TO: Academic Affairs Department Chairs
               Directors, Undergraduate Programs

FROM: Standing Committee for the Diversity, Equity, and Inclusion graduation requirement (Chair,
               Eduardo Macagno, Professor, Cell and Developmental Biology)

SUBJECT: Diversity, Equity and Inclusion Graduation Requirement

DATE: September 30, 2019

Dear Colleagues:

In 2011, the Academic Senate approved the graduation requirement that all undergraduate students complete a course that focuses on Diversity, Equity, and Inclusion (DEI), effective in the Fall 2011 for freshman and the Fall 2012 for transfer students. In 2011, an Advisory Committee, after a year of deliberation and research, developed guidelines that serve as the basis for identifying courses to satisfy the requirement. In 2012, a DEI Standing Committee oversaw the first year of implementation of this requirement.

UC San Diego is at the forefront of innovation and creativity in research. The DEI requirement offers a unique opportunity not only to educate our students, but also to develop innovative pedagogy that enables them to excel and lead in an increasingly complex and diverse society. To this end, a set of courses, offered across a broad array of disciplines, have been approved to fulfill the goals of the requirement. In order to accommodate the increasing numbers of freshman and transfer students who will matriculate through UC San Diego, there is a need to increase the number and variety of course offerings throughout the entire spectrum of undergraduate instruction.

CRITERIA

A description of the criteria that the courses must meet is provided below (and a detailed description follows this letter). In order to satisfy the requirement, the courses must fulfill three governing categories: frameworks, subject matter, and pedagogy:

· **Framework** provides for the inclusion of a wide range of possible courses concerning many types of identity formation. Among possible frameworks are: race, ethnicity, gender, religion, sexuality, language, ability/disability, class, age.

· **Subject matter** requires that each course pay significant attention to at least one of the following groups: African Americans, Asian Americans and Pacific Islanders, Hispanics or Chicanos/Latinos, and Native Americans. This requirement does not exclude other groups or identity categories which may fit a given course framework.

· **Pedagogy** encourages a comparative approach to facilitate greater understanding of the individual student's particular identity in relation to that of other identities discussed in the course.

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) the DEI Response form (attached); and (3) your approved or pending eCourse form.

The first deadline for submission of these materials will be Tuesday, October 22, 2019. Thereafter, submissions will be accepted quarterly during the third or fourth week of the quarter (January 28, 2020, and April 21, 2020). As is the case with all new courses and reactivated course numbers, the Department must submit all necessary paperwork to the Undergraduate Council of the Academic Senate, who will work with the Standing Committee to approve submitted courses. All materials should be submitted online via the DEI website. If you have any questions, please contact Karen Aceves (kaaceves@ucsd.edu) in the Office of Undergraduate Education.

FACULTY INCENTIVES

To provide course diversity and encourage new courses, Senate faculty may be provided $1,500 for new or *substantially* revised courses approved by UGC as fulfilling the DEI. Course proposals should be developed through a mini-grant and review process. This proposal should be submitted along with the syllabus and DEI response form to the DEI Standing Committee. Up to 10 new courses will be supported by this mechanism annually.

The Executive Vice Chancellor has also implemented an Excellence in Teaching Diversity Award that all faculty who teach a course fulfilling the DEI requirement will be eligible to receive. The Standing Committee will be establishing the criteria for the award and calling for nominations later this academic year.

This information, along with the list of courses already approved, is available at the Undergraduate Education website: http://undergrad.ucsd.edu/programs/dei.html.

With Best Regards,

Eduardo Macagno
Chair and Professor, Cell and Developmental Biology

Detailed description of course criteria
Include answers to these questions in the DEI requirement response form.

(1) Does the course have a theoretical and analytical framework relevant to understanding diversity, equity, and inclusion in the United States? How?

> • What may be considered to be of theoretical and analytical relevance to the understanding of diversity, equity, and inclusion varies across and within disciplines. The approval process does not apply a fixed standard for determining relevance, and is interested in promoting new approaches that diversify the study of these topics. For example, we welcome courses that analyze how class, gender, sexuality or religion intersect with questions of race and ethnicity. We are receptive to courses that fulfill the intent of the requirement within disciplinary and interdisciplinary areas of expertise.

(2) Does the course pay significant attention to at least one of the following groups: African Americans, Asian American and Pacific Islanders, Hispanics or Chicanos/Latinos, and Native Americans? How?

> • Courses have substantial focus on groups within the United States in relation to the nation state and/or each other. As a guide this committee concluded that a minimum of 30% instruction time be devoted to at least one of the U.S. groups described above. Comparative frameworks may be explicit or implicit, and may involve group, national, or international contexts, as well as the concepts of equity and inclusion, and/or critiques of these concepts.

> • Courses must integrate the groups covered within a well-reasoned conceptual, thematic, and historical framework. The approval process recognizes the difficulty of defining criteria that apply across the board to courses in different disciplines, and interdisciplinary or alternative perspectives. It intends to be flexible when considering each proposal.

> • Where possible, the committee will consider groups expansively in keeping with recognized historical contexts and relevant fields of study. For example, the Committee welcomes approaches that include Asian American and Pacific Islander populations (i.e. groups originating in East Asia, Southeast Asia, Central Asia, South Asia, West Asia and the Pacific Islands); historic African American and more recent diasporic populations originating in African and/or regions of the Caribbean, Central and South America, and elsewhere; indigenous peoples and immigrants in relation to Native Americans/American Indians; and the Spanish, Portuguese and Latin American diaspora in the past and present in connection to Hispanics or Chicanos/Latinos in the United States.

(3) Does the course provide a pedagogical framework for better understanding one's particular identity in relation to that of other identities discussed in the course? How?

> • The committee encourages instructors to outline the structure of teaching methods for imparting course materials. Such an outline should indicate methods for stimulating discussion and/or providing assignments and modes of assessment that enable students to develop a capacity for critical self-reflection on issues of identity and difference. It is hoped that a pedagogy will be employed that stimulates each student to consider how one's particular identity relates to the spectrum of differences and identities explored in the course as well as to diversities within any particular identity. The committee's intention is to encourage innovative and discipline-specific pedagogical frameworks that can generate dialogue, reflection, and analysis of the challenges of diversity, equity, and inclusion in our society.