

DSO 498 – AI: Perils, Pitfalls and Promise

(A Previous version of this course was BUAD 498: AI: Seed for Change or Existential Threat?)

Spring 2024 – Tues 12 pm – 1:50 pm (1hr 50 min/week) (Hybrid)
2.0 Units – Credit/ No-Credit Only – No Prerequisites – Upper Division Elective

Professor: Vishal Gupta

Contact: Use Class Slack or DM me (on Slack)

Class Slack:

- **Materials: #spring24-dso-498-16224**

Discussion Slack:

- **Megashark: #dso498-ai3p-discussion-megashark**
- **Giant Octopus: #dso498-ai3p-discussion-giantoctopus**

Office Hours: Book here: https://calendly.com/vishal_gupta/dso-498-virtual-1-1-sessions.

Course Description

Artificial Intelligence (AI) is reshaping industries. LinkedIn's 2020 Emerging Jobs Report identified AI Specialist as the #1 emerging job in the US, with 74% growth over the past 4 years. But at the same time, AI raises issues around privacy, algorithmic bias, security, and the potential for abuse. As a society, we're struggling to keep pace with regulation, guidance, and education.

In this course, we will explore some of the promises of AI to build a better world and some of the ethical and moral pitfalls surrounding its use. Through conversations with respected thinkers across business, academia, and non-profits, we explore:

- What is Artificial Intelligence exactly? What can it do? What can't it do?
- What are some of the ways in which businesses and social enterprises are leveraging AI to effect change? What are the ingredients for success and the pitfalls to avoid?
- How does AI erode our privacy and safety? What are the ethical and moral implications of AI systems?
- How can we use AI to combat systemic racism, climate change, and global poverty without risking losing our own humanity to the cold-hearted logic of a machine?

As our next generation of leaders, the task of defining your firm's values around AI, thinking through the responsible deployment of AI products, and ultimately shaping regulation that balances innovation and public safety for society at large will fall to YOU.

What better time than now to start with the big questions?



Learning Objectives

By the end of this course, you will be able to

1. Discuss modern themes in artificial intelligence (AI), machine learning (ML) and business analytics using domain-specific language and terms.
2. Identify opportunities across business domains and applications that could benefit from the integration of AI/ML.
3. Critically assess the ethical implications, practical challenges, and potential pitfalls of recent high-profile AI/ML applications.

Required Materials and Course Information

There are no required textbooks for this class. However, I will distribute articles, podcasts, and videos to be reviewed before each class. These will be distributed via the class's Slack channel. Slack is available for free from USC ITS here: <https://itservices.usc.edu/slack/> See the same link for some tutorials if you are new.

Slack will also be the primary form of communication for the course. You *should* be posting regularly. (See below for expectations.) You can also contact me and the course TAs through Slack.

Prerequisites and/or Recommended Preparation:

This course has no prerequisites.

Course Notes:

Structure:

There are two types of sessions for this course:

- **(Most Sessions):** Guest Speakers – These sessions are on Zoom (synchronous). This allows us to pull the best guest-speakers from around the world. You can log-into zoom from anywhere, including our “usual” room – JFF 239. If you’re going to be in JFF 239, please be sure to bring headphones to not to disturb your classmates / prevent microphone feedback.
- **(Some Sessions):** Lecture by Prof. Vishal – These sessions are *also* on Zoom (synchronous). However, I will conduct the lecture/discussion from JFF 239. Hence, if you want to attend “in-person” you can. Else, you can log-in from anywhere.

All sessions are SYNCHRONOUS (meaning Tuesdays from 12pm – 1:50 pm PST). Students who cannot attend synchronously and have been granted accommodations should see below for asynchronous participation equivalents. Accommodations are granted by OSAS, and you should plan to schedule work commitments, interviews, and other obligations outside of class time. No exceptions. Plan ahead.

A Typical Session

Pre-Class:

- You will be assigned some short readings, podcasts, or videos. There will be comprehension questions on Blackboard for you to complete BEFORE class. Everyone must complete this step.

In Class:

- I debrief some of the reading and help us connect the material to the speaker for that session.
- We **may** divide into breakout rooms to brainstorm questions for our guest speaker. Each breakout room will be lead by one volunteer session leader (see below). Session leaders will be responsible for uploading questions for the speaker based on the discussion to a shared google doc.
- I will debrief the breakout rooms and highlight some common themes.
- Our Guest Speaker will present, followed by an informal podcast-style conversation between me, the speaker, and the volunteer session leaders. This provides the session leaders with a unique opportunity to interact directly with the speaker.
- Time Permitting: We will open things up for group discussion and questions from the rest of the class.

Post-Class:

- I will post some discussion prompts to our two Discussion Slack channels, and you will respond to these “keep the conversation going” with your peers. For grading purposes, you will also submit the url link to your discussion prompt to Blackboard (See slack for more instructions)

For some weeks, I may replace the post-class discussion prompts with an individual essay prompt (to be submitted via Blackboard).

Volunteer Session Leaders

For each session, we will have 6-10 session leaders. (I’ll ask for volunteers to sign up on day one of class.) Volunteer to be a session leader for the sessions that most excite you. This is an ideal way to get to know the speaker and network.

Session leader responsibilities include:

- If we divide into breakout rooms, you will facilitate discussion in the room. TA’s and I will also “drop in” to help out, but your primary responsibility is to upload some questions to a Google doc for the speakers based on your breakout discussion.
- I may ask you to present some of the biggest questions/themes from your group.
- During the speaker presentation, your camera must be on 100% of the time, and you should be prepared to unmute and engage with questions, comments, etc. This is your chance to make a great impression on the speaker.

Because of the extra responsibilities, session leaders do not need to submit a post-class reflection for their specific sessions.

Attendance Policies

1. Active class participation in breakout rooms and in-class exercises is crucial to achieving the learning objectives for this course. Hence, unless students provide an accommodation letter from USC OSAS or from Marshall detailing visa or travel restrictions, **synchronous attendance in Zoom sessions is required.**

2. Any student with an OSAS or Marshall accommodation that prevents them from attending class synchronously should submit documentation to me within the first two weeks of class. Such students should plan to watch the recording of the class and complete the “asynchronous participation equivalent” described below for each session missed.
3. Medical emergencies: In rare occasions, you may fall ill. If that happens and you cannot attend class synchronously, you should contact the teaching team via Slack and *focus on getting well*. Once healthy, we can discuss a timeline for which students can complete Asynchronous Participation Equivalents for the missed session/sessions.

Asynchronous Participation Equivalent

1. As described above, there may be instances where you will need to miss a class session and have been granted an accommodation to do. In such cases, you are still responsible for all material covered, including watching the posted recording of the session.
2. If you miss a synchronous session due to an OSAS-approved accommodation, you should complete any pre- or post-class assignments for the session and submit them by the same deadline as posted for your classmates on Slack or in this syllabus.
3. If you miss a synchronous session due to an unexpected illness (“Medical emergency” above), you should coordinate with the teaching team as soon as possible to agree on a timeline when you will complete these assignments.
4. In *addition* to the above, you should plan to post a 150 - 200 word reflection on Slack connecting the pre-class reading materials to the guest speaker’s talk. Your reflection should also raise some discussion points to spur further conversation on Slack – much as you would have had you participated in the in-class breakout room. Again, for clarity, this reflection is in *addition* to any pre- and post-class assignments for that session. So for one missed session you may need to answer 1 set of pre-class questions on Blackboard AND ALSO post 2 reflection pieces in total. Please send a

Zoom Etiquette Expectations:

Many speakers joining us this semester are incredibly well-respected in their field and have graciously offered their time to speak to you. I expect you to show them the respect and professionalism. You are ambassadors for the Trojan Family.

Consequently, I will have some **serious** expectations for Zoom Etiquette throughout EVERY session.

- Strive to keep your camera on all the time. If you need to hide your video for a moment to step away, that’s ok, but only a moment. Speakers should not be speaking to a faceless audience.

- Everyone should be in an environment where you can easily unmute and participate in class if called upon, or if you have a question. This means BOTH being somewhere quiet and private, and ALSO somewhere with good internet connectivity.
- Cameras are on in Breakout Rooms, and you should participate actively.
- You should not be multitasking during class. If you want to take notes, great. But if I get the sense, you are not following the discussion, I **will** cold-call you.
- **For Session Leaders: YOU MUST KEEP YOUR CAMERA ON and be engaged throughout the entire session (100% of the time!).** You're going to serve as the primary point of contact for the speaker to USC. Represent us well!

If for some reason you're not meeting these standards, I will give you one and only one polite warning. If you continue to disregard the standards, you will not receive synchronous participation credit for the session.

Use of Recordings

All sessions will be recorded and distributed via Slack to class members only. **Please do not share these recordings with anyone outside the class.** Pursuant to the USC Student Handbook (www.usc.edu/scampus, Part B, 11.12), students may not record a university class without the express permission of the instructor and announcement to the class. In addition, students may not distribute or use notes or recordings based on University classes or lectures without the express permission of the instructor for purposes other than personal or class-related group study by individuals registered for the class. This restriction on unauthorized use applies to all information that is distributed or displayed for use in relationship to the class.

Seriously. Many of these speakers are high-profile thought leaders who have agreed to spend their time with YOU, the class participants. They have not consented to sharing these talks with students outside the class, so please do not share them widely. In some cases, there are legal constraints on what the speakers can say and to whom.

Grading Policies:

This course will be graded as Credit/No Credit. Your grade is computed by the following breakdown:

Pre-Class Assignments	20%
Synchronous Participation/ Asynchronous Participation Equivalent	20%
Post Class Assignments	20%
Final Team Presentation	40%

There are no exams but there is a Final Team Project. To pass the course you must:

- Score above a 60% on the total points.
- Turn in every assignment (late if needed). Note, late assignments only earn half-credit, so if you turn in everything late, you will **not** pass the course.

See below for some more details:

Pre-Class Assignments

I will post comprehension questions to Blackboard. These questions are meant to straightforward to help keep you ``on track.” All Pre-Class Assignments are due before the start of their respective session. No exceptions. Pre-Class Assignments are graded based on completion, i.e., “Did you submit the assignment?,” not “Did you answer all the questions right?”

Synchronous Participation / Asynchronous Participation

Your participation will be assessed primarily on the quality and thoughtfulness of your contributions. For those participating in a session synchronously, you will be assessed on

- Breakout room discussions – TAs and I will randomly drop into some breakout rooms to listen to the discussion and help guide you forward. We may visit you multiple times in a semester or may not visit you at all (such is the nature of randomness). Regardless of whether a member of the teaching team is present, strive for high-quality, thoughtful, engaged discussion! This entails having your camera on, speaking up, and conversing with your classmates. Breakout rooms will be recorded, and the teaching team may review recordings after a session.
- (Session Leaders Only) Questions for Speakers – Session leaders are responsible for adding 2-3 questions that emerge from your breakout discussion for the speaker to a shared Google doc. Strive for thoughtful questions that probe the issues you care about most! Creative questions that connect with broader themes in the course are most valued.

For those participating asynchronously, the above two assessments will be replaced by your asynchronous participation equivalent assignment described above. Asynchronous participation equivalents are due 48 hours after a session concludes unless you have made other arrangements with the teaching team due to illness.

Post-Class Discussion on Slack

Based on the speaker’s lecture, I will post some discussion questions to Slack after class. Consider these questions to be *starting points* for a conversation. You should post a 150-200 word reflection on either my discussion question or (preferably) a previous response from a classmate (ideally by replying in a thread). **All post-class discussion contributions are due by 11:59 on Sunday following a session.** After you post your discussion contribution, you should copy-paste a link to the contribution and submit to the appropriate assignment on blackboard. (Check Slack for more instructions).

Post-Class Discussions are graded as “Check”, “Check+”, “Check Minus,” “Late Submission” or “Not Submitted.” Both “Check” and “Check+” earn full credit. “Check Minus” is reserved for responses where it is clear you put in little to no effort. In other words, if you make a legitimate attempt (before the deadline), you earn full credit.

Post-Class Essay Prompts on Blackboard

For some weeks, I may replace the post-class discussion prompt on Slack with instead a post-class essay prompt. Unlike discussion prompts, you should craft these individually (i.e. no group work

permitted). These “essays” are also about 200 words and are graded identically to the discussion prompts above.

- *AI Experiment* As an AI researcher, I’ve been developing an LLM tool aimed at enhancing student reflections. There is a POSSIBILITY it will be ready this semester and we may use it as part of an experiment in this class. If this happens (and it might not) I will first ANNOUNCE it clearly on Slack and in-class. I will give you more details about the experiment and you can ask questions. You will then have the OPTION to opt-in or opt-out of participating in the experiment. Participation will **NOT** affect your grade in any way; it’s just a fun way to help contribute to AI research and see what’s happening on the cutting edge of the technology.

Final Presentation

The final presentation is an opportunity for you to work in a small team (4-5 students) to explore a contemporary issue that we have yet to discuss in-depth in class. As a team, you will research this topic and create a brief presentation that reviews essential background information, poses some critical questions we as a society must examine, and discusses the implications for your classmates – Marshall undergraduates preparing to enter a data-driven world.

You are free to form your own teams of 4-5 students (details to be announced on Slack). Students who do not choose to form or join a team by **1 April 11:59 pm** will be assigned to one.

Presentations must include 5 slides (NOT including a title slide with students’ names), and the presentation should be approximately 5-7 minutes long. A PDF file of the team presentation slides and a link to the recording should be uploaded to Blackboard by 4 May 11:59 pm. Note: teams are free to use their preferred software to record their presentation, however, Zoom may be the easiest way for most groups. By selecting to save your recording to the cloud, Zoom will generate a URL link to the recording automatically, which you can submit with the pdf file. For those teams who do not use Zoom, you must submit an mp4 recording of the presentation. Additional information about this assignment including a grading rubric will be posted on Slack.

You will be asked to complete a peer-evaluation regarding the final project. Your grade will be assigned by me and the course TAs after reviewing your presentations and these peer-evaluations.

Finally, and most importantly, to celebrate your work, we will be voting on some of the best presentations to screen and discuss in the final exam session. This voting will not affect your grade for the final project or the course. (Details to follow on Slack.)

Assignment Submission Policy:

All assignments for the course must be turned in before the due date/time electronically, including in-class assignments. All deadlines are PST (Los Angeles Time). Depending on the assignment, this may involve

- Adding to a shared google document during class
- Posting to our class’s Slack discussion channels and Copy-Pasting a Link to a Blackboard Assignment

- Uploading a document to Blackboard

Check the assignment for details on submission.

Late submissions (even by a few minutes) will be penalized. Late or not, you MUST submit all assignments for the course (or asynchronous equivalents) to pass the course.

AI Usage Policy

Learning to use AI is an emerging skill. Hence, you ARE permitted to use AI tools to help you brainstorm topics or revise work you have already drafted. You MUST, however, always disclose on your submitted work (or Slack Discussion Posts) that an AI tool was used and which one. Failure to clearly attribute any material that AI generated is a violation of academic integrity standards tantamount to plagiarism and will be treated as such. Try to be specific about what you used the tool for.

For example, I might write after my Slack Post:

ChatGPT was used in crafting this response. Specifically, I used ChatGPT to revise and edit a first draft response for clarity and conciseness.

Or, I might write:

Google's Bard was used in crafting this response. Specifically, I used Bard to research the topic and then had a chat with it to deepen my understanding of the key issues.

Overall, I'm encouraging you to use AI if you want to, but I'm also requiring you to be thoughtful in how you use it and document that usage. 😊

Please also note that if you provide minimum-effort prompts to an AI tool, you will get low-quality results and earn lower marks. As we will see, AI tools often also provide wrong, misleading, or untrustworthy responses. You will be responsible for any errors or omissions by the tool. Hence, it's best to think of these tools as a collaborating partner, not a replacement for your own critical thinking. Revise, edit, and improve the tool's initial responses!

Canceled Class on 30 Jan and Replacement Walks and Lunches

I am getting married on the weekend of the 26th of January. Hence, I will need to cancel class on 30 Jan.

To "make-up" the class time, I will be hosting a series of lunches with students (my treat) from Feb. 15 through the end of the semester. For those who might not be able to join lunch, I'll also schedule a few "campus walks" throughout the semester for us to stroll and chat. I will post a sign-up for both in early January. You are not obligated to attend either the lunch or the campus walk. **These are optional.**

I do apologize for having to cancel class, and hope that the chance to connect in small groups in a more informal setting makes up for the lost session time. If you have any concerns about this, please do reach out to me. We will work something out.

Open Expression and Respect for All

An important goal of the educational experience at USC Marshall is to be exposed to and discuss diverse, thought-provoking, and sometimes controversial ideas that challenge one's beliefs. In this course we will support the values articulated in the USC Marshall "[Open Expression Statement](#)".

COURSE CALENDAR

<u>Session</u>	<u>Date</u>	<u>Topic and Speaker</u>	<u>After Class</u>
1	9 Jan (In-Person OR Online)	Course Introduction – The AI Landscape Vishal Gupta, PhD USC Marshall, Data Sciences and Operations	Submit post-class Slack Discussion contribution by 14 Jan at 11:59 pm.
2	16 Jan (In-Person OR Online)	Landscape of AI, ML and Analytics Vishal Gupta, PhD USC Marshall, Data Sciences and Operations	Submit post-class Slack Discussion contribution by 21 Jan at 11:59 pm.
3	23 Jan (Online Only)	Topic: Algorithmic Bias Title: Bail Reform and Recidivism Angela Zhou, PhD USC Marshall Data Sciences and Operations	Submit post-class Slack Discussion contribution by 28 Jan at 11:59 pm.
	30 Jan	Class Canceled	No assignments this week
4	6 Feb (Online Only)	Topic: AI Governance and Responsible AI Title: Designing AI Governance that is Responsive to Evolving Requirements Ilana Golbin Blumenfeld PwC Emerging Technologies and Responsible AI Lead	Submit post-class Slack Discussion contribution by 11 Feb at 11:59 pm.
5	13 Feb (Online Only)	Topic: Legislation and Regulation Title: Regulating Algorithms: Law, Policy, and Governance Christopher Bavitz Wilmer Hale Clinical Professor of Law Managing Director, Cyberlaw Clinic at the Berkman Klein Center for Internet and Society Vice Dean for Experiential and Clinical Education	Submit post-class Slack Discussion contribution by 18 Feb at 11:59 pm.
6	20 Feb (In-Person or Online)	Topic: Reinforcement Learning (RL) Vishal Gupta, PhD USC Marshall, Data Sciences and Operations	Submit post-class Slack Discussion contribution by 25 Feb at 11:59 pm.
7	27 Feb (Online Only)	Topic: Quantitative Finance Title: AI, RL and Algorithmic Trading Iain Dunning, PhD	Submit post-class Slack Discussion contribution by 3 Mar at 11:59 pm.



		Team Lead for AI Labs and Researcher Hudson River Trading	
8	5 Mar (Online Only)	Topic: Privacy & Security Title: Our Devices Scream Our Passwords! Samy Kamkar Security Expert, Whistleblower, Whitehat Hacker Chief Security Officer OpenPath Security, Inc.	Submit post-class Slack Discussion contribution by 10 Mar at 11:59 pm.
	12 Mar	SPRING BREAK	No Assignments
9	19 Mar (Online Only)	(To be confirmed) Topic: Responsible AI Title: Safety and Fairness in Recommender Systems (Still to be confirmed) Ashudeep Singh Applied Research Scientist Pinterest	Submit post-class Slack Discussion contribution by 24 Mar at 11:59 pm
10	26 Mar (Online Only)	Topic: Algorithmic Bias Title: Assessing Bias: From Policing to Content Moderation Sam Corbett-Davies Meta, Central Applied Science	Submit post-class Slack Discussion contribution by 31 March at 11:59 pm Choose Project teams by 1 April 11:59 pm
11	2 Apr (Online Only)	Topic: AI and the Fight Against Climate Change Title: Sylvera: Using AI to Bring Clarity to the Carbon Market Sam Gill Co-Founder and COO Sylvera	Submit post-class Slack Discussion contribution by 7 April at 11:59 pm.
12	9 Apr (Online Only)	Topic: AI for Social Good Title: Using AI to Combat Sex-Trafficking on the Deep Web Emily Wyatt Director, Counter Human Trafficking Initiatives at Uncharted Software Co-Chair of Tellfinder Alliance	Submit post-class Slack Discussion contribution by 14 April at 11:59 pm
13	16 Apr (Online Only)	(Still to be confirmed) Topic: LLMs and Safety Title: TBD Xiao Ma, PhD Machine Learning Research Engineer	Submit post-class Slack Discussion contribution by 21 April at 11:59 pm

		Google	
14	23 Apr (In-Person or Online)	Topic: Course Wrap-up Vishal Gupta, PhD USC Marshall, Data Sciences and Operations	No Post-class reflection!! But please do your Course Evaluations!
	<u>Final Project Screening</u> <u>8 May 2-4 pm</u> (In Person or Online)	Viewing of selected Final Project Presentations! (Attendance is required by University)	Final Project Due on BB by 1 May 11:59 pm.

ADDITIONAL INFORMATION

Statement on Academic Conduct and Support Systems

Academic Integrity:

The University of Southern California is a learning community committed to developing successful scholars and researchers dedicated to the pursuit of knowledge and the dissemination of ideas. Academic misconduct, which includes any act of dishonesty in the production or submission of academic work, compromises the integrity of the person who commits the act and can impugn the perceived integrity of the entire university community. It stands in opposition to the university's mission to research, educate, and contribute productively to our community and the world.

All students are expected to submit assignments that represent their own original work, and that have been prepared specifically for the course or section for which they have been submitted. You may not submit work written by others or "recycle" work prepared for other courses without obtaining written permission from the instructor(s).

Other violations of academic integrity include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), collusion, knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage.

The impact of academic dishonesty is far-reaching and is considered a serious offense against the university. All incidences of academic misconduct will be reported to the Office of Academic Integrity and could result in outcomes such as failure on the assignment, failure in the course, suspension, or even expulsion from the university.

For more information about academic integrity see [the student handbook](#) or the [Office of Academic Integrity's website](#), and university policies on [Research and Scholarship Misconduct](#).

Please ask your instructor if you are unsure what constitutes unauthorized assistance on an exam or assignment, or what information requires citation and/or attribution.

Students and Disability Accommodations:

USC welcomes students with disabilities into all of the University's educational programs. [The Office of Student Accessibility Services](#) (OSAS) is responsible for the determination of appropriate accommodations for students who encounter disability-related barriers. Once a student has completed the OSAS process (registration, initial appointment, and submitted documentation) and accommodations are determined to be reasonable and appropriate, a Letter of Accommodation (LOA) will be available to generate for each course. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at osas.usc.edu. You may contact OSAS at (213) 740-0776 or via email at osasfrontdesk@usc.edu.

Support Systems:

[Counseling and Mental Health](#) - (213) 740-9355 – 24/7 on call

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

[988 Suicide and Crisis Lifeline](#) - 988 for both calls and text messages – 24/7 on call

The 988 Suicide and Crisis Lifeline (formerly known as the National Suicide Prevention Lifeline) provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week, across the United States. The Lifeline is comprised of a national network of over 200 local crisis centers, combining custom local care and resources with national standards and best practices. The



new, shorter phone number makes it easier for people to remember and access mental health crisis services (though the previous 1 (800) 273-8255 number will continue to function indefinitely) and represents a continued commitment to those in crisis.

[Relationship and Sexual Violence Prevention Services \(RSVP\)](#) - (213) 740-9355(WELL) – 24/7 on call
Free and confidential therapy services, workshops, and training for situations related to gender- and power-based harm (including sexual assault, intimate partner violence, and stalking).

[Office for Equity, Equal Opportunity, and Title IX \(EEO-TIX\)](#) - (213) 740-5086
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
Avenue to report incidents of bias, hate crimes, and microaggressions to the Office for Equity, Equal Opportunity, and Title for appropriate investigation, supportive measures, and response.

[The Office of Student Accessibility Services \(OSAS\)](#) - (213) 740-0776
OSAS ensures equal access for students with disabilities through providing academic accommodations and auxiliary aids in accordance with federal laws and university policy.

[USC Campus Support and Intervention](#) - (213) 740-0411
Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

[Diversity, Equity and Inclusion](#) - (213) 740-2101
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
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
Non-emergency assistance or information.

[Office of the Ombuds](#) - (213) 821-9556 (UPC) / (323-442-0382 (HSC)
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.

[Occupational Therapy Faculty Practice](#) - (323) 442-2850 or otfp@med.usc.edu
Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.