

**PPD 431, Section 51143R**

**Undergraduate Policy, Planning, and Development Studio: *Designing Innovation Districts*  
Spring 2022**

**Day/Time:** Wed, 6:00 – 9:20 PM

**Location:** CPA 154 / Virtual

**Instructor:** Ryan Kurtzman

**Office:** RGL 107A / Virtual

**Office Hours:** Mon, 6:00 – 8:00 PM, Wed, 5:00 – 5:45 PM, or by appointment

**Contact Info:** [rkurtzma@usc.edu](mailto:rkurtzma@usc.edu), @Ryan Kurtzman (Slack)

## **1. Course Description**

### *Background: Innovation Districts*

Innovation districts are one of a suite of community planning tools to facilitate the creation and commercialization of new ideas and businesses by growing jobs in ways that leverage a city's distinct economic attributes. While individual districts may vary in structure, size, and governance – innovation districts have the potential to attract high-growth employers, sustain incubators and start-ups, and provide high-wage jobs and complementary commercial services. As cities face an emerging set of challenges – recovery from the COVID-19 pandemic, the looming threat of climate change, and housing insecurity and homelessness – innovation districts provide an exciting model for incentivizing urban development while simultaneously meeting civic sustainability and community goals.

The City of Long Beach, CA is currently exploring the creation of several economic innovation districts to spur local growth through investments in real estate, infrastructure, community services, and technology. These innovation districts are intended to give Long Beach a competitive edge in the regional economy and incentivize the cultivation of our local technology ecosystem, all while providing community benefits like workforce development, arts and cultural programs, neighborhood amenities, and STEM educational opportunities. However, innovation districts may also introduce risks if local government officials do not account for factors such as housing affordability, local workforce development, data privacy, and community input while districts are planned and formed.

### *Studio Case Study: Long Beach, CA*

The Long Beach Recovery Act (the City's version of the American Rescue Plan Act) includes an allocation of \$2.5M for the establishment of an Economic Empowerment Zone (EEZ) and Economic Innovation District (EID) Program beginning in January 2022. EEZs are intended to be community and culturally focused districts, while EIDs are dominant sector-based districts to facilitate the growth of that business sector.

Identification of these areas will be focused on assisting low-to-moderate income communities and business corridors most impacted by COVID-19, with robust demographic data and community outreach feedback supporting these EEZs and EIDs. To identify these zones, the City will perform community and business outreach, explore land trust development, and assess housing development and private sector investment.

The establishment of the local EEZs and EIDs will also enable alignment with federal and state economic development place-based initiatives like Opportunity Zones (OZ) and special districts, such as Enhanced Infrastructure Finance Districts (EIFDs), Workforce Housing Opportunity Zones (WHOZ), Community Revitalization and Investment Authorities (CRIAs), and sustainability districts. Additionally, established EIDs and EEZs will enable implementation of other community benefit programs, such as permitting assistance, small business grants, services to address economic impacts that have been exacerbated by COVID-19, and programs aimed at advancing digital equity in traditionally underserved communities.

In this studio course, students will engage in the development of a real-world innovation district project in Long Beach, CA. Students will consider the Long Beach community from multiple viewpoints and design an innovation district boundary and strategy that balances economic development goals with latent community needs.

The course will also explore other deployments of innovation districts through case studies and expert guest presentations that span contexts from urban planning to business development. Lastly, students will practice applying the introduced frameworks and concepts through smaller assignments, in-class activities, and group discussions.

## **2. Learning Objectives:**

This course will provide students broad exposure to applied principles of urban planning, policymaking, and real estate development focused on economic development, community planning, and technological innovation. The course will include a mix of foundation concepts and principles, methods, and case studies.

By taking this course, students will accomplish the following objectives:

- Learn about the innovation district as a long-term urban planning strategy to spur economic development and public-private partnerships.
- Learn fundamentals of qualitative and quantitative data analysis, community engagement, and equitable policymaking in an applied context.
- Collaborate in groups to “learn by doing” and apply the skills they’ve learned at Price to a real-world scenario in Long Beach.
- Propose an innovation district program with high-level goals and strategies that meet the objectives of the City of Long Beach and other relevant stakeholders.
- Produce a work sample useful for demonstrating capacity for professional work to employers.

## **3. Course Assignments:**

### *Class Participation (10%)*

As PPD 431 is a studio course, active participation, dialogue, listening, and collaboration are required to meet our class learning objectives. To receive full credit for participation, students must consistently and thoughtfully contribute (through asking questions, making comments, sharing relevant stories, describing your lived experiences, etc.) to class discussions and engage with the instructor, one another, and guest presenters.

### *Reading Reflections (10%)*

Students will be asked to write and post a brief reflection to the current week's reading assignments. Reflections must be submitted no later than 12:00 PM the day of class. Reflections should be between one and two short paragraphs long and may focus on just the readings for the class session or may connect themes from multiple weeks.

Students should share what they find interesting about the reading, what key issues the reading raises, and/or the importance and broader implications of those issues as they relate to the key themes of the course. Please do not provide a simple summary of the reading. Thoughtfully reflect on the reading and tell us what it means to you. Students may also respond to each other's reflections. Reflections will be graded based on completion. Reflections that do not demonstrate completion of the reading or do not include an insight will be marked as incomplete.

### *Innovation Presentation (10%)*

Students will be asked to individually select a current or recent news story about a place-based economic development or community planning innovation (this can be a program, technique, technology, or practice) *outside of the Los Angeles region* and create a 5-minute presentation of the information to their peers.

### *Mid-Term Assignment: Studio Milestone 1 (15%)*

In their "consultant team" groups, students will produce a preliminary report on findings from their demographic analysis, economic analysis, and market study for their assigned zone. The report will include draft recommendations for boundaries of the EEZ/EID based on their findings. Students will also prepare an accompanying 10-minute semi-formal presentation.

### *Mid-Term Assignment: Studio Milestone 2 (15%)*

In their "consultant team" groups, students will produce a preliminary report on findings from their planning, zoning, and land use analysis, and community and business engagement. This report will include refined recommendations for boundaries of the EEZ/EID based on feedback from the instructor and recent findings. Students will also prepare an accompanying 10-minute semi-formal presentation.

### *Final Assignment (40%)*

In their "consultant team" groups, students will produce a final report of their proposed EEZ/EID boundaries and strategies for the City of Long Beach. The final report will build on Milestones 1 and 2 and incorporate instructor feedback and additional findings. The final report will contain recommendations for EEZ or EID boundaries and strategic recommendations for land use, economic development place-based initiatives, community programs, key services, and target investment areas such as industry clusters (EIDs only) and cultural anchors (EEZs only). Students will also prepare an accompanying 20-minute formal presentation, with an audience including representatives from the City of Long Beach. The final assignment will take the place of the final exam.

## **4. Grades & Expectations**

The focus of the class will be on the studio project, including preparation for Milestones 1, 2, and the final assignment, as these are the types of professional documents required in policy, planning, real

estate and related professions. The other assignments are meant to keep students engaged with other issues related to innovation districts and related concepts. Students are expected to have completed required readings and reflections prior to class so they can contribute to in-person discussions and receive credit for participation.

Extra credit opportunities may occasionally be offered and will be made available to all students. Each student may earn up to 3 total points on their final grade (a one-step upgrade, i.e. from A- to A) by taking advantage of extra credit opportunities.

Grades will be allocated according to the scale below:

- A – Work of excellent quality exceeding requirements and exceeding expectations
- B – Work of good quality meeting requirements and meeting expectations
- C – Work of fair quality not meeting either requirements or expectations
- D – Work of minimum passing quality, meeting neither requirements nor expectations
- F – Failure to adequately complete coursework or regularly attend class

To receive an "A" grade, students must:

- Submit all work on time
- Address all aspects of the required assignments
- Demonstrate critical and creative thinking
- Reflect thoughtful research and analysis
- Write / present clearly and professionally.

### *Attendance*

Students are expected to participate in all learning sessions but may miss up to one regular session for any reason without incurring a penalty. This does not apply to sessions which students are scheduled to give presentations. Presentations will not be rescheduled without documentation of illness or an emergency. Students absent for more than one regular session will be asked to consult with the instructor. Additional absences will be excused at the instructor's discretion.

### *Special Accommodations*

Special accommodations will be made for students for whom the class time falls outside reasonable learning hours (7:00 AM – 10:00 PM in a student's time zone).

For students registered with DSP (USC Disability Services & Programs - A Division of Student Affairs), please submit documentation in the form of your official Accommodation Letter, no later than Week 3. If you have questions on that process, call DSP at 213-740-0776, email at [ability@usc.edu](mailto:ability@usc.edu) or visit the office in GFS 120.

### *Classroom Conduct*

While in class, students are expected to refrain from distractions and disruptions. Students should only engage in side conversations during designated group time.

### *Teams*

The main studio project of this course will be conducted in teams. Students will be given the opportunity to form their own teams, but teams should attempt to include at least one representative from each major. Full involvement by all team members is required at every stage of the project.

Each student will be given the opportunity to confidentially evaluate their teammates' level of contribution

Parts of some class sessions will be devoted to team work sessions. This time is not meant for completion of team assignments, but rather team discussion, brainstorming, collaboration, and asking questions of the instructor. Team members should communicate consistently (via email, Slack, etc.) and plan work sessions outside of class.

This course attempts to mirror the real-world professional environment of group responsibility shared by individual team members. Each team member is responsible for performing at a high-level and contributing to team success. If conflict does arrive, teams should attempt to resolve them on their own.

### *Assignment Submission Policy*

Assignments are due no later than the date and time indicated in the syllabus and should be submitted electronically via Blackboard unless otherwise specified. Unless excused by the instructor, late work will be penalized by a one-step deduction in the assignment grade for every 24 hours late, or portion thereof (i.e. A to A-). Unexcused late work will not be accepted more than 96 hours past the due date. Extensions requested less than 24 hours prior to the due date/time will not be granted except in case of emergency.

Every effort will be made to provide feedback with 72 hours of submittal, typically with comments interlined into a copy of the submission.

## 5. Course Schedule

Topics and assignments are subject to change based on course progress, student needs, and availability of guest speakers. Revisions will be posted on Blackboard as needed.

Week	Topic	Assignments Due
Week 1 <b>January 12</b>  [virtual]	Welcome and introductions  Land acknowledgement  Course purpose, format, learning objectives, and expectations  Introduce Reading Reflections and Innovation Presentations  Lecture: Introduction to core innovation district concepts	N/A
Week 2 <b>January 19</b>	Lecture: History of innovation districts as "city as lab" place-based initiatives; Typologies of innovation districts; Case studies from other cities  In-class activity  Introduction to Studio Assignment, including Long Beach, CA background and context  Form interdisciplinary studio teams of 3-4 students	Read Wagner et al. Read Walker Read Katz & Wagner (Article)  <i>Reading Reflection Due: 1/19, 12:00 PM</i>
Week 3 <b>January 26</b>	Site "visit" to Long Beach  Introduction to studio "client"  Case study: Downtown Long Beach  Guest speakers: John Keisler & Kristine Gaa, City of Long Beach  <i>Innovation Presentations: Cluster 1</i>	Read Long Beach Economic Development Blueprint Explore DLBA webpage Read Doctoroff (Ch. 4-6)  <i>Reading Reflection Due: 1/26, 12:00 PM</i>

<p>Week 4 <b>February 2</b></p>	<p>Lecture: Comparison of various "smart city" models; The modern smart city movement within context of other planning movements (i.e. garden city); Recent evolution of smart cities; Public-private partnerships, Data collection, Automation, Cities as laboratories, Privacy, Digital and data ethics</p> <p>In-class activity</p> <p>Studio team check-ins and group worktime</p>	<p>Read Long Beach Smart City Initiative Read Stewart Read Hurtado et al, (pgs. 9 – 27)</p> <p><i>Reading Reflection Due: 2/2, 12:00 PM</i></p>
<p>Week 5 <b>February 9</b></p>	<p>Lecture: Socio-demographic and economic analysis methods; Market study methods; Introduction to key data sources</p> <p><i>Innovation Presentations: Cluster 2</i></p> <p>[WELLNESS DAY: Early class release]</p>	<p>Read Millener Read Doctoroff (Ch. 8, 10)</p> <p><i>Reading Reflection Due: 2/9, 12:00 PM</i></p>
<p>Week 6 <b>February 16</b></p>	<p>Lecture: Background of California Redevelopment and Redevelopment "2,0"; Value capture tools; Financial incentives for Innovation Districts; Financing tools (EIFDs, CRIAs, etc.); Relationship to school funding; Public-private partnerships; Community benefit agreements</p> <p>Guest speaker: Larry Kosmont, Kosmont Companies</p> <p><i>Innovation Presentations: Cluster 3</i></p>	<p>Read Kosmont Companies Read EIFD CRIA and EEZ Cheat Sheet Read Blount et al.</p> <p><i>Reading Reflection Due: 2/16, 12:00 PM</i></p>

<p>Week 7 <b>February 23</b></p>	<p><i>Mid-term Assignment: Studio Milestone 1 Presentations</i></p> <p>Lecture: Planning and zoning 101; Urban amenities; Community planning in practice; Climate planning; Local placemaking</p> <p>Guest speaker: Alison Spindler-Ruiz, City of Long Beach</p>	<p><i>Lightly skim</i> Land Use Element Read Ruiz</p> <p><i>Milestone 1 Report Due 2/22, 11:59 PM via Blackboard</i></p> <p><i>Reading Reflection Due: 2/23, 12:00 PM</i></p>
<p>Week 8 <b>March 2</b></p>	<p>Milestone 1 presentation feedback and review</p> <p>Lecture: Planning theory and community participation; Community outreach and engagement; Ladder of citizen participation; Creating innovative channels of community co-design;</p> <p>Mock community engagement activity</p>	<p>Read IAP2 Core Values Read K. Lee Read Long Beach Equity Toolkit (pgs. 12 – 15) Read J. Lee (Optional)</p> <p><i>Reading Reflection Due: 3/2, 12:00 PM</i></p>
<p>Week 9 <b>March 9</b></p>	<p>Lecture: Stakeholder identification and power analyses methods; Introduction to strategic interventions; Strategic planning; SMART goals; Defining success and performance management; Asset mapping</p> <p>Case study</p> <p><i>Innovation Presentations: Cluster 4</i></p> <p>Studio team check-ins and group worktime</p>	<p>Explore Innovate.Vegas Read Wagner &amp; Storing Read Clark (pgs. 156 – 180)</p> <p><i>Reading Reflection Due: 3/9, 12:00 PM</i></p>
<p>Week 10 <b>March 16</b></p>	<p>NO CLASS – SPRING BREAK</p>	

<p>Week 11 <b>March 23</b></p>	<p>Lecture: Innovation, information, and knowledge economy; Economic modeling; Workforce development; business accelerators, and other arts and cultural programming</p> <p>Guest speaker: Dr. Wade Martin, CSULB Institute for Innovation &amp; Entrepreneurship / Long Beach Accelerator</p> <p><i>Innovation Presentations: Cluster 5</i></p> <p>Studio team check-ins and group worktime</p>	<p>Read Chatterji et al. Read Andes (pgs. 14 – 34) Read Clark (pgs. 125 - 155)</p> <p><i>Reading Reflection Due: 3/23, 12:00 PM</i></p>
<p>Week 12 <b>March 30</b></p>	<p><i>Mid-term Assignment: Studio Milestone 2 Presentations</i></p> <p>Lecture: Dystopian smart cities; Pitfalls of innovation districts; Data privacy and the digital divide</p>	<p>Read Benjamin (pgs. 1 - 48) Read Marshall</p> <p><i>Milestone 2 Report Due 3/29, 11:59 PM via Blackboard</i></p> <p><i>Reading Reflection Due: 3/30, 12:00 PM</i></p>
<p>Week 13 <b>April 6</b></p>	<p>Milestone 2 presentation feedback and review</p> <p>Lecture: Innovative strategies to prevent pitfalls; Local housing affordability; Local workforce development and technology ecosystem investment, STEAM education; Youth leadership</p> <p>Guest speakers: Elizabeth Timme &amp; Alejandra Guerrero, Office of Office</p> <p>[WELLNESS DAY: Early class release]</p>	<p>Read Vey Read Morrison and Bevilacqua</p> <p><i>Reading Reflection Due: 4/6, 12:00 PM</i></p>

<p>Week 14 <b>April 13</b></p>	<p>Lecture: Innovation districts &amp; equity: Racial equity and the impact of innovation districts and technology planning; Gentrification and displacement; Lack of workforce development and locals who can't compete for jobs. Incorporating indigenous voices.</p> <p>Guest speaker: Elsa Mei Tung, Long Beach Forward</p> <p>Studio team check-ins and group worktime</p>	<p>Explore 2021 People's Budget webpage Read 2021 People's Budget Proposal Read Rusonnello Watch Segregated by Design Read HR&amp;A Advisors (Optional)</p> <p><i>Reading Reflection Due: 4/13, 12:00 PM</i></p>
<p>Week 15 <b>April 20</b></p>	<p>Lecture: The future of innovation districts</p> <p>In-class activity / case study</p> <p>Studio team check-ins</p>	<p>Read Katz et al. Read Doctoroff (Epilogue) Read Clark (pgs. 181 – 217)</p> <p><i>Reading Reflection Due: 4/20, 12:00 PM</i></p>
<p>Week 16 <b>April 27</b></p>	<p>NO CLASS – Study Day</p>	<p>None</p>
<p>Week 17 <b>May 4</b></p>	<p>["Exam" Day]</p> <p><i>Final Assignment: Presentations</i></p> <p>Guest panelists: John Keisler &amp; Kristine Gaa, City of Long Beach, TBD City of Long Beach elected officials and leadership</p> <p>Conclusions and course wrap-up</p>	<p><i>Final Assignment Report Due 5/3, 11:59 PM via Blackboard</i></p>

## 6. Required Readings

There is no required textbook for this course. Readings will be made available in PDF format on Blackboard and at the links below. Occasionally, readings may be added, updated, or removed, with sufficient notice provided on Blackboard.

- Throughout:
  - Greater than Ever: New York's Big Comeback, Doctoroff, 2017 (PDF)
  - Uneven Innovation: The Work of Smart Cities, Clark, 2020 (PDF)
- Week 2:
  - [The Evolution of Innovation Districts: The New Geography of Global Innovation](#), Wagner, Katz, and Osha, 2019 (PDF)
  - Clark (pgs. 1 – 30)
  - [Urbanism Hasn't Worked for Everyone](#), Walker, 2020
  - [The Rise of Innovation Districts](#), Katz & Wagner, 2014 (*Full Report optional*)
- Week 3:
  - [Long Beach Economic Development Blueprint](#), City of Long Beach, 2018
  - [Downtown Long Beach Alliance](#)
  - Doctoroff (Ch. 4 - 6)
- Week 4:
  - [Long Beach Smart City Initiative](#), City of Long Beach, 2021
  - Tech in the City, Stewart, 2019 (PDF)
  - [Smart Cities: Integrating Technology, Community, and Nature](#), Hurtado et al., 2021 (pgs. 9 – 27)
- Week 5:
  - [How Chattanooga, Tenn. is leveraging digital inclusion to open its innovation district to all](#), Millener, 2020
  - Doctoroff (Ch. 8, 10)
- Week 6:
  - [Enhanced Infrastructure Financing Districts \(EIFDs\), Community Revitalization and Investment Authorities \(CRIAs\) & Other Districts](#), Kosmont Companies, 2022
  - EIFD CRIA and EEZ Cheat Sheet, City of Long Beach (PDF)
  - [Redevelopment Agencies in California: History, Benefits, Excesses, and Closure](#), Blount et al., 2014
- Week 7:
  - [Land Use Element, City of Long Beach General Plan](#), City of Long Beach, 2019
  - [City Council Whittles Down Long Beach's Future Density with Approval of Land Use Element](#), Ruiz, 2018
- Week 8:
  - [IAP2 Core Values](#), International Association for Public Participation
  - [Getting Ready for Racial Equity Work: Community Engagement](#), K. Lee, 2019
  - [Long Beach Equity Toolkit for City Leaders and Staff](#), City of Long Beach, 2018
  - *Optional: [Beyond Millennials: Valuing Older Adults' Participation in Innovation Districts](#), J. Lee, 2017*
- Week 9:
  - [Innovate Vegas](#), City of Las Vegas, 2020
  - [So, You Think You Have an Innovation District?](#), Wagner & Storrington, 2016
  - Clark (pgs. 156 – 180)
- Week 11:
  - [The Origins of Entrepreneurship and Innovation Clusters](#), Chatterji et al, 2013

- [Positioned for Growth: Advancing the Oklahoma City Innovation District](#), Andes, 2017 (pgs. 14 – 34)
  - Clark (pgs. 125 - 155)
- Week 12:
  - Race After Technology, Benjamin, 2019 (pgs. 1 – 48)
  - [America's 'Smart City' Didn't Get Much Smarter](#), Marshall, 2021
- Week 13:
  - [Does Innovation Equal Gentrification?](#), Vey, 2017
  - [Balancing gentrification in the knowledge economy: the case of Chattanooga's innovation district](#), Morrison and Bevilacqua, 2018
- Week 14:
  - [2021 People's Budget](#), Long Beach Forward, 2021 ([Proposal](#))
  - [How Big Tech Allows the Racial Wealth Gap to Persist](#), Russonello, 2021
  - [Video: Segregated by Design](#), 2019
  - *Optional: [Tech's racial equity gap costs Black & Latinx workers \\$50B a year](#), HR&A Advisors, 2021*
- Week 15:
  - [How Innovation Districts Can Help Drive an Inclusive Recovery](#), Katz et al., 2021
  - Doctoroff (Epilogue)
  - Clark (pgs. 181 – 217)

Further readings:

- [Case Studies in Innovation District Planning and Development](#), Read, 2016
- [Putting Innovation in Place: Georgia Tech's Innovation Neighbourhood of 'Tech Square'](#), Giuffrida
- [Connect to Compete: How the University City-Center City innovation district can help Philadelphia excel globally and serve locally](#), Brookings, 2017
- [Are 'Innovation Districts' Right for Every City?](#), Flint, 2016
- [Asset-Based Community Development](#), Gomez, 2021

Additional City of Long Beach Resources:

- [Economic Insights Dashboard](#)
- [Opportunity Zones](#)
- [Capital Improvement Program](#)
- [City Budget Information](#)
- [Proposed Long Beach Recovery Act](#)
- [Climate Action & Adaptation Plan](#)
- [Planning Documents](#), including Downtown Plan and Midtown Specific Plan
- [Uptown Planning Land Use and Neighborhood Strategy](#)
- [General Plan](#), including Land Use Element & Map, Mobility Element and Bicycle Master Plan
- [Development Projects Map](#)
- [Fiber Network Master Plan](#)
- [Data Privacy Guidelines](#)
- [Digital Inclusion Roadmap](#)
- [DataLB Open Data Portal](#)
- [Zoning Maps](#)

## 7. Statement on Academic Conduct and Support Systems

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" [policy.usc.edu/scampus-part-b](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, <https://policy.usc.edu/research-and-scholarship-misconduct/>.

## 8. Price Student Resources

- USC Price Student Resources: <https://priceschool.usc.edu/students/resources/>
- Grammarly: Grammarly is free of charge to all currently enrolled students at Price. Please fill out the [license request form](#).
- Counseling and Mental Health- (213) 740-9355 - 24/7 on call <https://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 - 24/7 on call [suicidepreventionlifeline.org](https://suicidepreventionlifeline.org)
- 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 Services (RSVP) - (213) 740-9355(WELL), press "o" after hours - 24/7 on call [studenthealth.usc.edu/sexual-assault](https://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 <https://eeotix.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.
- Reporting Incidents of Bias or Harassment- (213) 740-5086 or (213) 821-8298 [https://usc-advocate.symlicity.com/care\\_report/index.php/pid481569?](https://usc-advocate.symlicity.com/care_report/index.php/pid481569?)
- 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.
- The Office of Disability Services and Programs - (213) 740-0776 [dsp.usc.edu](https://dsp.usc.edu): Support and accommodations for students with disabilities. 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.
- USC Campus Support and Intervention- (213) 821-4710 [campussupport.usc.edu](https://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](https://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.
- USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 - 24/7 on call [dps.usc.edu](https://dps.usc.edu), [emergency.usc.edu](https://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) 442-120 - 24/7 on call <https://dps.usc.edu/>
- Non-emergency assistance or information: Office of the Ombuds - (213) 821-9556 (UPC)/ (323-442-0382 (HSC) [ombuds.usc.edu](https://ombuds.usc.edu): A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.