



MOR 560 (Section 16693R)
Managerial Judgment and Decision-Making
JKP-204, Tu – Th, 5:00 – 6:20PM
Fall 2021

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Course Overview

To expect the unexpected shows a thoroughly modern intellect. Oscar Wilde

The more things change, the more they remain the same. French Proverb

The observer affects the observed. Heisenberg

No problem can be solved within the same consciousness that created it. Einstein

A problem well-stated (framed) is a problem half-solved. John Dewey

Decision-making is an inherently emotional business. David Brooks

COURSE POSITIONING

Covid-19, WFH, social isolation, #BLM, #metoo, social justice, corporate diversity-equity-inclusion initiatives, immigration policies, globalization-deglobalization-reglobalization, shifts in the balance of world order, domestic and international travel, digital transformation, supply chain threats and no less than the entire reconceptualization of the future of work, the workplace and jobs/careers have all been brought into question in the present and very recent past. This unique confluence of circumstances and events can be characterized as no less than a “mess” (an apt term coined by decision theorist Russell Ackoff) or what has more popularly come to be recognized as “wicked problems”.

Without doubt, we have entered into an extreme age of volatility, uncertainty, complexity and ambiguity (VUCA). Institutions, businesses, and our very social order are being disrupted in an ongoing way. In the face of all of this turbulence and unpredictability, our conventional play-books no longer apply. So much so that even at the level of our very individual decisions to stay at home or go out, to wear a mask or not, to practice spatial distancing or not, must be continually re-evaluated. We are left to wonder, what is one to do? In this radically VUCA-ized world characterized by voluminous yet incomplete information and continuous challenges to source credibility, the role of both rationality and judgment in decision-making become even more significant.

Aside from breathing, there is probably no more ubiquitous human activity than decision-making. From the everyday and routine (what to eat for breakfast, following your daily habits) to the unusual and unique (reference the above plus the personal such as purchasing a house, getting married, creating/changing professional direction), decision-making is omnipresent.

As humans, we are literally making thousands of decisions on a daily basis. Some are consequential, many are not. Some operate at the level of our conscious awareness, most do not. Given the pervasiveness of decision-making and its significance in our personal and

professional lives, it is important to better understand the role of intuition, rationality and judgment in our decision process, and to better understand oneself as a decision-maker.

The purposes of this course are to (1) understand the relative importance of intuition and rationality in the formation of our judgments, and (2) enhance our ability to make effective decisions. We will do so by examining contemporary thinking derived from the fields of decision theory, cognitive science, behavioral finance and economics, and organizational behavior.

LEARNING OBJECTIVES:

By the conclusion of this course, participants will be able to:

1. Develop a multi-dimensional personal profile of oneself as a decision-maker (create)
2. Formulate well-crafted problem statements (create)
3. Analyze decision problem statements for biases and constraints (analyze)
4. Select, justify and apply decision tools based upon the nature and type of decision problem (apply)
5. Identify (understand) and appraise decision-making pitfalls and traps (evaluate)
6. Apply concepts and methods of rationality and judgment to individual and team decisions (apply)

The course is very applied in its orientation. It is structured by themes and applications.

The four major organizing themes are:

1. The person: attention will be given to who you are as a decision-maker. What factors and experiences shape your approach to decisions and your decision-making style?
2. The problem: attention will be given to how you structure problems. How do you formulate and construct problems, and how does this process of formulation and construction fundamentally shape and define the probable solution? How is your perception and identification of problems shaped by both intuition and rationality?
3. The process: attention will be given to a variety of tools and methods for decision-making. Which tools/methods/approaches are best suited for different types of problems?
4. The pitfalls: attention will be given to the traps and pitfalls inherent in decision-making. What are the cognitive biases and limitations that interfere with our ability to make the most effective decisions?

The applications include:

- (1) Individual decision-making: attention will be given to the art and science of individual decision-making. How can we leverage self-knowledge and self-awareness, intuition, and analytical skills and techniques to enhance judgment and decision effectiveness?
- (2) Team decision-making: attention will be given to the process of team decision-making. How does team decision-making differ from that of individuals? What factors contribute to dysfunctional team decision processes, and what contributes to effective team decision processes and outcomes?

Course Format

The course will be delivered through lecturables and applied exercises – be they decision cases, judgment situations or decision-making exercises. In a given class session, you can expect any combination of lecture, class discussion, case analysis or experiential activity and/or video. Given the evolution of learning models, we will look for opportunities to “flip” the classroom.

Each class session requires advance preparation and active participation. **Some activities may require that you meet with others outside of class as part of pre-class preparation.**

Keys to Class Success

CLASSROOM POLICIES - FALL 2021

1. Active class participation is important in achieving the learning objectives for this course. Unless students provide an accommodation letter from USC OSAS or from Marshall detailing visa or travel restrictions, attendance and active participation is expected in the classroom.
2. Any student with such accommodations should submit their accommodation document to their instructor as soon as possible. Your instructor will then provide regular access to a recording of the class and an opportunity to regularly make up missed in-class participation.
3. Students who are experiencing illness should not attend class in person. Please inform the instructor in advance of the class session to discuss what accommodations will be made to allow for the make-up of missed class work and missed in-class participation. Students will not be penalized for not attending class in person under these circumstances.

There are three keys to getting the most out of this course:

- Do the readings. Grasp the key concepts of judgment and decision-making. Reflect upon and apply concepts in your preparation for, and participation in, each class, case or activity. Coming prepared will enhance your learning as well as that of the entire class and, ultimately, your individual and our collective team decision-making effectiveness.
- Design personal learning experiments. Think about your own reasoning, judgment and decision style and process, as well as your sense of your personal decision-making effectiveness. What works for you? What doesn't? Where do you get yourself in trouble in your reasoning and personal decision-making process? Formulate hypotheses and design “experiments” to modify your style to enhance your effectiveness. These will be incorporated into your personal self-assessment and developmental action plan.
- Reflect on your decision-making experiences. Draw out the principles that explain your choices and how those are likely to apply (or not) in future decisions.

The bulk of the work is devoted to preparing for, experiencing, and debriefing a variety of decisions and situations.

Course Materials

Texts (required):

Russo, J.E., & Schoemaker, P.J.H. (2002). *Winning Decisions: Getting It Right the First Time*. New York: Doubleday (ISBN 0749922850, pbk.). [abbreviated R&S below]
Generally recognized as the best available “how to” make managerial decisions book.
Available at USC bookstore and on Amazon (~\$22)

Self-Assessment Instruments. A fee (payable either to me or an identified 3rd-party) will be required for some instruments

Course Readers. Required articles and cases available through HBS Publishing

Readings (Articles): <https://hbsp.harvard.edu/import/849842> (\$72.25)

Cases: <https://hbsp.harvard.edu/import/849845> (\$34)

Simulations: <https://hbsp.harvard.edu/import/849840> (\$30)

Summary of Course Assignments

Scores and grades for this course are assigned based on completion of, and relative performance on, the following:

1. Preparation & Participation	10%
2. Personal Assessment: Self as Decision Maker	20%
3. Problem-Solving a Personal / Professional Problem	20%
4. Case Analyses (two @ 15% each)	30%
5. <u>Team Decision-Making Analysis</u>	20%
TOTAL	100%

Details and due dates are described and summarized in the Schedule of Sessions (pgs 8 – 11).

Course Assignments and Grading

NOTE: Written requirements MUST BE SUBMITTED BY WAY OF BLACKBOARD NO LATER THAN THE BEGINNING OF CLASS ON THE ASSIGNED DUE DATE

1. Class Preparation and Participation (10%)

Student Information Survey – **due Saturday, August 21**

Using the link below, complete brief Qualtrics student information survey

https://usc.qualtrics.com/jfe/form/SV_808hJkNaxscJTZX

Self Assessment and Goal Statement – **due Thursday, August 26, start of class**

Complete a goal statement (< 1 page double-spaced). Include a frank assessment of your decision-making strengths and weaknesses (1 paragraph) and a declaration of a personal goal – what you want to get out of the course (1 paragraph). You may also identify the **3** major difficulties encountered in your past decision-making, and **3** things you would most like to improve about your decision-making.

Preparation – **weekly**

Involves completing the assigned readings and preparing assigned cases.

Participation – **weekly**

In class discussions involves **active** participation that **contributes** to the class. Class discussions will be aided by cold-calling and monitored, as appropriate, through the chat function in zoom. Active participation means asking questions, answering questions, making observations, commenting on other students' comments, challenging a view, and representing your break-out groups observations and insights. Making a contribution means your comments actually move discussion forward.

2. Learning Experiments and Personal Self-Assessment (20%) – *due October 5*

Successful C-level executives consistently report that the single most important activity contributing to their overall effectiveness is the development of self-insight, and the translation of that into their management and leadership practice. This course enables you to do just that!

Personal Self-Assessment. You will receive a cross-section of individualized feedback through a variety of self-assessment instruments. Each instrument is deemed useful in better understanding yourself broadly, but as a decision-maker, specifically. Together, they represent an invaluable tool for personal reflection, building self-awareness, and advancing your personal development. Assessments include: Decision Style Inventory, Learning Style Questionnaire, Problem-Solving and Decision-Making Profile, Workplace Curiosity Scale, Strength Deployment Inventory (SDI), and a Values Self-Assessment. You may also draw upon MBTI or other generally accepted self-assessments.

Learning Experiments. Each participant will design and conduct at least three (3) personal learning experiments intended to improve or enhance your judgment and decision-making skills and/or style. A learning experiment is derived from reflection upon an “as is” condition, where an “as is” condition is linked to “concrete experience” (to be defined and illustrated in class). A learning experiment is based upon an “if – then” hypothesis about behavior and its consequences that is derived from an “as is” condition. It might take the following form: “Given my dissatisfaction with a current situation (as is), *if* I try new behavior (style) X, *then* outcome Y will happen”. Your experiment will be a test of the validity of the hypothesis. The setting for a learning experiment is any situation or activity that presents you with a personally meaningful decision-making/judgment opportunity.

For each experiment, specify the following:

- The context or situation giving rise to an experiment
- The purpose or objective of the experiment including an “if..., then...” hypothesis
- The relevance or personal meaning of the experiment
- The action or behavior undertaken
- An assessment of your effectiveness in executing the experiment
- A statement of the outcome of the experiment
- A statement as to how, if at all, your first learning experiment informed the design and execution of your second learning experiment. As appropriate, a statement as to how, if at all, your second learning experiment informed the design and execution of your third learning experiment (the learning spiral)

The Deliverable: An integrated assessment of self as decision-maker with a personal development action plan. Briefly address each of the following:

PART A – Self-Assessment Instrument Feedback

- Reflect on your self-assessment feedback. Identify and discuss any patterns, relationships, connections.
- How would you characterize yourself as a decision-maker given this feedback?
- What do you now see as your decision-making strengths? Shortcomings?
- How might your style interfere with achieving the outcomes you desire?
- How do you rate your personal effectiveness in making managerial judgments and decisions?

PART B – Learning Experiments

- Restate (modifying as appropriate) the learning goals you submitted at the second class session.
- Briefly describe each of your three learning experiments in terms of its goal, hypothesis, implementation, and outcome. Include a statement of your perception of each experiment's effectiveness.
- What did you learn?
- How, if at all, have your experiments affected your decision-making style and skills?

PART C – Personal Development Plan

- Given your self-identified strengths and shortcomings as a decision-maker, and taking into account the experiences and the outcomes of your personal learning experiments, what new learning goal(s) can you formulate for yourself?
- Develop a personal development action plan to address your identified areas for development. Your development plan should be specific and actionable; that is, it should identify specific activities and/or behaviors, milestones, a timeline, and some characterization of how you would assess the outcomes of your plan.

3. Problem-Solving a Personal / Professional Problem (20%) – *due November 2*

Identify a meaningful current personal or professional problem that you are facing. Utilizing appropriate course concepts and tools, (1) illustrate the use of multiple lenses and converge on a problem frame, (2) gather and analyze appropriate data, (3) generate and evaluate possible alternatives, (4) formulate a solution/decision, and (5) identify possible pitfalls and how they can be addressed. Be sure to appropriately identify relevant tools and concepts. Provide bibliographic references. (See R&S, pg 7).

4. Two Case Analyses (15% each = 30%) – *due start of class of assigned case*

Each student will write up a case analysis for two of the three (3) assigned cases. Cases will be evaluated based upon the selection and application of appropriate tools and concepts, as well as the quality of the rationale developed to support your approach, and decision and action recommendations.

Assume that I have read and am familiar with the case situation; therefore, do NOT simply reiterate known case information – use case data tactically to support your framing of the problem and your recommendations.

The cases available for write-up and their due dates include the following:

- Shellye Archambeau: Becoming a CEO (A), *September 7*
- Basic Industries, *September 21*
- BRL Hardy: Globalizing an Australian Wine Company, *October 19*

At your discretion, you may choose to submit analyses on all three cases. If so, your two best scores will be used to determine your case grade (30% of total grade).

A basic case write-up format is provided below. Treat each of these as bold-faced section headers in the form of a sentence as suggested here. Follow each section header using paragraphs and bullets, as appropriate, with the data, rationale, etc that supports the assertion made in the header:

- The **problem(s)** that must be addressed is (are) _____. (outline problem)
- The **situation** the protagonist/decision-maker is facing is _____. (root issues)
- The **opportunity** for the protagonist is _____, and her/his **challenge** is _____.
- To address the problem X is facing, my **recommendation** is _____. (recommendations)

5. Team Decision Process Analysis (20%) – *due December 2*

A group team paper is required. The target length for the paper is five-to-seven pages of 12 point, double-spaced, paginated text excluding bibliography and appendices. This will be accompanied by a brief team presentation on Dec 2 or Dec 9. The optimal group size will be based on the number of students enrolled.

Topic. The team project entails a reflective account of your team’s decision-making process as you experienced it through the three team decision-making exercises: *consensus, devil’s advocate, dialectical inquiry*.

Be sure to address the relevance of team decision concepts and processes. How do various concepts inform your (a) reflections of your own team’s decision processes, and (b) understanding of team decision making?

You may find it useful to include clips from your three different team case discussions, as well as references to the qualtrics data. Total class and team responses to ALL questions will be available in spreadsheets posted to Blackboard.

ALL written materials must be submitted based on following:

- 12 point Times Roman font
- 1” margins all around
- Pages numbered

6. Personal Journal (Highly recommended but not required)

Journaling has been empirically demonstrated to be a powerful tool for self-insight and understanding (Jourard, 1971). Developing the habit of keeping a personal journal will yield life-long personal and professional benefits. When it comes to cognition, Weick has observed, “I don’t know what I think until I hear what I say”. Journaling is a form of dialogue and conversation with yourself; an opportunity to pause, listen, and hear what you have to say.

I encourage you to maintain a personal journal that identifies and reflects upon meaningful choice points (Glidewell, 1970; Brooks, 2012, TED, 2013) that arise for you throughout the duration of the course – the anticipated, as well as the unexpected. Take note of precipitating events, your reactions – cognitive and emotional, maybe even physical be they immediate or delayed, and your choices. Were your choices made through System 1 (fast) or System 2 (slow)? How would you evaluate the effectiveness of your choices?

MOR 560 – Managerial Judgment and Decision-Making, Schedule of Sessions, Readings and Deliverables, Fall 2021

Week	Date	Topic / Assignment	Exercise/Deliverable
1	Aug 24	<p>Introduction / Course Overview Alexander, et al (2020), <i>Decision-Making in Uncertain Times</i> (McKinsey) Goel (2009), <i>How Google Decides to Pull the Plug</i> (NY Times) Sheena Iyengar, <i>The Art of Choosing</i> (TED) (link on pg 11)</p>	<p>Complete Student Info Sheet (Qualtrics Survey, Aug 21) Submit One-page Self-Assessment and Goal Statement Optional: Malcolm Gladwell, <i>Choice, Happiness and Spaghetti Sauce</i> (TED) (link on pg 11)</p>
	Aug 26	<p>Setting the Stage R&S, Introduction: <i>Decision-Making in the Real World</i> R&S, C1: <i>Setting the Course</i></p>	<p>Case 0: Dave Armstrong – A (<u>not</u> to be used for case write-up) Exercise: Tradeoffs and Conflicting Objectives</p>
2	Aug 31	<p>Establishing the Decision-Making Context Heifetz, at all, <i>Leadership in a (Permanent) Crisis</i> (HBR) Snowden & Boone, <i>A Leader’s Framework for Decision-Making</i> (HBR) <i>Wicked Problems</i> (scan) Kaku, <i>Hyperspace: Words Beyond Space and Time</i></p>	<p>Given Snowden & Boone’s Cynefin framework, how would you characterize the decision context of businesses right now? Be prepared to justify your answer.</p>
	Sep 2	<p>The Person: Who Am I as a Decision-Maker? Lewin & Stephens, CEO Attitudes as Determinants of Organization Design, <i>Organization Science</i> Friedman (2020), New Zealand’s PM May be the Most Effective Leader on the Planet, <i>The Atlantic</i> Henley & Roy (2020), Are Female Leaders More Successful at Managing CV-19?, <i>The Guardian</i> Glick (2020), Masks and Emasculation: Why Some Men Refuse to Take Safety Precautions, <i>Scientific American</i></p>	<p>In class Exercise: Who am I? In class Exercise: The Power Flower</p>
3	Sep 7	<p>Cheng, For Black Professionals, Unrest Lays Bare a Balancing Act at Work, <i>NY Times</i> Goldberg, For Doctors of Color, Microaggressions Are All Too Familiar. <i>NY Times</i> Anonymous, <i>Decision-Making: An Ethnographic Perspective in a Socially (Un)Just World</i> Chimamanda Ngozi Adichie: The danger of a single story (TED)</p>	<p>Case 1: Shellye Archambeau: Becoming a CEO (A)</p>
	Sep 9	<p>Simon, et al: <i>Making Management Decisions: The Role of Intuition and Emotion</i> Campbell & Whitehead: <i>How to Test Your Decision-Making Instincts</i> (McKinsey)</p>	<ul style="list-style-type: none"> • Honey-Mumford, Learning Styles Questionnaire • Problem-Solving and Decision-Making Profile (Warner) • Risk Attitudes Profiler http://www.humanmetrics.com/risk-taking/quiz

Week	Date	Topic / Assignment	Exercise/Deliverable
4	Sep 14	R&S, C8: <i>Personal Challenges of Learning</i> Gino, <i>The Business Case for Curiosity</i> (HBR) Guest Speaker: Alison Horstmeyer, PhD	<ul style="list-style-type: none"> Multi-Dimensional Workplace Curiosity Scale Strength Deployment Inventory (SDI) Optional: https://audioboom.com/posts/7855268-your-superpower-curiosity-the-curious-advantage-podcast
	Sep 16	Who am I as a Decision-Maker: Integrative Discussion Christensen, <i>How Will You Measure Your Life</i> (HBR)	Decision Style Inventory (DSI) Values Self-Assessment Summary: Who am I as a Decision-Maker
5	Sep 21	The Problem: What is the Problem? Constructing Frames R&S, C2: <i>The Power of Frames</i> R&S, C3: <i>Creating Winning Frames</i> R&S, Interlude A: <i>Improving Your Options</i>	Case 2: Basic Industries
	Sep 23	Framing and Reframing Susman, <i>How to Frame a Message</i> Garvin & Roberto, <i>What You Don't Know About Making Decisions</i> , (HBR) Smith, <i>An Intergroup Perspective on Individual Behavior</i>	Reframing Exercise
6	Sep 28	Systems Theory and Problem Analysis McKelvey (2020), Square Transforms Credit Card Industry Stein (2020), CV-19 Fallout will Haunt US Economy for Years, <i>WaPo</i> Long (2020), The Next Big Problem for the Economy, <i>WaPo</i>	Mapping Systems: In search of Root Causes
	Sep 30	Clarifying Problem Statements Carroll (2020), How Will We Know When It's Time to Re-open?, <i>NY Times</i> El-Erian (2020), How Would You Decide to Restart the Economy? <i>Bloomberg</i>	
7	Oct 5	When Values Count Wheeler & Pillemer, <i>Moral Decision-Making: Reason, Emotion and Luck</i> , (HBS) Urbany, et al, <i>How to Make Values Count in Everyday Decisions</i> (SMR)	*** Personal Self-Assessment due ***

Week	Date	Topic / Assignment	Exercise/Deliverable
7	Oct 7	The Process: How Do I Decide? The Vroom-Yetton Decision Model: Deciding How to Decide Argyris, <i>Teaching Smart People How to Learn</i> (HBR) Tingling & Brydon: <i>Is Decision-Based Evidence-Making Necessarily Bad?</i> (SMR)	Water Jar Application of V-Y model Understanding Your Reasoning Process
8	Oct 12	R&S, C5: <i>Intelligence in the Face of Uncertainty</i> R&S, Interlude B: <i>Technologies for Aiding Decisions</i> Wu, <i>Decision Analysis</i> (HBS)	A Review of Techniques
	Oct 14	Fall Break	
9	Oct 19	R&S, C6: <i>Choosing: A Pyramid of Approaches</i> R&S, Interlude C: <i>Implementing Your Chosen Option</i>	Case 3: BRL Hardy: Globalizing an Australian Wine Company
	Oct 21		Samsung Electronics: Analyzing Qualitative Data (not for individual case write-up)
10	Oct 26		A Review of Techniques (cont'd)
	Oct 28	The Pitfalls: How Do I Get Myself in Trouble? R&S, C4: <i>Avoiding Distortion and Bias</i> Hammond, Keeney & Raiffa: <i>The Hidden Traps in Decision-Making</i> (HBR) Implicit Association Test (IAT) Take a Test (harvard.edu)	Prior to class: <ul style="list-style-type: none"> Complete Judgment in a Crisis simulation Complete at least two Implicit Association Tests (IAT)
11	Nov 2	Teams / Participation: What's Different About Teams? R&S, C7: <i>Managing Group Decisions</i>	Lecturette / Discussion: Team Decision-Making *** Personal Problem-Solving Paper due ***
	Nov 4	Eisenhardt, et al, <i>How Management Teams Can Have a Good Fight</i> (HBR)	Team Decision Exercise A – <i>Growing Pains</i> (not for individual case write-up)
12	Nov 9	Rogers & Blenko: <i>Who has the D?</i> (SMR) Lunenburg, <i>Devil's Advocacy and Dialectical Inquiry: Antidotes to Groupthink</i>	Team Decision Exercise B – <i>When Key Employees Clash</i> – <i>NOTE: this is NOT the same case referred to in the instructions for Decision-Making Exercise C</i> (not for individual case write-up)
	Nov 11	Brett, et al, <i>Managing Multicultural Teams</i> (HBR)	Team Decision Exercise C – <i>The Case of the Unhealthy Hospital</i> (not for individual case write-up)

Week	Date	Topic / Assignment	Exercise/Deliverable
13	Nov 16	Teamwork 5 Dysfunctions The Table Group	Team Decision Exercise Debrief
	Nov 18	Moldoveanu & Martin, <i>Stretching the Mind: Developing an Adaptive Lens to Deal with Complexity</i> Maubossin, <i>Embracing Complexity</i> (HBR)	Patient Zero (sim)
14	Nov 23	Lovallo & Sibony, <i>Distortions and Deceptions in Strategic Decisions</i> , (McKinsey)	Debrief Patient Zero
	Nov 25	Thanksgiving	
15	Nov 30	Bringing it All Together – Recap and Review R&S, C9: <i>Learning in Organizations</i> R&S, Epilogue: <i>Learning into Action</i>	
	Dec 2	Team Presentations (partial)	
	Dec 9	FINAL EXAM, 4:30 – 6:30PM; Team Presentations (final)	

Links:

- Sheena Iyengar: [Sheena Iyengar: The art of choosing | TED Talk](#)
- Malcolm Gladwell: [Malcolm Gladwell: Choice, happiness and spaghetti sauce | TED Talk](#)

Statement on Academic Conduct and Support Systems

Academic Conduct:

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Part B, Section 11, “Behavior Violating University Standards” <https://policy.usc.edu/scampus-part-b/>. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct>.

Support Systems:

Counseling and Mental Health - (213) 740-9355 – 24/7 on call
studenthealth.usc.edu/counseling

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

National Suicide Prevention Lifeline - 1-800-273-8255 suicidepreventionlifeline.org

Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

Relationship and Sexual Violence Prevention and Services (RSVP) - (213) 740-9355(WELL), press “0” after hours – 24/7 on call studenthealth.usc.edu/sexual-assault

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

Office of Equity and Diversity (OED)- (213) 740-5086 | *Title IX* – (213) 821-8298 equity.usc.edu, or titleix.usc.edu

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants. The university prohibits discrimination or harassment based on the following *protected characteristics*: race, color, national origin, ancestry, religion, sex, gender, gender identity, gender expression, sexual orientation, age, physical disability, medical condition, mental disability, marital status, pregnancy, veteran status, genetic information, and any other characteristic which may be specified in applicable laws and governmental regulations. The university also prohibits sexual assault, non-consensual sexual contact, sexual misconduct, intimate partner violence, stalking, malicious dissuasion, retaliation, and violation of interim measures.

Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298
usc-advocate.symplicity.com/care_report

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity and Diversity | Title IX for appropriate investigation, supportive measures, and response.

USC Support and Intervention - (213) 821-4710 campussupport.usc.edu

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity at USC - (213) 740-2101 diversity.usc.edu

Information on events, programs and training, the Provost’s Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

Statement on Academic Conduct and Support Systems

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call dps.usc.edu, or emergency.usc.edu

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-1200 – 24/7 on call dps.usc.edu
Non-emergency assistance or information.

Office of Student Accessibility Services - (213) 740-0776 <https://osas.usc.edu>. SASfrntd@usc.edu
USC is committed to making reasonable accommodations to assist individuals with disabilities in reaching their academic potential. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs. If you have a disability which may impact your performance, attendance, or grades in this course and require accommodations, you must first register with the Office of Student Accessibility Services (<https://osas.usc.edu>). OSAS provides certification for students with disabilities and helps arrange the relevant accommodations. Any student requesting academic accommodations based on a disability is required to register with Office of Student Accessibility Services (OSAS) each semester. A letter of verification for approved accommodations can be obtained from OSAS. Please be sure the letter is delivered to me as early in the semester as possible. OSAS is located in GFS (Grace Ford Salvatori Hall) 120 and is open 8:30 a.m.–5:00 p.m., Monday through Friday.

Emergency Preparedness/Course Continuity

In case of a declared emergency if travel to campus is not feasible, the USC Emergency Information web site (<http://emergency.usc.edu/>) will provide safety and other information, including electronic means by which instructors will conduct class using a combination of USC's Blackboard learning management system (blackboard.usc.edu), teleconferencing, and other technologies.

International Student Language Support

The USC American Language Institute provides English language instruction, assessment, and resources to support the academic and professional success of non-native speakers of English pursuing degrees at USC. dornsife.usc.edu/ali