation activities. NDSC refers to the neighborhood data currently maintained in-house and the public data portal that will provide a "one-stop shop" for users to find the information they need. The Center has collected extensive census tract data for the ten-county Southern California region stretching from San Luis Obispo to San Diego, from Kern County to Imperial County. This geographic territory covers more than 56,000 square miles and encompasses more than 13 million residents. Faculty and staff continually assemble, clean and transform neighborhood data and pursue data sharing partnerships with an array of academic partners and government jurisdictions, including schools, police departments, and health departments among others. These data cover an array of topics including public safety, housing, employment, education, food insecurity, health, transportation, environment, social connectedness and more. We believe that this site will serve a diverse set of academic and community research needs.

Several Price School research centers have also recently collaborated and convened national conferences on the topics of urban poverty, prioritizing place, and activating markets for social change which led to an op-ed, co-authored by Price faculty members, Dr. Marlon Boarnet and Dr. Gary Painter, in the Los Angeles Times proposing an innovative idea to leverage resources from transit development for underserved communities.³

³ See Appendix G for Los Angeles Times Op-Ed, "How L.A. can improve its return on our multibillion-dollar transit investment."

Unfortunately, these efforts have not always been cataloged in ways that highlight the cumulative impact of this research portfolio at Price. Under the leadership of Dr. Neeraj Sood, Vice Dean for Research and Director of Research at the USC Schaeffer Center for Health Policy and Economics, we have made significant gains to recognize the impact of our faculty research. On a monthly basis, we now collect information faculty publications, research contracts and grants, presentations, media mentions of faculty research, and other noteworthy faculty awards and achievements. In concert with our communications team, we will make this body of work more robust, and more visible inside Price, across the USC campus and beyond.

Partnerships with Other Schools

The Price School is currently involved in multiple across-school efforts that address issues of equity, in research and practice. For example, Price faculty recently secured a grant for an *Interdisciplinary Research Initiative on Race, Class, and Arts in Urban Place-making*, engaging 17 faculty from across USC, including six from the Price School. We will continue targeted efforts to engage additional partners in this work, as well as work toward more strategic placement of the results from these projects.

School-Wide Annual Events

Our annual student-led *Students of Color and Allies Policy Forum*, held each spring since 2014, will receive additional School support and will serve as one of two school-wide annual events focusing on issues of racial justice and public policy.

An example of our planning for the second event in the fall is the Black Lives Matter event hosted at Price this November. Close to 200 members of the community attended this event, which was co-sponsored by Price student organizations and research centers.



Endowed Chair in Social Justice and Inclusion

Our goal is to be a scholarly leader across all our fields in public policy. One transformative strategy we will pursue is to secure sufficient funds to create a new endowed chair in Social Justice and Inclusion at the Price School. This position will be filled by a scholar who is an outstanding leader in research and public policy in one of our representative fields: public policy, urban planning, governance and administration, and health.

Post-Doctoral Fellowship and Research Excellence Awards

To connect with new scholars, we will add an annual fellowship that will bring in at least one post-doctoral fellow a year, with research interests in social justice and public policy. Finally, in support of our efforts to further gauge the impact of faculty research, we will have an annual award for faculty research that has had an impact in areas of social justice and public policy.

2. Engaging Practitioners in Our Relevant Fields of Interest to Aid in the Translation of Our Scholarly Work from the World of Ideas to the World of Action

Examples of how we teach diversity, social justice and inclusion are evident in our core courses and electives, from undergraduate to doctoral programs. Case studies, simulations, and consultative projects are just a few of the ways we introduce diverse voices and perspectives into the curriculum. The ability to integrate issues related to Los Angeles and its diverse population provides a solid platform for us to connect theory to practice.

Given our focus on connecting theory to practice, we will continue to develop our connections to practitioners in our relevant fields, locally, nationally, and globally. In addition to alumni that have attained prominence in their professions, we will expand our networks to expose members of the Price community to individuals and organizations that are also working to transform how we solve problems in ways that involve more inclusive decision-making. Their insights and input will also be used to develop the Price Speaker Bank and Case Series mentioned previously.

Following are relevant benchmarks for our academic and practitioner informed research in justice and public policy goals and activities.

Benchmarks of Success

2022 Academic and Practitioner Informed Research and Outreach in Justice and Public Policy Benchmarks

1. Secure support to recruit and hire an endowed chair in *Justice and Inclusion*;
2. Attain national recognition in media outlets and scholarly associations for our research on social justice in public policy, planning, and other affiliated fields; and,
3. Influence practices and procedures in public policy, planning, and other affiliated fields through our research and practice.

The following appendices specify our goal action items with timeline, plan process timeline, proposed budget, fundraising activities around community, a comparison of Price School and USC campus demographics, Price School demographics, Los Angeles Times Op-Ed, and our taskforce and committee members.

We recognize that our benchmarks are aspirational but we choose to be ambitious as we strive to improve the climate here at Price and demonstrate the possibility of transformation for USC broadly.

As you see from our plan, we are committed to lead by example--starting with the Price school's mission to improve the quality of life for people and their communities. We are equipped to put this plan and its proactive measures and processes into action.

Inclusive Excellence at Price models the transformation that we seek for all of USC and we are determined to fulfill its mandate to support all members of our community, to cultivate an open exchange of ideas, transparency, and mutual respect, and to work toward cultural competency, social justice, and inclusion.

IV. Appendices

Appendix A. Action Items by Goal Area

Cultural Competency Action Items	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Two school-wide events per year focusing on issues of racial justice and public policy	X	X	X	X	X
Multiple listening sessions and cultural salons per semester	X	X	X	X	X
Launch and maintain communications architecture	X	X	X	X	X
Require curriculum plans from programs	X				
Implement curriculum changes to program accrediting standards		X	X	X	
Climate surveys every year	X	X	X	X	X
Develop Price speaker bank	X	X	X	X	X
Develop Price case series	X	X	X	X	X
Faculty and Staff cultural competency training	X	X	X	X	X
Eliminate all male and all white expert panels (aka <i>manels</i> and <i>whanel</i> s)	X	X	X	X	X
Plan facilities changes	X				
Install ADA – compliant door openers in RGL, including classrooms, office suites, and public facilities.		X	X	X	X
Create gender-neutral “family bathroom” on ground floor of RGL		X	X	X	X
Create and maintain lactation room		X	X	X	X

Appendix A. Action Items Cont'd

Recruitment, Inclusion, and Career Resources Action Items	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Launch <i>Diversity Fellows</i> program	X	X	X	X	X
Launch <i>Justice-in-Internships</i> program			X	X	X
Launch <i>First Gen Global</i> program		X	X	X	X
Launch <i>Research to Opportunity</i> program			X	X	X
Mentoring and strategic course relief for associate professors	X	X	X	X	X
Mentoring and strategic course relief for assistant professors	X	X	X	X	X
<i>First Gen</i> programming with Professional Schools	X	X	X	X	X
Fundraising for student programming	X	X	X	X	X
Fundraising for faculty support in justice and diversity related programs	X	X	X	X	X

Appendix A. Action Items Cont'd

Academic and Practitioner Informed Research in Justice and Public Policy Action Items	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Fundraising for new Price endowed chair in justice and inclusion	X	X	X		
Recruit and hire Price endowed chair		X	X	X	X
Fundraising for faculty support in justice and diversity related programs	X	X	X	X	X
Highlight programming of faculty research that informs the themes of justice and public policy	X	X	X	X	X
Confer research and mentoring awards for excellence in the themes of justice and public policy		X	X	X	X
Develop <i>Price Speaker Bank</i>	X	X	X	X	X
Develop <i>Price Case Study Series</i>	X	X	X	X	X

Appendix B. Plan Development Process and Timeline

This plan is the product of nearly two years of engagement with faculty, staff, and students in the Price School. This appendix presents the timeline and activities of the Price School during this time period.

1. Task force formulation, fall 2015, chaired by LaVonna Lewis
2. Listening sessions with students, fall 2015, spring 2016
3. Individual meetings with students, faculty, and staff (nearly 30 meetings, from fall 2015 until fall 2016)
4. Curriculum, recruitment and retention, and communications subcommittee, spring 2016
5. Events subcommittee formed, fall 2016
6. Preliminary meeting with Price Faculty Council, September 2016
7. Preliminary meeting with Price Student Groups, September 2016
8. First draft circulated to the Task Force, October 31, 2016, comments and revisions solicited.
9. First draft circulated to Price Faculty Council, November 2016
10. First draft circulated to Price student associations for comments, November 2016
11. Revised Plan to Diversity & Inclusion Task Force, November 2016
12. Revised Plan to Price Faculty Council December 2016
13. Revised Plan to Price Dean's Council December 2016
14. Final Plan to Provost Quick December 2016

Appendix C. Budget

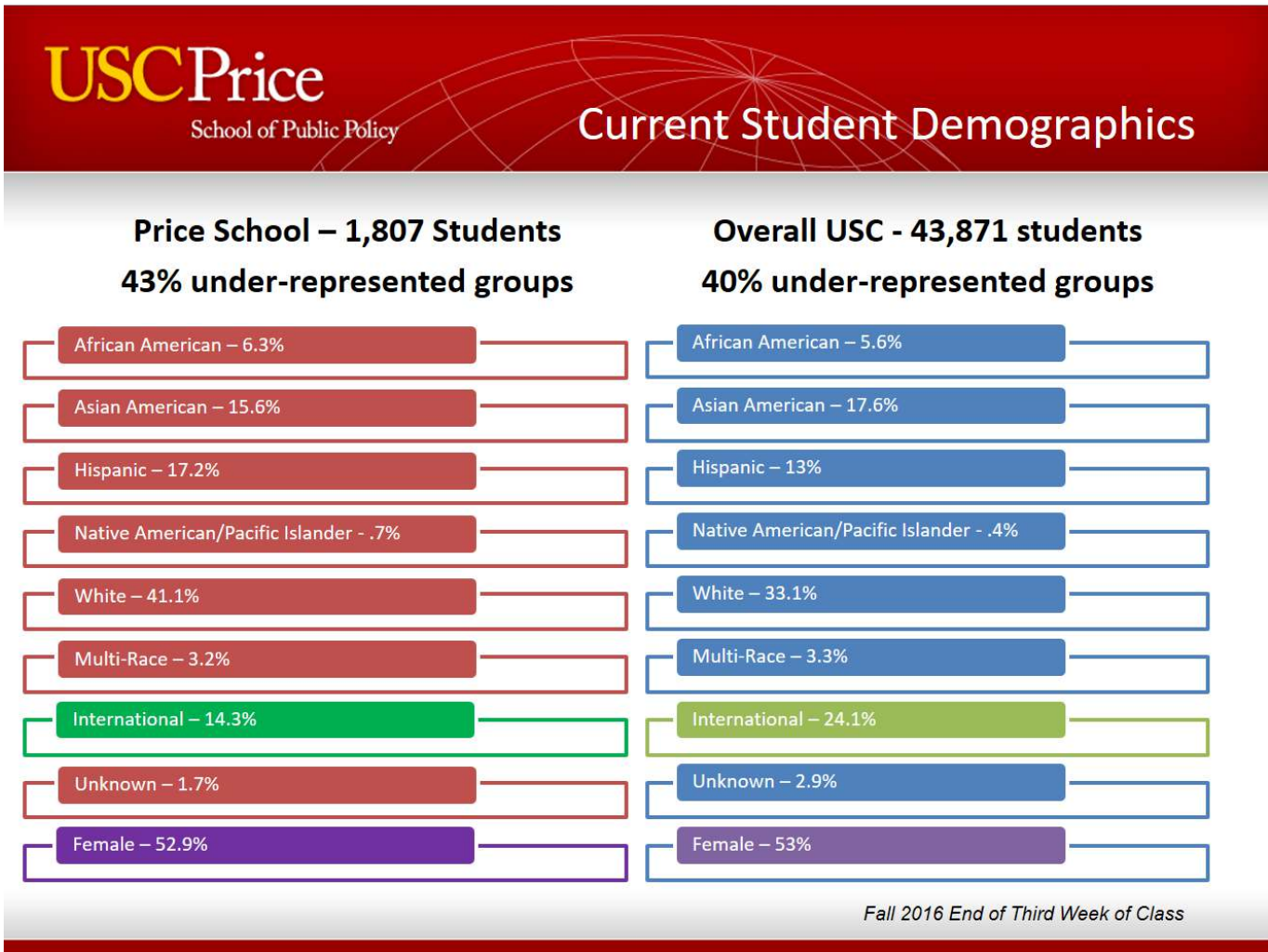
	2017-18	2018-19	2019-20	2020-21	2021-22
Cultural Competency					
Curriculum Development	50,000	50,000	50,000	50,000	50,000
Faculty training	25,000	25,000	25,000	25,000	25,000
Speaker Bank	1,000	500	500	500	500
Case Study Series	5,000	5,000	5,000	5,000	5,000
Annual Survey	250	250	250	250	250
<i>subtotal</i>	<i>81,250</i>	<i>80,750</i>	<i>80,750</i>	<i>80,750</i>	<i>80,750</i>
Pipeline Programs					
Undergraduate Recruitment*	200,000	200,000	200,000	200,000	200,000
Graduate Recruitment	50,000	50,000	50,000	50,000	50,000
Diversity Fellows*	20,000	20,000	20,000	20,000	20,000
Justice-in-Internships*	25,000	25,000	25,000	25,000	25,000
First Gen Global Field Experiences*	100,000	100,000	100,000	100,000	100,000
First Gen Research in Opportunity*	10,000	10,000	10,000	10,000	10,000
Mentoring Programs	5,000	5,000	5,000	5,000	5,000
<i>subtotal</i>	<i>410,000</i>	<i>410,000</i>	<i>410,000</i>	<i>410,000</i>	<i>410,000</i>
Research in Justice and Public Policy					
Endowed Chair*	250,000	250,000	250,000	250,000	250,000
Faculty Research Awards	10,000	10,000	10,000	10,000	10,000
Faculty Mentoring Awards	10,000	10,000	10,000	10,000	10,000
<i>subtotal</i>	<i>270,000</i>	<i>270,000</i>	<i>270,000</i>	<i>270,000</i>	<i>270,000</i>
<i>Total Annual Expenditure</i>	<i>761,250</i>	<i>760,750</i>	<i>760,750</i>	<i>760,750</i>	<i>760,750</i>
Additional One-Time Expenditures					
Web site development	500,000				
Gender Neutral Restroom/Lactation Room	1,000,000				
ADA Compliant Building and Class Entries	5,000,000				
<i>Total</i>	<i>6,500,000</i>				
<i>*costs expected to be covered by fundraising efforts</i>					

Appendix D. Fundraising Activities Around Community

USC Price Fundraising Activities around community, outreach and diversity

- **Looking Beyond Scholarship:** We have requested the Looking Beyond Foundation to pledge \$500,000 for scholarship funding for students with special needs. This will build upon our current scholarship from the same organization which grants \$15,000 a year to students with special needs.
- **Diversity Initiative Scholarship Funding and Outreach Activities:**
 - **ELARA:** We are working with the East Los Angeles Renaissance Academy (ELARA) to provide exposure to USC Planning program. We are providing funding to USC Price students to work in the high school classroom and to bring ELARA high school students to USC.
 - **South Central Scholars:** We are partnering with South Central Scholars to connect students with Price faculty to showcase potential academic career paths in the fields beyond STEM, including public policy and administration
 - **MPL Diversity Workshop & Scholarship:** We have created a workshop to attract students from underrepresented minorities into the planning program. We also have a scholarship fund set up around this effort.
 - **USC Diversity in Healthcare Leadership Initiative:** The enrichment program is designed to increase both local high school and a national pool of undergraduate students' awareness of healthcare management as a career and is offered in both Sacramento and Los Angeles.
 - **Additional High School Outreach:** We are raising funding for a concerted effort to reach students in the 14 LAUSD high schools located within the two Promise Zones in Los Angeles. Working with high school counselors, a focused, culturally competent recruiter will identify high-potential students in their sophomore and junior years and develop individual action plans for each to support their college readiness and application to USC and USC Price. In addition, we are forming a similar partnership with Verbum Dei in Watts, CA.
- **Women in Real Estate:** We have raised \$10,000 to fund scholarships for women studying real estate and plan to ask a donor for \$1 million to endow this fund.
- **Foster Youth Scholarship:** We have developed a proposal and asked a donor to fund a \$1.5 million dollar for students who were formerly in the foster care system.
- **Endowed African-American Scholarship Fund:** We asked a donor for endowment gift of \$1 million to increase recruitment efforts and scholarship support for highly qualified African American students, at either the graduate or undergraduate level.
- **Learning to Excel Academically and Professionally (LEAP):** We have raised close to \$1million dollars for our undergraduate LEAP program, which includes scholarship funding, Lab experiences, and safety net funds for students who face unexpected financial hardship.

Appendix E. Comparison of all Price School and USC Campus Student Demographics, 2016



Appendix F. Price School Community Demographics

TENURE TRACK FACULTY (38 total)	FEMALE (13)	%	MALE (25)	%
Assistant (10)				
Black or African American	0	0%	0	0%
Asian	1	10%	0	0%
Hispanic or Latino	1	10%	1	10%
India, Pakistan, Asian subcontinent	0	0%	0	0%
White/Caucasian	5	50%	2	20%
In-rank		70%		30%
Associate (8)				
Black or African American	0	0%	0	0%
Asian	1	12.5%	0	0%
Hispanic or Latino	1	12.5%	0	0%
India, Pakistan, Asian subcontinent	0	0%	1	12.5%
White/Caucasian	2	25%	3	37.5%
In-rank		50%		50%
Full (20)				
Black or African American	0	0%	1	5%
Asian	0	0%	2	10%
Hispanic or Latino	0	0%	0	0%
India, Pakistan, Asian subcontinent	0	0%	1	5%
White/Caucasian	2	10%	14	70%
In-rank		10%		90%

Appendix F. Price School Community Demographics Con't

RESEARCH, TEACHING, PRACTICE, AND CLINICAL FACULTY (28 total)	FEMALE (16)	57%	MALE (12)	43%
Teaching Faculty (9)				
Black or African American	1	11%	0	0%
White/Caucasian	4	44.5%	4	44.5%
In-Category		55.5%		44.5%
Teaching Faculty-Non-Resident (4)				
White/Caucasian	3	75%	0	0%
Did Not Self Identify	0	0%	1	25%
In-Category		75%		25%
Research Faculty (6)				
White/Caucasian	3	50%	1	16.7%
Asian	1	16.7%	0	0%
Did Not Self Identify	1	16.7%	0	0%
In-Category		83.3%		16.7%
Professors of the Practice (9)				
Black or African American	0	0%	2	22.2%
White/Caucasian	3	33.4%	4	44.4%
In-Category		33.4%		66.6%

Appendix F. Price School Community Demographics Cont'd

STAFF (149 total)	FEMALE (101)		MALE (48)	
Black or African American	11	7%	2	1%
Asian	21	14%	7	5%
Hispanic or Latino	9	6%	5	3%
India, Pakistan, Asian subcontinent	3	2%	1	.7%
White/Caucasian	49	33%	31	21%
Filipino or Malaysian	5	3%	1	.7%
American Indian or Alaska Native	1	.7%	0	0%
Indigenous people from North, South, or Central America	0	0	1	.7%
Native Hawaiian or other Pacific Islander	1	.7%	0	0%
Southeast Asian	1	.7%	0	0%
POSTDOCTORAL SCHOLARS (10 total)	FEMALE (5)		MALE (5)	
Asian	2	20%	0	0%
Hispanic or Latino	0	0%	2	20%
White/Caucasian	2	20%	3	30%
Indigenous people from North, South, or Central America	1	10%	0	0%

Appendix F. Price School Community Demographics Cont'd

Fall 2016 STUDENTS (1807 total)		
Race/Ethnicity	Count	%
Native American	5	0.28%
Asian American	281	15.55%
African American/Black	114	6.31%
Latino/Hispanic	310	17.16%
Native Hawaiian/Pacific Islander	7	0.39%
Two or More Ethnicities	58	3.21%
Unknown	30	1.66%
White	743	41.12%
International students	259	14.33%
Gender		
Female	955	52.85%
Male	852	47.15%

Appendix G. Price School Faculty Op-Ed in The Los Angeles Times May 16, 2016

How L.A. can improve its return on our multibillion-dollar transit investment

Marlon G. Boarnet and Gary Painter

Metro's light rail Gold Line expanded east in March, and in a matter of days, its Expo line will link Culver City and Santa Monica, finishing a long-sought rail line between the beach and downtown L.A. Next up, rail through the Crenshaw district, a downtown connector, and the subway-to-the-sea extension of the Purple line to the west side.

In many parts of Los Angeles, all this new transit hasn't just helped people get around, it has fueled development boomlets. In Pasadena, downtown and in Hollywood in particular, new apartment buildings, hotels, offices and stores have been springing up in the vicinity of rail lines. Our regional investment in better public transportation has helped increase the value of land and property along many of the transit routes.

Currently, all that increased value flows primarily to private developers and property owners. They get to charge higher rents and enjoy increasing property values. Fairness suggests that the taxpayers who are footing the bill for the transit lines should share in the wealth that rail creates. Outside the U.S., there are many models of successful programs that allow transit agencies to recoup some of the public's investment and use it to benefit surrounding communities. The practice is called value capture.

The Hong Kong Mass Transit Railway, for example, is operated by MTR Corp. Ltd., a public-private entity that is entitled to buy land near its rail lines, develop it and lease it. Two-thirds of the Hong Kong transit system's revenues come from just such land development and property leases. The money generated by leases has financed expansion, upgrades, and maintenance of the system while keeping fares lower than in many world cities.

In Brazil, transit agencies deploy a variety of tools to capture the value that their projects create. For example, they can sell bonds in the private market that allow developers to pay for enhanced building entitlements. The government sets a base density, and the right to build at higher densities near rail transit is auctioned off. In Sao Paulo, two recent transportation-bond auctions generated \$2.5 billion, which was used to pay for transit and other infrastructure in redevelopment areas.

The transit authority in Curitiba, the capital of the Brazilian state of Paraná, plans a similar program to recoup the cost of converting an urban highway into a boulevard with bus rapid transit. It is auctioning off development rights along the thoroughfare. The money raised will fund new bus terminals, as well as parks and historic preservation.

Here in Los Angeles, Metro has no such tools. It hasn't participated in obvious development booms along the Purple and Red lines and the Gold line. How much added value has it left on the table? Here's a sample: Census data show that apartments built after 2000 — soon after the rail lines opened — in the vicinity of the Pasadena, downtown and Hollywood stations are renting for \$400 to \$900 more a month than those built before 2000. Part of that rent increase is certainly due to the proximity of the taxpayer-financed rail systems that feed the areas.

If Metro had even a share of the increased value it has helped to generate in these neighborhoods it could make a big difference in L.A., where funding for traditional anti-poverty programs and redevelopment is stagnant. For instance, value captured from downtown L.A. development could aid communities along Metro's Blue line in South L.A., where economic renewal has not been robust.

Metro, and other transit agencies, should be allowed to establish what are known as Enhanced Infrastructure Financing Districts. The districts would cover Metro's rail system, extending into the neighborhoods around transit stations and matching the service area. In these areas, Metro would have the authority to, at the least; assess a tax on the increase in land value created by public rail investments. But its district powers could go beyond that as well. It could also be allowed to buy and develop land, at market rates, and hence build near stations or in the airspace above subway entrances.

In return for the authority to tax or to develop property, Metro projects should be required to meet affordable-housing targets or it should set aside some portion of its tax revenues for that purpose. Some of the money could also be earmarked for the transit system itself, as in Hong Kong, or for parks and other projects, as in Brazil.

L.A. Metro can — and should — be much more than a people mover. Armed with the power to capture the value its growth is creating, it could recycle taxpayer-funded rail transit into a force to do even more to lift the city, especially our neediest neighborhoods.

Marlon G. Boarnet is professor and chair of the Department of Urban Planning and Spatial Analysis at the USC Sol Price School of Public Policy. Gary Painter is a professor of public policy and director of the USC Sol Price Center for Social Innovation.

Appendix H. Task Force Members (2015-2017) and Recommended Membership for Price Standing Committee on Diversity and Inclusion

2015-2017 Task Force Members

Antonio Bento (Faculty representative 2015-2017)

Sarah Esquivel (Recruitment & retention subcommittee chair, staff representative 2015-2017)

Christina Gutierrez (Events subcommittee chair, student representative 2015-2016)

Felix Huang (Student representative 2015-2016)

Pernell Jones (Alumni representative 2015-2017)

LaVonna Lewis (Chair 2015-2016)

Juliet Musso (Faculty representative 2015-2016)

Mary Peralta (Staff representative 2015-2017)

Janis Petersen (Communications subcommittee chair, staff representative, 2015-2017)

Carol Rush (Staff representative 2015-2017)

Lisa Schweitzer (Chair 2016-2017)

Leslie Shim (Student representative 2016-2017)

Shane Swerdlow (Alumni representative 2015-2017)

Michael Thom (Faculty representative 2015-2016)

Dana Webster (Staff representative, 2016-2017)

Donnajean Ward (Dean's office representative, 2015-2017)

The Price School extends our sincere gratitude to the members of the Price Community who volunteered for this planning effort.

Appendix H. Cont'd

Recommended Membership for Price Standing Committee on Diversity and Inclusion

The Task Force assembled to produce this plan was charged to act quickly produce recommendations for both short and long term change in the Price School.

To support the implementation of their recommendations contained within this plan, Price will create a Standing Diversity & Inclusion Committee that will support the Diversity Liaison and School departments as they move forward with the elements of the plan.

The standing committee includes more student representation to help guarantee student voices and concerns are heard and addressed over time.

The committee chair will be appointed by the Office of the Dean.

Composition of the Standing Committee

- Price Society of Black Students
- Asian & Pacific Islander Caucus
- Partnership for an Equitable Los Angeles
- Associated Students of Planning and Development
- Queer Policy Caucus
- Latino Student Association
- Price Women and Allies
- 2 Representatives from undergraduate programs
- Faculty representatives from each department
- 3 alumni representatives
- Diversity Liaison
- Staff representatives from each of the units responsible for actions in the plan