COURSE SYLLABUS

Industrial and Systems Engineering (ISE)

ISE 544: Leading and Managing Engineering Teams (4 units)

Note: Due to administrative processes, this syllabus is subject to change. It is the student's responsibility to verify with the instructor regarding any updates.

Design and management of engineering teams. Group decision-making, motivation, leadership, infrastructural requirements, performance measurement, team diversity, conflict, and integration.

Semester:	Fall 2024
Course Sections:	31504D - In Person 31704D - DEN
Lecture Date and Time:	Monday, 6:00 – 9:40 PM
Location:	RTH 109 – In Person DEN@Viterbi - DEN
Instructor Name:	Dr. Alex M. Azmi
Contact:	Email: azmi@usc.edu
Instructor Office:	• In-person Meetings: By appointment 4:45-5:45 PM prior to any scheduled session days. • Phone Meetings: Will set up a time and number with meeting details. • **For emergencies only: 310-800-1725** • Other options can normally be accommodated with advance notice.
Course Producers (CP/TA):	• Rishabh Jogani: rmjogani@usc.edu or 213-522-5507 • Yashvi Sanghani: ysanghan@usc.edu or 213-440-8703 • Nidhi Desai: njdesai@usc.edu or 213-756-8005 •
Course Producers Office:	• Please text Class Producers for urgent matters only. Otherwise, please use email or the Discussion Board. Hours: By Appointment • Use email for personal issues (i.e. leave) and assignment grade questions. • Response to emails within 24 hours.
Required Textbooks:	• *The Team Handbook,* Scholtes, Joiner, and Streibel, Published by Oriel Inc, 3rd edition (2003), ISBN: 978-188-4731266 • *Engineering Project Management,* Neil G. Siegel, Wiley, ISBN 13 978 1119525769 • *The Five Dysfunctions of a Team: A Leadership Fable,* Lencioni, Published by Jossey-Bass; 1st edition, (2002), ISBN: 978-0787960759 • *Getting to Yes: Negotiating Agreement Without Giving In,* Roger Fisher, William Ury, and Bruce Patton, Published by Penguin Books, 3rd edition, [2011], ISBN: 978-0143118756 • *Unwritten Laws of Engineering,* W.J. King, James Skakoon, Published by ASME Press (July 17, 2019), ISBN: 978-0791861967

Recommended Textbooks:	• *Making the Team: A Guide for Managers,* Leigh L. Thompson, Published by Pearson, 6th edition, (2018), ISBN: 978-013-448420-4 • *Teamwork and Team Building,* J. Butterfield, Published by Cengage Learning, 2nd edition (2017), ISBN: 978-1-337-11927-6 • *Never Split the Difference: Negotiating as if our life depended on it,* Chris Voss, Harper Business (2016), ISBN: 0062872303
Course Readings:	This course will rely primarily on lecture materials. Assigned readings and additional documents will be provided through the class website or through the USC electronic library system.
Prerequisites and Other Requirements:	• No prior courses. • Capable of preparing professional papers and presentations in the English language using proper citations (APA format). • Ability to produce documents in MS Word and MS PowerPoint. • Access to a computer with a web camera, microphone, and speakers or headphones. • Students are responsible for understanding materials/subjects covered in class and meeting all due dates.

Introduction and Purposes

OBJECTIVE

The objective of this course is to familiarize students with the literature on teams, group decision-making, motivation, conflict resolution, negotiation, and diversity. As a result, students will be able to demonstrate an understanding of how to manage engineering teams, deal with conflicts in organizations, and be aware of cultural differences.

COURSE LEARNING OBJECTIVE *By the end of the course, students should be able to:*	ALIGNED ASSESSMENTS *This learning objective skill is measured by:*
Demonstrate various team facilitation tools and techniques.	Apply concepts learned through individual and team, assignments, quizzes, and dramatization using team presentations.
Present various examples of team and leadership models.	Demonstrate through role playing the understanding of various examples both when used correctly and incorrectly.
Integrate understanding of leadership traits to enhance working in teams.	Create a final project report and presentation that demonstrates various hard and soft skills learned within the course.
Create presentations and reports that meet business expectations for detail.	Assignments will be reviewed and critiqued on attention to detail, ability to communicate effectively and creativity.

DESCRIPTION

This course will provide the student with several foundational aspects to prepare or enhance skills that are expected of those leading technical engineers. These elements will include:

- **Understanding the makeup of teams:** diversity and cultures, team roles, importance, and contributions.
- **Management tools to drive performance:** infrastructure requirements to enhance team function, measurement, virtual team considerations, accountabilities, and facilitation.

- **Leadership traits for enhancing teams:** situational leadership, understanding conflict, negotiation techniques, identifying and resolving team dysfunction.
- **Self-understanding:** emotional intelligence, value to the organization, value to your subordinates.
- Understanding the **importance of attention to detail** in setting yourselves above your peers to enhance your professional brand.

APPROACH

This course intends to prepare students to become effective leaders of engineering teams. The course will emphasize the importance of a rounded set of skills necessary for leading engineering teams, including technical and soft skills. The course focuses on hands-on learning and is based on real-life scenarios from organizations worldwide. It is highly interactive and requires active participation from students.

- The **format** includes lectures, readings, individual assignments, team projects, presentations, workshops, and case studies.
- **Weekly individual or team assignments** will be related to topics covered in class and based on discussed topics, recent events, or technological advancements.
- The **team projects** will have weekly assignments in the form of written and oral presentations, requiring each member to assume the team's leadership for at least one week.
- The **grading** will be done on a weekly basis, with feedback on each assignment.

Course Assignment, Report, and Presentations

The assignments complement the other aspects of the class, such as lectures, discussions, and readings. Each assignment strengthens the student's understanding of course topics and improves their skills.

Each assignment is graded on multiple criteria, including content, presentation, and attention to detail (ATD). The details include the format of the deliverables, length of the presentations, and submission date. Please review and adhere to the following items:

FORMAT

- Assignments, presentations, and reports will be submitted in MS PowerPoint unless otherwise advised.
- The naming convention for assignment files is:
  - For **individual assignments**: ISE-544_AZMI_assignment#_StudentFirstName_StudentLastName
    Example: Your first assignment is to create a 1-2-page profile of yourself. Assuming your name is John Smith, the file name would be: *ISE-544_AZMI_01_John_Smith.pptx*
  - For **team assignments**: The naming convention would replace the students' first and last names with the team's name for team presentations. Assuming assignment number 3 and the team's name is Red, the file name would be: *ISE-544_AZMI_03_Red.pptx*
- PowerPoint formatting:
  - **Title page**: required on all assignments and submissions unless otherwise advised, centered text, no page number but set as page number 0, Font; Arial 20.
    - Assignment name and number
    - An optional personal title
    - On individual assignments, please include your name. For team assignments, please include the team leader's name and each team member's name.
    - Dr. Alex M. Azmi
    - Assignment due date
  - **Content pages**: Start with page number 1, Font; Arial 12 – 20
    - *This requires you to have the title page as page number zero, which needs to be changed from the page settings, which you can find under PowerPoint Help, e.g., page number zero.*
    - Transitions between slides are to be built into the presentation.
    - Page size print setting to standard 'letter', landscape mode.

TEAM PRESENTATIONS

- Team presentations should be no less than 6 minutes and no longer than 7 minutes unless advised otherwise. Individual presentations may require embedded voice narration, which will be noted in the class or lecture notes.
- Online presentations must be narrated, and the narrative audio must start automatically with the presentation. Audio files should be saved in lower quality, small size format.
- Presentations will be consolidated by the C.P. into one master file for in-class presentations. The order of team presentations will vary each week.

ASSIGNMENTS

- Assignments and presentations will be explained in the class and posted on Brightspace/D2Learn.
- While syllabus will be updated after every class, for detailed instructions for the assignment always refer to the instructor's presentation for the week where it will be outlined.
- Assignments are **due on or before 21:59 (9:59 PM), SIX DAYS AFTER** the assignment was issued in class (the next Sunday) unless otherwise advised.
- If there are challenges with the upload, check that Brightspace/D2Learn supports the file name. If the upload is still not possible, email a copy to the class Course Producers and Instructor.
- Only one submission attempt will be allowed.
- Late assignments will receive a 0.1 point deduction for each hour late, up to a 1.0 point deduction for each 24 hours past the due date using the Brightspace/D2Learn submission time.
- Use of any material (including audio/video/photo) outside of our class materials that was not created by the student/team within any assignment must have proper APA citations. Examples of various citation options can be found at http://libguides.usc.edu/citation. Citations should be noted either in the page footer or within the appendix.

Course Schedule, Obligations and Assignments

CLASS DISCUSSION AND READING ASSIGNMENTS

The student's responsibilities during the class include keeping up with the reading assignments, completing individual and team assignments on time, presenting, and participating in class and online discussions. The class format requires high participation during sessions and with other team members during non-class time.

All courses, in addition to the class contact hours, are required to meet a minimum standard for out-of-class time. This time includes all academic activities such as homework, reading, and writing. For every unit of in-class contact time, the university anticipates that students will spend two hours on out-of-class work per week throughout the semester. For more information, please see the Contact Hours Reference, which is available at usc.edu/curriculum/resources.

Course reading assignment titles will be abbreviated as:

- **TH** for title: **The Team Handbook**
- **EPM** for title: **Engineering Project Management**
- **5D** for title: **The Five Dysfunctions of a Team: A Leadership Fable**
- **ULE** for title: **Unwritten Laws of Engineering**
- **GTY** for title***: Getting to Yes: Negotiating Agreement Without Giving In***

Class Weekly Schedule

SESSION #	DATE	TOPICS/EVENTS	PRE-CLASS READINGS
1	8/26/24	• Leading and Managing Engineering Teams: Introduction, Expectations, and Course Logistics	• N/A
	Assignment due next session: • Assignment #1 (individual): Complete the online survey and create a 1-to-2-slide presentation introducing yourself, including your name, photo, personality type, background, academic focus, personal challenges, hobbies, and a past challenging experience. Please complete the Be creative in your design and share only what you're comfortable with.		
2	9/2/24	• Labor Day – No Class	• N/A
	Assignment due next session: • N/A		
3	9/9/24	• Personality, Power, and Influence in Organizations • Engineering Leadership Skills • Introduction of Team Project #1	• Handout • TH: Intro • 5D: 1-90
	Assignment--Final presentation for Team Project #1 is on Session #9: • Team Project #1 – The course will have two Team Projects in addition to the weekly assignments. Each week, team members should complete a section of the final report and presentation. The initial team assignment involves a critical analysis of 'The Five Dysfunctions of a Team,' specifically within the context of engineering team leadership. The task requires the team to identify and scrutinize significant events in the book, evaluate the actions of the leadership team based on the topics discussed in weekly sessions, and propose alternative strategies where necessary. Assignment due next session: • Assignment #2 (Individual): Write a one-page After Action Review (AAR) about your recent team participation. In your report, explain the discussion topic, point out what your team did well, and identify areas for improvement. Also, suggest at least one area where you can enhance your own participation or team leadership skills. • Assignment #3 (Team): Team Introductions: Following class presentation guidelines, team members introduce each other. The introductions may include experience, background, personality types, hobbies, and what each person brings to the team.		
4	9/16/24	• Engineering Teams and Organizations	• 5D: 91-170 • EPM: Ch 6 • TH: Ch 1
	Assignment due next session: • Assignment #4 (Team): Based on the case study discussed in class, each team will research and analyze the factors that led to the organization's rise or decline, paying particular attention to leadership and organizational structure issues.		
5	9/23/24	• Leading Engineering Teams	• 5D: 171-224 • TH: Ch 2 • EPM: Ch 1.3-1.5 & Ch 13.1-13.7
	Assignment due next session: • Assignment #5 (Team): Based on the case study discussed in class, each team will review an organizational challenge scenario requiring strong leadership. The team should conduct		

SESSION #	DATE	TOPICS/EVENTS	PRE-CLASS READINGS
	research on the context and details of the scenario and critical analysis of the leadership styles and strategies.		
6	9/30/24	• Team Roles, and Responsibilities • Team Meetings	• TH: Ch 3 & 4 • EPM: Ch 4
	Assignment due next session: • Assignment #6 (Team): Create a plan outlining initiatives, improvements, and innovative practices to elevate USC Viterbi School of Engineering into the top 10 of the US News & World Report engineering school rankings.		
7	10/7/24	• Team Communication, Dynamics, Trust, and Conflicts	• TH: Ch 6 & 7
	Assignment due next session: • Assignments #7 (Team): Brainstorm and rank three significant engineering problems and propose possible solutions. The team presentation should include the process of identifying and ranking the problems and developing the proposed solutions. (Presentations are recorded and submitted online).		
8	10/14/24	• Midterm Quiz • Team Creativity and Innovations	• TH: Ch 8
	Assignment due next session: • Assignment #8 (Individual): Research one of the four innovations covered in class. Identify the key factors that contributed to its success, the next generation of this innovation, and the problem it addresses.		
9	10/21/24	• Final Presentation: Team Project #1 • Introduction of Team Project #2	• N/A
	Assignment--Final Presentation for Team Project #2 is on the Last Class Session: • Team Project #2: The team will plan all aspects of an engineering-related project, using both hard and soft skills covered in class, such as team leadership, communication, innovation, and problem-solving. The team will be evaluated on their planning process and their analysis of working together. This analysis should include the challenges they faced, how team meetings were conducted, handling of virtual meetings, and methods for making decisions and resolving conflicts.		
10	10/28/24	• Fundamentals of Negotiation	• GTY: Ch 1-4
	Assignment due next session: • Assignment #9 (Team): Analyze a Position or Interest-Based Negotiation between two parties in a current corporate America dispute. The background of the specific companies involved will be provided in class.		
11	11/4/24	• Team Decision Making – Part 1	• EPM: Ch 8
	Assignment due next session: • Assignment #10 (Team): Based on the team's research and analysis, examine the decision-making process in either the Volkswagen Emissions Scandal or the Southwest Airlines' Reservation System Crisis.		
12	11/11/24	• Team Decision Making – Part 2	• Handout
	Assignment due next session: • Assignment #11 (Team): Evaluate the proposal for the Mobile Technology Project and make a go/no-go recommendation. Your decision should be based on an assessment of the lifecycle cost and both the expected project's quantitative and qualitative benefits.		
13	11/18/24	• Diverse, Multicultural, and Virtual Teams	• Handout
	Assignment due next session: • Assignment #12 (Team): Research and present three emerging technologies that improve virtual meetings. Discuss how these technologies impact engineering teams.		

SESSION #	DATE	TOPICS/EVENTS	PRE-CLASS READINGS
14	11/25/24	• Engineering Ethics	• EPM: Ch 15
	Assignment due next session: • Assignment #13 (Team): Conduct an analysis of one of the technological advancements discussed in class. Research its technical details and ethical implications. Additionally, as a hypothetical CEO of a company in this field, outline your guidelines for the engineers in your company. (Presentations are recorded and submitted online.)		
15	12/2/24	• Career Planning • End-of-Course Quiz	• ULE: 1,2, 3 • EPM: Ch 13.8 – 13.11
	Assignment due next session: • N/A		
16	12/9/24	• Final Presentations – Team Project #2 • Closing Remarks	• N/A

NOTES

1. Assignment details will be given throughout the class.
2. After each team presentation, all students are expected to fill out a form commenting on their takeaways from said team presentation.
3. Reading assignments will be discussed each week. Students may be asked to summarize the assignments in their own words.
4. Readings and assignments may be adjusted to accommodate class progression.
5. The schedule may change to accommodate guest speakers.

Students are expected to frequently check announcements on the course Brightspace/D2Learn site and their email account for any schedule updates or changes.

CASE STUDIES AND CLASS DISCUSSIONS

Case studies will be presented as an in-class team exercise. Each team will read a case and present it briefly. The questions associated with each case will be discussed in the class by all the students. This includes team presentation discussions.

TEAM PROJECTS

The class will have two team projects. Each team project is designed so that you exercise the topics discussed in the class in a team setting and also practice working and collaborating with other teams. Another goal is to enhance your learning experience by "flipping" the classroom for a small portion of the course. According to the Accreditation Board of Engineering and Technology (ABET), one of the most important qualities of a good engineer is the ability to read, research, reduce and present a topic to a specific audience.

Having that in mind, you will be assigned to a team by the instructor. We want to make sure that the teams are diverse. The assignment by the instructor is final and cannot be changed. The details of each team project will be given in class.

ASSIGNMENT SUBMISSION

When directed by the instructor, some major course assignments and all book reports will be submitted to the *TurnItIn* system. *TurnItIn* is a plagiarism-detection system that compares student submissions with other submissions, past course submissions, and information available on the Internet. Any submissions reviewed by *TurnItIn* and any that do not follow Academic Integrity standards will be referred to USC Student Affairs.

- Follow TurnItIn instructions to submit an assignment through the Assignment Manager or TurnItIn system. If you have any technical issues with the submission process, email the CP/TA immediately.
- Please review and adhere to USC guidelines on the use of generative AI.
- All work submitted by a student and/or group/team must include citations for any element that is not the

student's original creation. This includes all audio, video, photos, etc.

Grading

12 Assignments (4 points each)	**48**
Team Project #1	**10**
Team Project #2	**10**
Midterm Quiz	**10**
End-of-Course Quiz	**10**
Class Participation	**12**
Total	**100**

Grades will be based on the following:

• **A > 95%**	• **C+ > 77%**
• **A- > 92%**	• **C > 73%**
• **B+ > 88%**	• **C- > 70%**
• **B > 84%**	• **D > 67%**
• **B- > 80%**	

- **Assignments** will be graded based on thought, originality, expression, depth, quality, the number and quality of references, and the amount of new information (information is not simply repeated from the lecture) when applicable. Each assignment is worth 4 points, with the top 12 out of 13 assignments selected (the lowest score will be discounted).

  - Team presentations will be graded as a 'team'. Presentations must address assignment callouts, be formatted to comply with the syllabus, meet presentation time requirements, utilize proper citations, etc.
  - Team members will rotate as team leaders, keeping the balance within one presentation.
  - Team leader will have added responsibilities which can result in possible bonus or deduction points only for the team leader. These elements may include the following:
    - Facilitating member's action items/assignments.
    - Facilitating group/team synergy and participation.
    - Assuring that any technology used will function without delay during live presentations.
    - Introducing assignment presentation (group/team name and team leader noted on the presentation title slide)
    - Summarizing assignment presentation
    - Recapping team assignment processes with appendix PowerPoint slides to include:
      - Documenting processes that the team went through to complete the assignment.
      - Including a slide for their team Action Item Log (AIL).
      - Recapping team results using an After-Action Review (AAR) format to highlight what went well, what can be improved, and leader learnings. Expectations for leaders' learning include describing what they learned from this experience of taking on the leadership role.

- **Live attendance** is an expectation for non-DEN students. If a non-DEN student is unable to make a session in person, they are expected to advise the instructor and TA/CP to discuss options. Options can include having students join virtually by connecting to the course-approved virtual platform (e.g., Zoom), through a personal virtual connection (e.g., FaceTime), or be pre-recorded. However, the expectation for non-DEN students is to be in in class. Attendance is graded as a part of the class participation grades.

- **Late student additions** can be accepted following normal ISE Department protocol. Students who enter our course after the first class will be expected to complete all prior assignments on the assigned deadline to receive full credit.

- **Participation:** Students are also expected to participate in the classroom and on the discussion board, which is incorporated into the course grade. Participation will also likely improve the chances of a student receiving a higher grade if the student is in the bubble between two grades. Elements in the course may take different forms.

    1. Participation during class. Comments, additions, and discussion participation will be considered toward a participation grade. Engagement with questions or comments that enhance our course topics is highly encouraged. Discussion around administrative topics, e.g., assignment questions, are considered basic expectations for students are not considered as participation.
    2. After each team presentation, all students are expected to fill out a form commenting on their takeaways from said team presentation.
    3. Participation in *Discussion Boards* (see Discussion Boards below for more details) on Brightspace/D2Learn is another way to participate in class.
    4. Virtual participation by use of remote or embedded audio/video.
    5. Before or after class discussions that exclude administrative elements.
    6. Displays of disrespect can include talking or texting during other presentations, which can result in participation deductions.

- **Midterm and end-of-course quizzes are** currently planned to be given during our scheduled class time. These will recap current readings and lecture topics presented to date to demonstrate students' knowledge and understanding of material and concepts. Time will be set aside during the assigned class session for DEN and non-DEN students taking the exam in person.

- **Team projects:** Each Team Project requires a written report and oral presentation which will demonstrate the student's knowledge and understanding of the material presented in the course.

    - Report (full PowerPoint presentation, format guidelines will be provided).
    - Presentation (15-minute PowerPoint presentation and additional plus 10-minute Q&A, given in class).

- **Bonus or extra credit** points may be given for exceptional accomplishments and are purely at the discretion of the instructor. Consideration for points includes class participation, exhibiting leadership qualities in team projects, Attention to Detail (ATD), early submissions, creativity/innovation, demonstration of enhanced team formation, etc. Additional class extra credit options can be requested after mid-term grades are posted. If approved, it would be made available to all students.

Discussion Board and Questions

- Discussion board threads will be created for multiple lectures/topics and for each assignment in the course.
- Please check the discussion board frequently.
- If you have a question about that lecture or the assignment, post it to the discussion board within the corresponding thread.
- If you don't receive a response or your question is not sufficiently answered, you should email the professor and TA/CP/GRADER. Having questions posted to the discussion board reduces the number of duplicate emails we must answer and ensures that the information we provide is available to all students.

Student Expectations

- To ensure a cooperative learning environment, each student is expected to read the text before each class meeting and prepare to participate actively during class discussions, team-related activities, presentations, and writing.
- Netiquette is network etiquette, rules that encourage appropriate and courteous online behavior. Students are expected to engage in behaviors that enhance the learning environment. Our goal is to optimize the learning experience for all students; therefore, disruptive behaviors are prohibited and will not be tolerated.

- Students are expected to follow the standards of appropriate online behavior. The protocols defined by the USC Student Conduct Code must be upheld in all aspects of class. Examples of inappropriate online behavior include but are not limited to:

  - Posting inappropriate material
  - SPAM to the class
  - Online flaming
  - Offensive language

  For more information, please visit https://studentaffairs.usc.edu
  In the event of any technical breakdown, students are expected to contact the TA/CP ASAP by email or text message.

- Students are expected to be able to use the following tools in order to upload and download their assignments, obtain pertinent course information, and participate in class discussions: Brightspace/D2Learn, MS PowerPoint with the ability to include a voice narration audio track.

Statement for Students with Disabilities

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me (or to TA/CP) as early in the semester as possible. DSP is open 8:30 a.m.–5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776.

Statement on Academic Conduct and Support Systems

ACADEMIC CONDUCT

Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Part B, Section 11, "Behavior Violating University Standards" 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://apo.ucsc.edu/policy/capm/026.000.html

SUPPORT SYSTEMS

Counseling and Mental Health - (213) 740-9355 – 24/7 on call
studenthealth.usc.edu/counseling
Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call
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 and Services (RSVP) - (213) 740-9355(WELL), press "0" after hours – 24/7 on call
studenthealth.usc.edu/sexual-assault
Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

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

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

Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298
usc-advocate.symplicity.com/care_report
Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity and Diversity |Title IX for appropriate investigation, supportive measures, and response.

The Office of Disability Services and Programs - (213) 740-0776
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 Support and Advocacy - (213) 821-4710
uscsa.usc.edu
Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity at USC - (213) 740-2101
diversity.usc.edu
Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

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