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USC Viterbi
School of Engineering

Course ID and Title: ISE 616 / CSCI 616 Interdisciplinary Approaches to Data-Driven Decision-Making
Units: 4 Units
Time: 110 mins twice weekly

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Catalogue Description
Unified treatment of data-driven decision-making from the lenses of artificial intelligence and operations research for both single- and multi-agent systems.

Course Description
The area of "Data-Driven Decision-Making" (DDDM) is a fast emerging and growing area of scientific research focused on the practice of using data to inform, guide, and enhance decisions in various contexts, ranging from business strategies to public policy, healthcare, marketing, and beyond. The core idea is that decisions that are based on (objective) data enable individuals and organizations to make more informed, evidence-based choices, potentially leading to better outcomes. In this course, we will discuss the transformative role that Artificial Intelligence (AI) and Operations Research (OR) are playing in DDDM in the context of both single-agent systems (where there is only one agent in a defined environment) and multi-agent systems (where decision-making agents interact in a shared environment to achieve common or conflicting goals). The objective of this course is to discuss both the foundations of AI and OR techniques to address decision-making problems integrating data and the latest research, which increasingly integrates techniques from both fields to make effective data-driven decisions. While tools from OR and AI are usually taught in isolation, this course proposes a unified treatment which is valuable to contrast, compare, and train students in identifying good approaches for given situations and in identifying open problems. Through this course, students will develop an appreciation of the value of integrating techniques from the two fields to address decision-making problems informed by data.

The course is intended for Ph.D. students and advanced M.S. students who are ready for the course. It is a required component of the ORAI certificate program.

Learning Objectives
The area of "Data-Driven Decision-Making" is a fast emerging and growing area of scientific research focused on the practice of using data to inform, guide, and enhance decisions. The core idea is that

decisions that are based on (objective) data enable individuals and organizations to make more informed, evidence-based choices, potentially leading to better outcomes.

The goal of this course is to provide students with an overview of this area of research, focusing on the transformative role that Artificial Intelligence (AI) and Operations Research (OR) are playing in DDDM, enabling them to identify the best approach for any given situation and key open research questions. The students will learn both about foundational tools in AI and OR for DDDM and about some state-of-the-art approaches integrating AI and OR for improved decision-making.

The course will discuss both single-agent systems (where there is only one agent in a defined environment) and multi-agent systems (where decision-making agents interact in a shared environment to achieve common or conflicting goals). We will discuss how AI and OR can be used to tackle sequential DDDM problems where the decision-makers can learn from the environment, and where decisions are allowed to adapt to information as it becomes available. We will discuss techniques for making reliable decisions in settings where data may be biased, scarce, or subject to distribution shifts.

Specific tools that the students will learn about are stochastic optimization, dynamic programming, robust and adaptive optimization, distributionally robust optimization, totally and partially observable Markov Decision Processes, reinforcement learning, bandits, algorithms with predictions, decision and utility theory, and mechanism design (including game and auction theory).

Each week will focus on one topic. For each topic, the instructor will introduce the key models, theory, and methods. Subsequently (one week later), students will present recent papers using the theory in the context of applications, drawing from the literatures in both AI and OR. The students and instructors will openly discuss the papers following each presentation. The students will have ample opportunity to interact with one another, with the instructors, and the TA. Topics of discussion will cover both the specific method and application but also the publication/research cultures in AI and OR, their similarities, and their differences. We will also discuss the practical challenges in and strategies for overcoming such differences.

In addition, starting from week 7 of the course onwards, the students will be working on original work/research in collaboration with teammates and the instructor, applying the techniques learned during the readings and presentations, to tackle a specific decision-making problem faced by a person or organization informed by data. Projects can be proposed by the students with approval by both instructors or can be suggested by the instructor. The projects proposed by the instructors will be based on case studies inspired by many of the centers of USC, including CAIS, the Center for AI in Society; METRANS; CREATE; and AI4OPT.

By the end of the course, students will be able to:

1. Describe problems where AI and/or OR have been used to improve decision-making informed by data.
2. Identify problems where AI and/or OR can be used to improve decision-making informed by data.
3. Describe and apply the methods covered in the course (e.g., distributionally robust optimization, bandits, utility theory) that can be used to improve decision-making informed by data.
4. Summarize some state-of-the-art approaches in the growing area of data-driven decision-making, drawn from the literatures in OR and AI.

Prerequisite(s):
While there are no formal prerequisites for the course, a fair amount of mathematical maturity is expected. See Recommended Preparation below and please consult the instructor if you have any concerns.

Co-Requisite(s): none.

Concurrent Enrollment: none.

Recommended Preparation: Optimization (at the level of CSCI 675 or ISE 630); machine learning and its coding in Python (at the level of CSCI 467, CSCI 567, or ISE 529); basic probability (at the level of ISE 220) and linear algebra (at the level of MATH 225 or MATH 235).

Course Notes

The class is letter graded. Readings and slides will be posted to Brightspace. We will use Slack for Q&A and open discussions among students as well as the Instructor and the TA. We will also set up Piazza as a forum for discussion.

The class will provide many opportunities for interactions with other students, the instructors, and the TA. Please stop by our office during posted office hours to discuss any matters. Office hours can be used to discuss course content, cultural differences between AI and OR, brainstorm ideas, ask a question about USC or careers, your project, or anything else you are concerned about / would like to give feedback on. If you cannot attend our posted office hours, please email us to arrange another time that is convenient.

Technological Proficiency and Hardware/Software Required

To engage in the course, students will need access to a laptop (see here for information on the USC Computing Center Laptop Loaner Program.

Required Readings and Supplementary Materials

All required readings can be downloaded from the USC libraries websites; all books are either available online for free download or can be found at the USC libraries.

Each week, students will be assigned a reading which they will need to summarize, see details in section "Description of Assignments and How They Will Be Assessed" below. The readings will be focused on applications of the methods taught by the instructor. There will be a one week offset between the theory materials that the instructor will teach and the application materials that the students will present so that each week's lecture will start with applications of the methods taught in the previous week.

Sample readings can be found in the list below (updated/extended yearly).

Week 1 sample readings (to be summarized and/or presented in week 2):

- The big data newsvendor: practical insights from machine learning, *Operations Research*, Ban, G-Y and Rudin, C
- Learning optimal and fair policies for online allocation of scarce societal resources from data collected in deployment, R&R at *Management Science*, B. Tang, Ç. Koçyiğit, E. Rice, P. Vayanos
- A Planner-Trader Decomposition for Multimarket Hydro Scheduling, *Operations Research*, Kilian Schindler, Napat Rujeerapaiboon , Daniel Kuhn , Wolfram Wiesemann

Week 2 sample readings (to be summarized and/or presented in week 3):

- Optimal Hospital Care Scheduling During the SARS-CoV-2 Pandemic, 2021, Forthcoming in *Management Science*, Josh D'Aeth, Shubhechyya Ghosal, Fiona Grimm, David Haw, Esma Koca, Krystal Lau, Huikang Liu, Stefano Moret, Dheeya Rizmie, Peter Smith, Giovanni Forchini, Marisa Miraldo, Wolfram Wiesemann.
- Using Social Networks to Aid Homeless Shelters: Dynamic Influence Maximization under Uncertainty, AAMAS 2016, Amulya Yadav, Hau Chan, Albert Xin Jiang, Haifeng Xu, Eric Rice, Milind Tambe
- The Best Decisions Are Not the Best Advice: Making Adherence-Aware Recommendations, J. Grand-Clement, J. Pauphilet, *Management Science*.

Week 3 sample readings (to be summarized and/or presented in week 4):

- Designing Response Supply Chain Against Bioattacks, *Operations Research*, N. Trichakis, P. Y. Zhang, and D. Simchi-Levi

- Finding regions of counterfactual explanations via robust optimization. *INFORMS Journal on Computing*. Maragno, D., Röber, T. E., Kurtz, J., Goedhart, R., Birbil, S. I., & den Hertog, D.
- A unifying framework for the capacitated vehicle routing problem under risk and ambiguity, *Operations Research*, Ghosal S, Ho C, Wiesemann W

Week 4 readings (to be summarized and/or presented in week 5):

- V. A. Nguyen, F. Zhang, J. Blanchet, E. Delage, Y. Ye, Robustifying Conditional Portfolio Decisions via Optimal Transport, accepted in *Operations Research*
- A. Chenreddy, E. Delage, End-to-end Conditional Robust Optimization, *UAI* 2024.

Week 5 readings (to be summarized and/or presented in week 6):

- S. Wang, E. Delage, A Column Generation Scheme for Distributionally Robust Multi-Item Newsvendor Problems, *INFORMS Journal on Computing*
- Worst-Case Value at Risk of Nonlinear Portfolios, Steve Zymler, Daniel Kuhn, Berç Rustem. *Management Science*

Week 6 readings (to be summarized and/or presented in week 7):

- Robustness of Proactive Intensive Care Unit Transfer Policies, Julien Grand-Clément , Carri W. Chan, Vineet Goyal , Gabriel Escobar, *Operations Research*.

Week 7 readings (to be summarized and/or presented in week 8):

- Haipeng Chen, Bryan Wilder, Wei Qiu, Bo An, Eric Rice, and Milind Tambe. 8/2023. "Complex Contagion Influence Maximization: A Reinforcement Learning Approach." In *International Joint Conference on AI* (IJCAI) 8/2023

Week 8 readings (to be summarized and/or presented in week 9):

- Mengxiao Zhang, Ramiro Deo-Campo Vuong, and Haipeng Luo. No-Regret Learning for Fair Multi-Agent Social Welfare Optimization, NeurIPS 2024.

Week 9 readings (to be summarized and/or presented in week 10):

- Shresth Verma, Aditya Mate, Kai Wang, Neha Madhiwala, Aparna Hegde, Aparna Taneja, and Milind Tambe, Restless Multi-Armed Bandits for Maternal and Child Health:Results from Decision-Focused Learning, AAMAS 2023

Week 10 readings (to be summarized and/or presented in week 11):

- Utility Theory for Sequential Decision Making. Mehran Shakerinava, Siamak Ravanbakhsh, ICML 2022

Week 11 readings (to be summarized and/or presented in week 12):

- Strategic Classification. Moritz Hardt, Nimrod Megiddo, Christos Papadimitriou, Mary Wootters, ITCS 2016

Week 12 readings (to be summarized and/or presented in week 13):

- Computing Bayes Nash Equilibrium Strategies in Auction Games via Simultaneous Online Dual Averaging. Martin Bichler, Maximilian Fichtl, Matthias Oberlechner , EC 2023

Week 13 readings (to be summarized and/or presented in week 14):

- Online Mechanism Design with Predictions. Eric Balkanski, Vasilis Gkatzelis, Xizhi Tan, Cherlin Zhu, EC 2024

Week 14 readings (to be summarized and/or presented in week 15):

- Learning-Augmented Metric Distortion via (p,q)-Veto Core. Ben Berger, Michal Feldman, Vasilis Gkatzelis, Xizhi Tan, EC 2024

Optional Readings and Supplementary Materials

- Lectures on Stochastic Programming: Modeling and Theory, Alexander Shapiro, Darinka Dentcheva, Andrzej Ruszczynski. ISBN: 1611976588
- Robust Optimization, A. Ben-Tal, Arkadi Nemirovski, and Laurent El Ghaoui. ISBN: 978069114368
- Reinforcement Learning and Stochastic Optimization: A Unified Framework for Sequential Decisions, Warren Powell. ISBN: 1119815037
- Distributionally Robust Optimization, Daniel Kuhn, Soroosh Shafiee, Wolfram Wiesemann

Description of Assignments and How They Will Be Assessed

Paper summaries
Lectures 1 through 14 will educate the students in various methods related to using AI/OR for DDDM. These topics will be further explored through a series of assigned readings in the form of research papers or book chapters that are focused on specific applications. Students will be assigned one reading per week for each of the weeks 1 through 14. For each reading, they will have to submit a 1-2-page summary/review for the assigned reading as homework. The summaries will be assessed based on the incisiveness and clarity of the answers to the following questions:

1. What is the main problem/application considered by the paper?
2. How does the paper fit in previous literature? What is new and novel about this paper?
3. How is the problem/task important/relevant to DDDM (whether directly or indirectly)?
4. What new methods in AI/OR were devised to address the problem?
5. Were real-world datasets used?
6. What are some possible shortcomings of the proposed approach or possible extensions (either methodological or related to the application)?

Paper presentation plan/dates
Paper presentations should be done in pairs.

The number and length of presentations per student will vary depending on the exact number of students registered for the course. We expect 2-3 presentations per student. Both the number and length of the presentations will be finalized a few weeks after the beginning of the course. Papers presented will be drawn from the corresponding week's reading list and the presenters will have the freedom to choose the paper they wish to present from the list on a first-come first-served basis.

Students will need to submit the title(s) of the papers they will be presenting and select a date for their presentation. Slots will be filled on a first-come first-served basis.

A google sheet will be distributed where students can enter the title(s) and date(s) of their presentations.

Paper presentation feedback
Before presenting your assigned paper(s) to the class, each group will need to present it to a group of students as practice. The number of feedback sessions and the size of each feedback group will depend on the number of students registered for the course. Each practice presentation and feedback session should be recorded e.g. over zoom and submitted for evaluation. The quality of the paper presentation feedback will be evaluated based on the following criteria:

1. Clarity of the feedback
2. Relevance the feedback to help improve the presentation in terms of the presentation evaluation criteria

We emphasize that the grade on the peer evaluation is earned by the students who provide the evaluation and has no bearing whatsoever on the grade of the student(s) being evaluated. The peer evaluation is a collaborative effort by everyone watching and all collaborators will receive the same grade.

Project proposal
Students will work in small teams on a project. The size of the project team will depend on the number of students in the class, and we anticipate around 2-4 students per team. All members of the group will be assigned the same grade for all project related deliverables.

Projects should relate to the use of AI/OR for better data-driven decision making.

We will provide numerous resources to create the projects (identify and solve specific problems).

The project proposal will be evaluated based on the following criteria:

1. Relevance to class topic
2. Clarity of the project proposal (1 page)
3. Feasibility of the proposed work based on data availability and proposed plan for solving the problem.

Concrete feedback will be given after the proposal to improve for next steps of the project.

Project report and presentation
The project and final project presentation will be evaluated based on:

1. Relevance to class topic.
2. Clarity of the report (~5-10 pages) and presentation.
3. Illustration of the concepts learned in class or from research papers in related areas.
4. Novelty of problem studied and of solution approach.

There is a lot of flexibility in the kind of projects completed.

Participation

Class participation will be scored based on engagement in class discussion. Meaningful engagements include participation in Q&A (asking or answering questions from the instructor or other students), commenting on a paper being presented by the instructor or other students, or presenting project progress, engaging in discussions around project definition, etc. At least 6 meaningful class interactions are needed to get full participation score (12/100).

Grading Breakdown

Assessment Tool (assignments)	% of Grade
Paper summaries	14
Paper presentation(s)	20
Paper presentation feedback	14
Project proposal	5
Project report and presentation	35
Class participation	12
TOTAL	100

Assignment Submission Policy

Assignments must be submitted via Brightspace by end of day on the day of the deadline.

Course-Specific Policies

This is a discussion-based course, hence consistent attendance and consistent participation in the in-class discussion is expected. To encourage discussion, class participation will be scored based on engagements in course discussions as outlined above. Late assignments will be penalized with a 5/100-point discount for every day late.

Attendance

Non-attendance during two or more classes in the semester (without valid reason) will be penalized with a 5/100-point discount on total grade for every day of non-attendance beyond the first day.

Examples of valid reasons to miss the class include student athletes with approved Travel Request Letters, students who give advance notice of religious observation, or sickness.

Students who miss a class are expected to make suitable arrangements to obtain notes from their colleagues.

Academic Integrity for this Class

Unless otherwise noted, this course will follow the expectations for academic integrity as stated in the USC Student Handbook. The general USC guidelines on Academic Integrity and Course Content Distribution are provided later in this syllabus.

Please ask the instructor [and/or TA(s)] if you are unsure about what constitutes unauthorized assistance on an exam or assignment, or what information requires citation and/or attribution.

Class Recordings and Course Content Distribution: You may not record this class without the express permission of the instructor and all other students in the class. Distribution of any notes, recordings, exams, or other materials from a university class or lectures — other than for individual or class group study — is prohibited without the express permission of the instructor; violations will be considered an intentional act to facilitate or enable academic dishonesty and reported to the university.

Use of Generative AI in this Course

Generative AI permitted but limited as follows: In this course, you are permitted to use Generative Artificial intelligence (AI)-powered programs to help you, but only on assignments that explicitly indicate a permitted use of Generative AI. However:

- You should also be aware that AI text generation tools may present incorrect information, biased responses, and incomplete analyses; thus, their answers may not meet the standards of this course.
- To adhere to our university values, *you must cite any AI-generated material (e.g., text, images, and other content) included or referenced in your work and provide the prompts used to generate the content*. Using an AI tool to generate content without proper attribution will be treated as plagiarism and reported to the Office of Academic Integrity.

Please review the instructions in each assignment for more details on how and when to use AI Generators for your submissions.

Course Evaluations

In this course, in addition to the course evaluation that occurs at the end of the semester, we will have informal course evaluation every few weeks to allow for early course correction.

Course Schedule

	Topics/Daily Activities	Readings/Preparation	Deliverables
Week 1	Stochastic optimization and contextual stochastic optimization	Week 1 readings	
Week 2	Dynamic programming, totally and partially observable Markov Decision Processes	Week 2 readings	Summary of assigned week 1 reading
Week 3	Robust and adaptive optimization	Week 3 readings	Summary of assigned week 2 reading; presentation of assigned papers; assigned presentation feedback recording
Week 4	Distributionally robust optimization	Week 4 readings	Summary of assigned week 3 reading; presentation of assigned papers; assigned presentation feedback recording
Week 5	Distributionally robust optimization	Week 5 readings	Summary of assigned week 4 reading; presentation of assigned papers; assigned presentation feedback recording
Week 6	Robust MDPs	Week 6 readings	Summary of assigned week 5 reading; presentation of assigned papers; assigned presentation feedback recording
Week 7	Reinforcement learning	Week 7 readings	Summary of assigned week 6 reading; presentation of assigned papers; assigned presentation feedback recording; project proposal
Week 8	Intro Multi-Armed Bandits: Epsilon-Greedy, UCB	Week 8 readings	Summary of assigned week 7 reading; presentation of assigned papers; assigned presentation feedback recording
Week 9	Contextual and Linear Bandits	Week 9 readings	Summary of assigned week 8 reading; presentation of assigned papers
Week 10	Utility Theory	Week 10 readings	Summary of assigned week 9 reading; presentation of assigned papers; assigned presentation feedback recording
Week 11	Game theory: Pure and Mixed Equilibrium, Best Response	Week 11 readings	Summary of assigned week 10 reading; presentation of assigned papers; assigned presentation feedback recording
Week 12	Mechanism Design and Auctions	Week 12 readings	Summary of assigned week 11 reading; presentation of assigned papers; assigned presentation feedback recording
Week 13	Algorithms with Predictions	Week 13 readings	Summary of assigned week 12 reading; presentation of assigned papers; assigned presentation feedback recording
Week 14	Multi-Agent Decision Making: Social Choice	Week 14 readings	Summary of assigned week 13 reading; presentation of assigned papers; assigned presentation feedback recording
Week 15	Students' Presentations		Summary of assigned week 14 reading; Project presentation;
FINAL	Project report Refer to the final exam schedule in the USC *Schedule of Classes* at classes.usc.edu.		

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 — which includes any act of dishonesty in the production or submission of academic work (either in draft or final form) — is in contrast to the university's mission to educate students through a broad array of academic, professional, and extracurricular programs.

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 their own original work and prepared specifically for this course and 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 misconduct include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage.

Academic dishonesty has a far-reaching impact and is considered a serious offense against the university. Violations will result in a grade penalty, such as a failing grade on the assignment or in the course, and disciplinary action from the university itself, such as suspension or even expulsion.

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.

Course Content Distribution and Synchronous Session Recordings Policies

USC has policies that prohibit recording and distribution of any synchronous and asynchronous course content outside of the learning environment.

Recording a university class without the express permission of the instructor and announcement to the class, or unless conducted pursuant to an Office of Student Accessibility Services (OSAS) accommodation. Recording can inhibit free discussion in the future, and thus infringe on the academic freedom of other students as well as the instructor. (Living our Unifying Values: The USC Student Handbook, page 13).

Distribution or use of notes, recordings, exams, or other intellectual property, based on university classes or lectures without the express permission of the instructor for purposes other than individual or group study. This includes but is not limited to providing materials for distribution by services publishing course materials. This restriction on unauthorized use also applies to all information, which had been distributed to students or in any way had been displayed for use in relation to the class, whether obtained in class, via email, on the internet, or via any other media. Distributing course material without the instructor's permission will be presumed to be an intentional act to facilitate or enable academic dishonestly and is strictly prohibited. (Living our Unifying Values: The USC Student Handbook, page 13).

Statement on University Academic and Support Systems

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.

Student Financial Aid and Satisfactory Academic Progress:
To be eligible for certain kinds of financial aid, students are required to maintain Satisfactory Academic Progress (SAP) toward their degree objectives. Visit the Financial Aid Office webpage for undergraduate- and graduate-level SAP eligibility requirements and the appeals process.

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 consists 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) 740-2500
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.