

TO: Academic Affairs Department Chairs  
Directors, Undergraduate Programs

FROM: Diversity, Equity, and Inclusion Course Requirement Committee  
Mark Hendrickson, Chair

SUBJECT: Diversity, Equity and Inclusion Graduation Requirement – Call for Winter 2024  
Submissions

DATE: April 1, 2024

Dear Colleagues:

The Academic Senate’s Diversity, Equity and Inclusion (DEI) Course Requirement Committee invites Instructors and Departments to submit proposals to add a course to the list of courses approved to satisfy the DEI Requirement for the Spring 2024 Quarter proposal deadline. The Spring 2024 deadline for submissions is May 3, 2024. Information about submission is below.

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.

## **BACKGROUND AND GOALS OF THE DEI REQUIREMENT**

The UC San Diego DEI requirement was implemented as part of several institutional responses to recurring public incidents of racism on our campus that further alienated students of color. In reaction to a 2010 race-themed party organized by UC San Diego fraternities, students protested and called on the university to address not just those specific cases but the larger, ongoing realities of structural racism. The student-led movement included voices from the Black Student Union, MEChA, other supporting student organizations, staff, faculty, and thousands of undergraduate and graduate students. One of many demands named in the 2010 “UCSD Black Student Union Address: State of Emergency,” for example, included implementing a DEI requirement for every student. Further efforts by faculty, staff, students, and administrators put forward the infrastructure for the DEI requirement, and it was approved by the Chancellor and Executive Vice Chancellor in 2011. This requirement mandates that every UC San Diego student must enroll in, and successfully pass, at least one approved DEI course. UC San Diego’s DEI requirement is therefore a direct response to student demands for an anti-racist university and a renewed commitment to UC San Diego’s Principles of Community.

The DEI Course Requirement Committee aims to uphold the anti-racist goals of those original efforts. This includes assisting educators in creating space for UC San Diego students to engage in the study of race and ethnicity in the United States, as well as the nation’s history of structural and systemic inequities that shape everyday experiences. Students in DEI courses are asked to reflect on their own identities in relation to those experiences and histories. In addition to providing opportunities to studying race and ethnicity in the United States, DEI courses are also encouraged to explore how relational understandings of class, gender, colonialism, LGBTQ+ identities, disability, and/or religion intersect with questions of race and ethnicity. While there is not a single template for DEI courses, those approved are designed to critically engage content on race, power, and anti-racist efforts that meaningfully challenge structural racism. Thus, the DEI requirement supports UC San Diego’s diversity, equity, and inclusion efforts as stated in the educational mission of the university.

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](http://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](http://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."*

## CRITERIA

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. 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. 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/Indigenous.
- 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.

## GUIDING QUESTIONS

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. 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/Indigenous?

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/Indigenous. ***In what ways does the course syllabus reflect this? How do the assigned materials and content support this? To assist reviewers, please clearly state in the DEI Response Form how the course content meets this threshold. The submitted syllabus should have clear annotations where the content references this material.***

2. What are the course goals, outcomes, and teaching strategies or methods and how do these

allow students to examine their own racial and ethnic identities in relation to that of other identities discussed in the course?

- a. *In what ways does the course syllabus reflect this? How do the assigned materials and content support faculty and/or graduate student instructors in teaching this course? It is helpful to reviewers when proposers clearly state in the DEI Response Form how the course content generates this examination, with specific references to where this content can be found in the syllabus.*

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

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 (available on the Academic Senate's DEI Course Requirement Committee [webpage](#)).

All materials can be submitted by e-mail to Senate Analyst Chrystal Randler ([crandler@ucsd.edu](mailto:crandler@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.

If you have questions prior to submitting your DEI course proposal remote office hours to answer any questions will be scheduled with the DEI Course Requirement Committee Chair Mark Hendrickson on the following dates/times:

**April 17, 2024 10am – 11am**

Please sign up for a time by using this Google Form: <https://forms.gle/HRAiFQI9TKp27s3G8>

Office Hours Zoom link is: <https://ucsd.zoom.us/j/91051358509>

### **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](#).