PPDE 580: Social Innovation  
Spring 2024  
Tuesday, 6:00 – 9:20 pm  
RGL 209

Professor Christine Beckman  
Email: cbeckman@usc.edu  
Office Hours: Tuesdays 12:30-2:00 pm (on class days) in RGL 302 and by appointment

Course Description  
This course presents an overview of how social innovation can be used to tackle complex social problems. We focus how one can recognize and evaluate social innovation and social innovation processes. We take the perspectives of various actors (non-profits, new ventures, established companies, and governments) engaged in social innovation, and we debate the challenges and opportunities for these different actors in social innovation processes. Case studies examine relevant examples of social innovation across these types of actors and areas of interest. The final course project involves providing guidance for a local social enterprise. Teams of students will evaluate or design some aspect of the social innovation process for the organization and present their ideas as a final class project.

Learning Objectives  
This course aims for students to:  
1) Recognize social innovation and identify examples  
2) Evaluate social innovations based on existing definitions and understandings  
3) Apply social innovation principles and practices to develop new ideas for local social enterprises

Required Readings  
**Articles:** Listed by citation on the weekly schedule. Most are posted to Blackboard. Other articles are available through USC Libraries or Google Scholar. You should not have to purchase any of these articles.

**Cases:** You will need to purchase a course pack for the cases discussed in class. You can purchase a case pack here, the instructions from the bookstore are attached to the first week’s class on Blackboard.  
[https://shop.universitycustompublishing.com/select-school](https://shop.universitycustompublishing.com/select-school)

Grade Breakdown*  
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<tr>
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<th>Grade %</th>
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<tbody>
<tr>
<td>Introductory Video</td>
<td>5%</td>
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<tr>
<td>Reading Response Discussion Board</td>
<td>15%</td>
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<tr>
<td>Case Presentation and Script</td>
<td>20%</td>
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<td>Class Participation</td>
<td>10%</td>
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<td>Group Project (40%)</td>
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<td>Initial Proposal and Team Contract</td>
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<td>Annotated Bibliography</td>
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<td>Sharing of Group Data Collection</td>
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<td>Outline of Presentation</td>
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<td>Presentation and Slide Deck</td>
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<tr>
<td>Social Innovation Analysis (Final)</td>
<td>10%</td>
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Final grades will be determined according to the following scale: 94-100 A; 90-93 A-; 87-89 B+; 84-86 B; 80-83 B-; 77-79 C+; 74-76 C; 70-73 C-; 60-69 D; <60 F.
Assignments
There will be five sets of assignments in the course.

1) Self-Introductions (5%): Each student will make a two-minute introduction of themselves to their classmates during the second class session. Visuals are strongly encouraged (powerpoint, photos, etc.). We will ask each other questions and get to know each other in class. Include your name, program, work experience, a fun fact or interest, and the social problems you are most motivated to work on.

2) Reading Response Discussion Posts (15%). Students will post reading responses for 7 class sessions (the last class session is not an option). The response is due at noon on the Tuesday of the class session and should be 200-400 words. You can create a new thread or respond to a classmate. The goal is to engage with the class readings for the week and smooth the way for our in-class discussion. It is appropriate to draw from your personal experience but consider how your experience may shape your reactions and interpretation of evidence. We want to be able to separate evidence from feelings. Possible approaches to the discussion board include (but are not limited to): posting about an aspect or concept in the readings you found compelling (and why); writing about the relationship between the readings; discussing a concept that was unclear or needs further explanation; or explaining an aspect or concept in the readings with which you disagreed (and why). Please do not use ChatGPT or any other AI tool for developing your content.

3) Case Presentation (20%). Each student will be expected to find an example of Social Innovation and analyze the case for the class. The case could highlight a particular element of the social innovation process (i.e., co-production, pilots, scaling, diffusion) or be a particular manifestation of social innovation (e.g., social enterprise, social movement, public sector innovation, social finance). You will be required to submit their idea for a case to the Professor by the end of Week 3 (with volunteers to present Week 3).

The case has two components: a 10-15 minute presentation recorded or presented live in class and a document with your presentation script submitted to Blackboard (2-4 pages). Your script should include a bibliography with references that you used to learn about the case. The script can be in narrative form or bullet points. The professor should be able to follow the key points in the script if you use a bullet point format. Your script will be due on Blackboard by midnight before the class session in which you are presenting your case. Late assignments will be penalized by a half-grade for each day the assignment is overdue.

Questions to be addressed in the presentation and script (see the assignment detail on Blackboard): What is the problem/issue that social innovation is seeking to address? What has been the impact of the social innovation? What remains necessary to diffuse this social innovation more broadly? You are providing a critical analysis of how or where your case fits (or does not fit) within the social innovation framework.

Note that you are not graded by how well your case represents social innovation but by the quality of the analysis itself (you may decide the case is a poor example of a social innovation and explain why; you may decide the case fits in some ways and does not in other ways). More detail on the assignment and a rubric can be found on Blackboard. Examples from prior years are posted to Blackboard.

4) Class Participation (10%). Much of your learning in this course will come through group discussion. Consequently, your attendance and participation in class is crucial. Participation enables you to learn from your colleagues and to help them learn from you. I expect you to participate in class — to analyze, comment, question, discuss, and build on others’ contributions. You should carefully review the readings and cases for every class session. You are encouraged to discuss materials with other students before class. You should come to class prepared to share your ideas and to listen to the issues raised by others. To ensure that all students have the opportunity to participate in the discussions, I will occasionally call on students who do not have their hands raised (a.k.a. cold-calling). If you feel that you are preparing well but are not getting an opportunity to speak often enough, please let me know. In grading class participation, I will consider whether your comments build on the comments of others and whether the comments add to the level of knowledge in the class. Are you able
to provide rigorous and insightful diagnosis? Can you draw on the class materials and your own experience productively? Do you provide evidence for your arguments? Are you professional and respectful in your comments? Please note that you are rewarded for quality and not quantity.

5) **Final Group Presentation (40% total).** In groups of 2-4, students will work with a local social enterprise to help them utilize or evaluate practices or programs relevant to social innovation. The presentation will discuss how other organizations have dealt with similar issues (requiring secondary research), an analysis of this organization and its social innovation efforts (requiring up to 5 hours of interviews and discussion with the organization), and an evaluation and/or recommendation for the organization. You should select your group by Week 3 (email the group member names to the professor). A project proposal and team charter will be required Week 5 (5%).

An annotated bibliography is due Week 8, providing the sources you have found in your research (5%). A powerpoint with some of the primary and secondary data you have collected will be due Week 10 (5%). You will present this to the class at some point between Week 10-11. Please include interview protocols (if relevant) and 2 slides of data. Week 13 you will have created an outline of your presentation to share with the Professor (5%). Your 15-20 minute presentation will be presented during the last class session. Your slides will be submitted to Blackboard. The slide deck and presentation will be worth 20% of your grade. More details on the assignment and rubric can be found on Blackboard.

6) **Social Innovation Analysis (10%).** As your final exam (due date on Blackboard), you will submit a 4-6 page analysis of two of the group projects presented during the final class session (not your own). Please evaluate the strengths and weaknesses of the group’s analysis and recommendations and connect this to your understanding of social innovation developed during the semester.

**Participation and Missed Classes**

1) Given the limited amount of time we have to engage in real-time, your attendance and participation is crucial. Participation enables you to learn from your classmates and to help them learn from you. You should carefully review the readings before every class session. You should come to class prepared to share your ideas and to listen to the issues raised by others. If there are emergencies or excused absences (e.g., sickness, religious holidays), there will be class recordings available with advance notice. But please make every effort to attend our class sessions.

**Expectations**

**Instructor Responsiveness**

The best ways to communicate with me are via email (cbeckman@usc.edu). If you email me during the week, please allow 24 hours for a response. If you email over the weekend, I will do my best to respond within 24 hours but certainly on Monday morning. If you do not hear back from me given these conditions, please email me again. Email is the quickest way to contact me. I will have office hours on Tuesdays from 12:30-2:00 pm and by appointment. I will be in my office in RGL 302. It’s a lovely office with photos of my travels. You are welcome and encouraged to drop by during office hours. I will also provide a zoom link with advance notice if you cannot make it in person during that time.

**Virtual and in-person class time**

We will meet by zoom if necessary, and I will remain flexible to changing conditions. I will record class sessions if you are not able to attend, but it is a discussion-based class so in-person attendance is critical. Class will consist of case discussions, student-led discussions, presentations and exercises. We will have both large class discussions and smaller break-out discussions during this class time.

**Grade Dispute**

If you have a question or concern regarding an assignment, you need to document your concern in writing. Within one week, you must provide a written rationale to explain why you believe your grade should be changed. Please document reasons by referring to inconsistency in grading standards, misinterpreted meaning, etc. In your rationale,
be sure to explain how my decision to change your grade will be fair to everyone else in the class. Re-grading can result in a higher or lower grade.

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<tr>
<th>Week</th>
<th>Topics/ Daily Activities</th>
<th>Assignments Due*</th>
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<td>Week 1</td>
<td>Course Logistics</td>
<td>(Reading response posts required for 7 class sessions)</td>
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<td>Traditional Social Change</td>
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<td>Week 2</td>
<td>Social Innovation &amp; Theory of Change</td>
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<td>Week 3</td>
<td>Co-Production &amp; Design Thinking</td>
<td>Select Case for Presentation (assigned to present Week 4-13) Select Group Members</td>
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<td>Week 4</td>
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<td>Case: KIPP</td>
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<td>Week 6</td>
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<td>Case: Khan Academy</td>
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<td>Week 7</td>
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<td>Case: Goldman Sachs goes to Rikers Island</td>
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<td>Week 8</td>
<td>Social Entrepreneurship</td>
<td>Annotated Bibliography Due</td>
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<td>Case: Gram Vikas</td>
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<td>Week 9</td>
<td>Social Enterprises</td>
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<td>Case: Patagonia</td>
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<td>SPRING BREAK</td>
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<td>Week 10</td>
<td>Mobilizing Change</td>
<td>Group Data Presentation</td>
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<td>(assigned to present Week 10-11)</td>
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<td>Week 11</td>
<td>Partnerships &amp; Collective Impact</td>
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<td>Case: Oxfam &amp; Swiss Re</td>
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<td>Week 12</td>
<td>Public Sector Innovation &amp; New Technologies</td>
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<td>Case: Operation Warp Speed</td>
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<td>Week 13</td>
<td>Social Movements</td>
<td>Group Presentation Outline</td>
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<td>Case: MADD</td>
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<td>Week 14</td>
<td>Questions &amp; Critiques</td>
<td>Final Group Presentations</td>
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<td>Week 15</td>
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<td>Final</td>
<td>Social Innovation Analysis</td>
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**Detailed Course Schedule**
Blackboard provides the topics, reading, and assignments for each class. It is expected that all readings are completed before class except for optional readings, which are up to the discretion of the student. Any changes to the schedule will be announced in class and noted on Blackboard.
Week 1: Introduction to Social Change

Learning Objectives:
1. Introduction to the class, learning objectives, deliverables.
2. Understanding the traditional problem-solving landscape
3. Why do we need social innovation?

Required Readings:

Coursepack and course materials:
1. The course reader is available for purchase here.
2. If you cannot find a reading on Blackboard or in the reader, you should be able to find it online. The most important takeaway here is that you shouldn’t have to purchase any materials except the case pack. Everything else should be available online. If you reach a paywall, stop and email me or ask a classmate.

Week 2: Social Innovation and Theories of Change

Learning Objectives:
1. Understand the emergence of Social Innovation as a new approach to solve social problems
2. Develop a working definition of Social Innovation
3. Understand the mechanisms and assumptions of social change

Assignments:
Self-introductions (done in class).
- Include your name, program, work experience, a fun fact or interest, and the social problems you are most motivated to work on. Visuals strongly encouraged.

Required Readings:

Week 3: Designing for Social Innovation

Learning Objectives:
1. Understanding stakeholders and co-production
2. Understand the principles of design thinking
Assignments:
Select Group Members for Final Project
Email Professor your choice for your case presentation (and you will be assigned a week to present)

Required Readings:
2. Rosen and Painter, “From Citizen Control to Co-Production: Moving Beyond a Linear Conception of Citizen Participation”
6. Video: Ernesto Sirolli Ted Talk (17 minutes)

Optional Readings/Listenings:
2. Mosley, A. Pillsbury United Communities. Building a new kind of grocery store (12 minutes)

Week 4: Pilots
Learning Objectives:
1. Understand the role of experimentation and testing in social innovation

Required Readings:
1. Murray and Ma, 2015. The Promise of Lean Experimentation. SSIR
   a. OR Listen to this 1 hour podcast:
5. Case: TurboVote, and 5 minute intro video: https://vimeo.com/170084217

Questions for case discussion:
1. What is the problem they are trying to solve?
2. How do they test their ideas?
3. What are the challenges Seth and Katy face in scaling?

Week 5: Scaling
Learning Objectives:
1. Mobilizing support (moving ideas from pilots to practices)
2. How to evaluate at scale

Assignments:
Final Project Proposal and Team Contract Due

Required Readings:


5. **Case:** KIPP (Case Pack)

6. (optional) Boorstin, *Scaling up Impact*, SSIR


**Questions for case discussion:**

1. Evaluate the original KIPP schools. Are they successful? Why or why not?
2. Should the KIPP schools be replicated? Why or why not?
3. What are the major challenges KIPP will face as it expands?
4. What is your advice to Feinberg, Levin and Hamilton at the end of the case?

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**Week 6: Metrics and Evaluation**

**Learning Objectives:**

1. Understanding tools for thinking about impact and evaluation of social innovation.
2. Understand the strengths and weaknesses of Khan Academy as a social innovation.

**Required Readings:**


   a. Blog on the paper

6. **Case:** Khan Academy

**Questions for case discussion:**

1. Assess Khan Academy according to the social innovation process.
2. Where do they succeed? Where do they fall short?

**Optional Listening:**

1. Speaker: Ted Mitchell, American Council on Education (67 min)

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**Week 7: Funding Social Innovation**

**Learning Objectives:**

1. What are the resources that you need? What are key decisions that influence the resources and funding models that are the best fit?
2. What are the different funding models available? What is the appropriate funding mechanism for your idea?

**Required Readings:**

1. Levenson Keohane: Chapter 17

2. Landes Foster, Kim, Christiansen, “Ten Nonprofit Funding Models”, SSIR, Spring 2009

   https://theconversation.com/how-microfinance-disappointed-the-developing-world-23206
   b. https://ssir.org/articles/entry/akhuwat_making_microfinance_work#

5. **Case:** Goldman Sachs goes to Rikers Island

**Questions for case discussion:**
1. How do social impact bonds compare to traditional methods used to implement public programs?
2. Who are the stakeholders involved? What are their responsibilities, competencies, and incentives?
3. Who are the main beneficiaries of social impact bonds?
4. What social issues can social impact bonds address?
5. Are social impact bonds scalable?

**Optional Readings:**
4. The Bangladesh poor selling organs to pay debts (2013). *BBC.*

**Week 8: Social Entrepreneurship**

**Learning Objectives:**
1. Understand different goals, types and forms of entrepreneurship
2. Understand key challenges and strategies for managing tensions between social and business objectives

**Assignments:**
1. Annotated Bibliography Due

**Required Readings:**
2. “For Love or Lucre,” Jim Fruchterman, SSIR, Spring 2011
5. Case: Gram Vikas

**Questions for case discussion:**
1. What is distinctive about Gram Vikas’ approach to entrepreneurship?
2. How does Gram Vikas link the broader social goals of MANTRA to activities at the village level? What are the key elements of their model?
3. What are the challenges of scaling up the MANTRA model?

**Optional Reading:**

**Week 9: Social Enterprise**

**Learning Objectives:**
1. Understand key challenges in managing tensions between social and business objectives in for-profit firms
2. Understand key challenges in managing tensions between social and earned revenue goals for non-profit organizations

**Required Readings:**
6. Case: Patagonia: Driving Sustainable Innovation by Embracing Tensions
7. (Optional) **Speaker Video**: Vincent Stanley, Director of Philosophy, Patagonia

**Questions for case discussion:**
1. How would you describe Patagonia’s supply chain and innovation strategy? What are the pros and cons of such a strategy?
2. What are the tensions for Patagonia around DWR and who are the stakeholders associated with each of these tensions?
3. Is Patagonia’s focus on quality, in this case water repellency, constraining its ability to rethink its products? Should Patagonia change its quality/durability standards for difference product lines (Super Alpine vs. Board Shorts)?
4. What will really change the textile industry to adopt more sustainable solutions? What influence do brands primarily have over global supply chains? What role do consumers have? How can a relatively small company like Patagonia move massive companies like DuPont/Chemours? How can it move the entire ecosystem away from environmentally damaging practices?

(Spring Break)

**Week 10: Mobilizing Change**

**Learning Objectives:**
1. Understanding tools for persuasion and mobilizing change

**Required Readings:**

**Assignments:** Group Data Presentation Due

**In-Class:** Change Simulation (bring your computers)

**Week 11: Partnerships & Collective Impact**

**Learning Objectives:**
2. Understanding popular models of collaborative organization
3. Assessing the challenges of coordination

**Required Readings:**


6. **Case**: Oxfam and Swiss Re (Case Pack)

**Questions for case discussion:**
1. What accounts for effort to succeed? What were some of the challenges?
2. How do organizations that don't traditionally cooperate begin a productive conversation? How do they build trust and learn from one another?

**Optional Readings/Listenings:**
4. **Speaker**: Marina Kim (3.5 minutes; highlights)
5. **Video Speaker**: Wilma Franco, Southeast Los Angeles Collaborative

**Week 12: Public Sector Innovation & New Technologies**

**Learning Objectives:**
1. Analyze Collective Impact as an example of a new engagement model
2. Understand the evolution of public sector innovation
3. Explore new tools for broad inclusion

**Required Readings:**
4. Trebor Scholz, Platform Cooperatives, TED Talk (13 minutes)
7. **Case**: Operation Warp Speed and the COVID Vaccine

**Questions for case discussion:**
1. Did the COVID vaccine require a PPP? What benefits did this structure provide? What risks did it entail?
2. Transparency and a means of managing conflicts of interest were major issues in implementation. Is this required? What are the risks with and without these elements?
3. What are the implications of this US focus on the EU and on the developing work in the global response to the Pandemic?
4. In considering a portfolio of vaccine technologies, did the PPP crowd in or crowd out other possible solutions for vaccine development?
5. How should we access success?
Optional Readings:

**Week 13: Social Movements**

**Learning Objectives:**
1. Understand the tools of social movements
2. Learn historical details of two social movements

**Assignments:** Final Project Outline Due

**Required Readings:**
4. Davis and White. Chapters 3, Overview of the Social Movement Framework. Changing your company from the inside out.

**Case Discussion Questions:**
1. What accounts for the success that MADD had in tackling this social problem?
2. What parts of the process of social innovation are involved in social movements?
3. What can social innovation learn from social movements?
4. If we compare the MADD case with Monday’s reading on the civil rights movement (dramatically different movements): What do the two readings suggest that help explain one or another’s success or struggles?

**Optional Readings:**

**Week 14: Social Innovation Questions and Critiques**

**Learning Objectives:**
1. Explore recent conversations and efforts in social innovation and social justice
2. Consider critiques of social innovation

**Required Reading:**
1. Levenson Keohane: Chapter 19, 20
a. Video: Anand Giridharadas on The Daily Show with Trevor Noah (8 min)
c. Read Prologue and Epilogue of Winners Take All

Week 15: Final Group Presentations

Due: Presentation slide deck: Tuesday before class.

In class: Presentations with Q&A

Final Paper:
Social Innovation Analysis
Academic Integrity

Statement on Academic Conduct and Support Systems

Academic Integrity:
The University of Southern California is foremost a learning community committed to fostering successful scholars and researchers dedicated to the pursuit of knowledge and the transmission of ideas. Academic misconduct is in contrast to the university’s mission to educate students through a broad array of first-rank academic, professional, and extracurricular programs and includes any act of dishonesty in the submission of academic work (either in draft or final form).

This course will follow the expectations for academic integrity as stated in the USC Student Handbook. All students are expected to submit assignments that are original work and prepared specifically for the course/section in this academic term. You may not submit work written by others or “recycle” work prepared for other courses without obtaining written permission from the instructor(s). Students suspected of engaging in academic misconduct will be reported to the Office of Academic Integrity.

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 (EO-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.