TO: Academic Affairs Department Chairs  
Directors, Undergraduate Programs  

FROM: Diversity, Equity, and Inclusion Course Requirement Committee  
Angela Booker, Chair  

SUBJECT: Diversity, Equity and Inclusion Graduation Requirement – Call for Spring 2021 Submissions  

DATE: April 6, 2021  

Dear Colleagues:  

The Academic Senate’s Diversity, Equity and Inclusion (DEI) Course Requirement Committee invites Instructors and Departments to submit proposals to add their course to the list of courses approved to satisfy the DEI Requirement for the Spring Quarter 2021 proposal deadline. The Spring 2021 deadline for submissions is April 30, 2021. Information about submission is below.  

Please note for the Winter and Spring 2021 review cycles, the DEI Course Requirement Committee updated the course criteria and proposal questions based on recommendations from a 2020 Senate-Administration Workgroup Report on the DEI Requirement.  

CRITERIA  

The mission of the DEI requirement is to ensure that all UC San Diego students engage in coursework that allows them to examine their own racial and ethnic identities in relation to the identities of others. Courses approved to meet the DEI requirement are a way to familiarize students with the requisites for a civil society guided by open dialog and critical inquiry consistent with UC San Diego’s Principles of Community and Goal 2 of UC San Diego’s Strategic Plan:  

UC San Diego Principles of Community (ucsd.edu/about/principles.html):  
“... We acknowledge that our society carries historical and divisive biases based on race, ethnicity, sex, gender identity, age, disability, sexual orientation, religion, and political beliefs. Therefore, we seek to foster understanding and tolerance among individuals and groups, and we promote awareness through education and constructive strategies for resolving conflict...”  

UC San Diego’s Strategic Plan (plan.ucsd.edu), Goal 2: Diversity and Access:  
“Cultivating a diverse and inclusive university community that encourages respectful open dialogue, and challenges itself to take bold actions that will ensure learning is accessible and affordable for all.”  

Courses approved to satisfy the DEI requirement must address the following:  

- A pedagogical framework for better understanding one’s particular racial and ethnic identity in relation to that of other identities discussed in the course. The Diversity, Equity, and Inclusion (DEI) requirement provides an opportunity to develop and offer courses with attention and understanding geared towards racial and ethnic diversity, equity, and inclusion within the United States. There is no single preferred theoretical and analytic framework for DEI courses; the goals of the requirement can be achieved in a number of ways depending on the academic discipline. Therefore, the approval process does not apply a fixed standard for determining
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relevance, and is interested in promoting new approaches that diversify the study of these topics and encourages courses that fulfill the intent of the requirement within disciplinary and interdisciplinary areas of expertise.

- DEI courses need to pay significant attention to racialized and ethnic groups in the United States that have faced historical and structural inequities. Thus, the course should have at least 30% of its content devoted to analysis of inequity with respect to one or more of the following groups: African Americans/Black Diaspora; Asian Americans and Pacific Islanders; Latinx/Chicanx; and Native Americans.

- The required focus on these groups does not preclude discussion of other dimensions of inequity. For example, it is encouraged that course content explore how class, gender, LGBTQ identities, disability, and/or religion intersect with questions of race and ethnicity.

In preparing a proposal for DEI status, it is essential to discuss how the proposed course is aligned with the mission and goals of the DEI requirement. The following questions, included on the required Response Form for DEI Proposals, should help put the proposal in context.

1. What are the learning goals/outcomes for your course? In other words, what do you want students to know, be able to do, or value when they complete your course (e.g. “I want students to be able to explain the disparate treatment of disease and its impact on marginalized communities; I want students to be able to have informed, respectful, and reflexive (or reflective) discussions about identity, power, and privilege with their peers.”).

2. How will you assess learning throughout your course (e.g. presentations, research papers, reflection assignments, exams)?

3. What teaching methods will you use to help students achieve your learning goals (e.g. discussion, group work, community engagement, field work, lecture, inclusive pedagogies)?

4. Does the course pay significant attention to one or more of the following groups: African Americans/Black Diaspora; Asian Americans and Pacific Islanders; Latinx/Chicanx; and Native Americans? What percentage of the course is devoted to these groups (refer to course syllabus)? How?
   - As noted above, for DEI designation at least 30% of a course’s content should be devoted to the analysis of inequity with respect to one or more of the following groups: African Americans/Black Diaspora; Asian Americans and Pacific Islanders; Latinx/Chicanx; and Native Americans. It is helpful to reviewers when proposers clearly state in the DEI Response Form how the course content meets this threshold, with specific references to where this content can be found in the syllabus. Content can include a range of aspects of the course and instruction time (e.g., assigned texts, pedagogical strategies, assignments and formative assessment activities).

5. Does the course examine the intersection of inequity based on dimensions of identity such as class, gender, LGBTQ identities, disability, and/or religion? How?

Applicants are encouraged to contact the Office of Undergraduate Education before submitting proposals to discuss how the criteria are addressed. Please note that it is not uncommon for proposals to be returned with comments, and that approval sometimes requires resubmission in order to ensure the course meets each specific goal of the DEI requirement in addition to its grounding in diverse perspectives and content.

PROCEDURE FOR SUBMISSION OF COURSES

Please provide the following three items:
(1) A completed syllabus with course description, lecture titles (or other thematic organization), and
bibliography; (2) approved or pending eCourse form; and (3) the DEI Response form (attached and available on the Academic Senate’s DEI Course Requirement Committee webpage).

All materials can be submitted by e-mail to Senate Associate Director Lori Hullings (lhullings@ucsd.edu). For new courses and reactivated course numbers, the Department must also submit the course approval form in eCourse to the Undergraduate Council, who will work with the DEI Course Requirement Committee to approve submitted courses.

FACULTY INCENTIVES

To provide course diversity and encourage new courses, Senate faculty may be provided up to $1,500 for new or substantially revised courses approved by UGC to fulfill the DEI Requirement. To apply for funding, proposers are asked to submit a DEI Mini-Grant Proposal in addition to the course submission to the DEI Course Requirement Committee. Up to 10 new courses will be supported by this mechanism annually.

This information, along with the list of courses already approved, is available at the Academic Senate’s DEI Course Requirement Committee webpage.