

PROPOSAL FOR A DIVERSITY, EQUITY, AND INCLUSION PROGRAM AT UC SAN DIEGO

MAY 14, 2021

1. Background

Instituted in response to a 2010 race-themed party and its aftermath at UC San Diego, the Diversity, Equity, and Inclusion (DEI) requirement was established to prioritize diversity, equity, and inclusion in the educational mission of the university. The goal of the requirement is to encourage students to reflect on their own identities, in relation to the experiences of racialized and ethnic groups in the United States and the nation's long history of structural inequities. The requirement was motivated, in part, by the so-called Compton Cookout – an off-campus party organized by several UC San Diego fraternities that asked attendees to dress in ways that reinforced racist stereotypes and mocked Black History Month. Beyond the hope that a DEI requirement might forestall future events of this type, it was-and continues to be- viewed as an indispensable component in the civic development and general education of our undergraduate student body. All other UC undergraduate campuses have a similar requirement, as do many other colleges and universities.

Compulsory for graduation, the DEI requirement touches all undergraduate students (now nearly 32,000 students). In the ten years since it was instituted, hundreds of courses have been approved to satisfy the DEI requirement. Roughly 50 DEI courses are offered each quarter, enrolling several thousand students. Given the requirement's scope and impact on campus, a Senate-Administration workgroup was charged in February 2019 to consider the following areas:

- Are the current criteria for DEI course status appropriate; if not, what changes are recommended?
- Should DEI status be periodically reviewed? If so, by whom and how?
- Should there be a requirement that DEI courses be taken for a letter grade?
- How can the campus ensure that DEI courses achieve their goals – what assessment measures are needed?
- What additional pedagogical support or training should be available for DEI instructors?

While it preserved the existing criteria, the workgroup recommended new language encouraging courses that examine intersectional identities and participation from a wider range of disciplines. The workgroup's discussion of points two and four- both related to assessment- led to subsequent conversations between Senate leadership and the EDI and DUE offices. It became apparent that if the DEI requirement were part of a DEI Program, the Senate's program review process could provide an efficient structure to review the DEI requirement. The DEI Program Taskforce was thus charged in Winter 2021 to design such a program (Appendix A).

UC San Diego's unique academic arrangement based on our undergraduate college system offers exciting possibilities for the design of a new DEI Program. In addition to their residential, student affairs, and advising functions, colleges are also academic units, each with a unique general education curriculum. Departments, programs, and colleges all participate in periodic Senate program reviews, which examine, among other aspects, curriculum and pedagogical effectiveness. Falling outside of these academic structures – neither a major requirement nor part of a college general education program - the DEI requirement has had an orphaned status and has gone unexamined for the past ten years. The creation of a stand-alone DEI Program is thus a crucial opportunity to further integrate DEI into the fabric of the university, particularly in 2021 when conversations about race, ethnicity, and diversity continue to galvanize higher

education and society. Such a program would be distinctive, in part because equivalent DEI requirements at other UC campuses are housed within centralized general education or discipline-specific colleges – e.g., Letters & Sciences. Their equivalent DEI requirements are not academic units of their own. We see the UC San Diego undergraduate structure as providing an opportunity to elevate the DEI requirement to program status. Such a program will offer increased visibility, status, and curricular growth. It will demonstrate UC San Diego's innovation as a leader in DEI education and constitute a significant step towards addressing structural racism in our institution.

Once established, a DEI Program will offer substantial benefits beyond merely providing a vehicle for program review. These include:

- Administrative, curricular, and pedagogical support for faculty and instructional assistants who teach DEI courses – often under demanding and sometimes hostile circumstances.
- Streamlining of the DEI course approval process. Faculty currently propose courses for DEI status – formerly to an administration standing committee and now to the Senate's DEI Course Requirement Committee. Proposals are often unsuccessful due to a misinterpretation of the DEI criteria. The DEI Program could offer support – in conjunction with the Teaching + Learning Commons – to faculty interested in developing DEI course proposals.
- Comprehensive assessment of existing DEI courses. The DEI Course Requirement Committee is charged with periodic review of existing DEI courses; the DEI Program can provide support in achieving this goal.
- Creation of a DEI community of scholars and area experts. This group will be instrumental in considering how to expand and further develop DEI education at UC San Diego, including, addressing pedagogical practices (e.g., the letter grade question, which the previous workgroup was unable to address), and possible DEI certificates. In addition, the program will aid in promoting DEI courses from a wider range of academic disciplines, leading to greater integration of DEI priorities across campus.

Note: DEI courses would continue to be offered by departments; credit for teaching and enrollments will also remain in the departments that offer the courses.

2. Justification

The justification for establishing a DEI Program is both organizational and symbolic. We have outlined some of the administrative functions such a program can offer. It provides a mechanism to elevate the DEI requirement beyond a single course that students must take in order to graduate. It bolsters the requirement with academic and intellectual heft, assembles a community of scholars, and offers the administrative support described above. The symbolic importance of the DEI Program is also significant. The formal institution of a DEI Program would serve to indicate the depth and seriousness of UC San Diego's commitment to the goals of the multitude of DEI courses already in place. Building a formal DEI program into the structure

of the University would amplify the place of DEI courses in the educational mission of UC San Diego.

For the above reasons, this taskforce finds the prospect of a DEI Program both exciting and integral in the university's on-going efforts to address structural racism and prioritize DEI education. The following sections elaborate further on the DEI Program's creation and functions.

3. Administration

The proposed DEI program is an unusual one in that it is not structured the way that other programs on campus are; it does not offer a minor or major. However, it will oversee the only requirement that every single one of UC San Diego's 32,000 students must fulfill. As such, its scope is ambitious, and the program would serve as an easily recognizable intellectual gathering space for both students and faculty. Much like the American Cultures Center at UC Berkeley, it would be a clearinghouse, offering a centralized location to access courses in multiple academic units. We seek to build an infrastructure that will create stability and continuity, while also proving flexible enough to meet a variety of campus needs. Below we outline the positions and duties that would collaborate to administer the program: program director, an Advisory Committee, and an Assessment Committee, and two administrative staff FTEs. This core group would work with the affiliate faculty teaching DEI courses in any given year.

A. Academic Home

The proposed DEI Program requires an academic home that will support and share its mission to integrate the DEI requirement in the educational mission of the university. The taskforce thus identified several important criteria for selecting the program's home. These include:

- Placement in an academic unit, to underscore the intellectual, curricular, and pedagogical value of DEI in the educational mission of the university
- A track record of supporting and developing initiatives for diversity, equity, and inclusion, including the administration of programs, undergraduate curricula and student activities, faculty teaching and research, and campus and/or community projects that prioritize DEI.
- Strong support from the administrative heads of the academic home (e.g. director, dean) for elevating the stature and visibility of the program on campus and sustaining necessary resources for program development.
- Association with faculty that are experienced and involved in teaching DEI courses and that would help make up the program's advisory committee.
- Ability to facilitate the structure for the DEI program that we envision – including a faculty director and advisory committee that would act autonomously to make decisions in the best interest of the program.

- Ability to amplify DEI as a campus-wide program. Even as the program needs a strong administrative home, it should be seen as a campus program and should be visible and inclusive to faculty from across campus to engage and participate, develop courses, and serve on the advisory committee. In addition, the academic home should have a record of interdisciplinary collaboration.
- The DEI program should not be (and should not become) a financial or resource burden to its administrative home. Sufficient staffing and resources (including director compensation) should be provided by central campus administration.

After considering a range of possible homes for the program, this task force's recommendation is that the DEI Program be housed in the Institute of Arts and Humanities (IAH).

Our rationale is that IAH meets the criteria noted above and provides the necessary commitment to DEI, administrative structure, and academic focus to help foster and support a dynamic DEI program. Among the key factors we considered is that IAH is already home to 15 undergraduate programs that emphasize the value of interdisciplinary thinking and DEI in addressing the needs of a complex world. Its programs offer undergraduate majors and/or minors that equip students to analyze and speak about the past, present, and future with creativity and insight. DEI is at the core of IAH's educational mission and reflected in the teaching, research, and community engagement of its programs, faculty, and students. This includes current DEI courses offered through IAH programs and by faculty affiliated with its programs.

IAH also provides the administrative structure necessary to house and grow the DEI program. The Institute has a Faculty Director, Faculty Associate Director, and 100% MSO familiar with administering student-centered programs and working with program faculty directors. Each program in IAH has its own faculty director, faculty advisory board, and faculty affiliate group that maintain both the autonomy and intellectual trajectory of the program. IAH provides administrative structure and oversight of the day-to-day operations of its programs, program staff, curricular development, student and faculty programming, community outreach, and program review. The DEI program would benefit from IAH's formidable structure at the same time it will be afforded independence to develop in ways determined by its own faculty director, advisory board, and affiliates. As the home for IAH, the Division of Arts and Humanities (AH) will offer further support and alignment with the DEI Program.

The Taskforce also considered potential concerns of housing the program in IAH. In particular, we discussed the possibility of perpetuating the misconception that DEI courses and STEM courses are mutually exclusive. This, of course, is not the case. IAH's interdisciplinary approach, which includes being home to the Science Studies Program and on-going efforts to team with STEM departments, alleviates this concern. Another concern is that the DEI program, if not properly resourced, will be an additional administrative burden on IAH, which already administers multiple programs. Therefore, IAH will require additional staff and resources to

adequately serve a new program the size of DEI. These additional resources, which are paramount to the success of the proposed DEI program, are detailed in section B. Finally, it has been suggested that Social Sciences merits special representation in the program governance, given that this division currently offers the most DEI courses. Below we propose steps to ensure that Social Science faculty provides leadership.

While the proposed DEI Program would exist as an independent academic unit, it will maintain a close relationship to the Academic Senate's DEI Course Requirement Committee. This committee is charged with evaluating new DEI course proposals and assessing existing ones. As discussed below, the DEI Program, in conjunction with the Teaching + Learning Commons, can provide guidance to departments in developing DEI proposals. It can also reach out to departments to encourage greater disciplinary diversity and more intersectional proposals. The ultimate approval will remain with the DEI Course Requirement Committee and the Undergraduate Council. While the DEI Course Committee is currently charged with evaluating existing DEI courses, it is not clear it has the bandwidth to do so. Therefore, we propose that the DEI Program work out a division of labor to enable this important function. Finally, to ensure close collaboration, we propose that a member of the DEI Course Requirement Committee serve as ex officio members of both the DEI Program committees (Advisory and Assessment Committees).

B. Program Structure

As mentioned above, an academic program is led by a faculty director, has affiliated faculty, may establish one or more governance committee(s), and requires staff support and operating expenses. In the spirit of modeling the DEI Program along the lines of other programs, despite it not having major or minor curricula, given the breadth of the scope and impact of the DEI program, we envision a similar administrative structure. This subsection describes the structure; the next subsection discusses the process that would lead to the establishment of the program.

Program Director

The appointment and duties of program directors are governed by APM 241, which notes that an administrative appointee "serves at the discretion of the Chancellor." (APM 241-20). The appointment of program directors has been delegated to the Executive Vice Chancellor, but this delegation is in the process of shifting to the Dean of Undergraduate Education, for directors of undergraduate programs.

We propose that the DEI Program have both a faculty director and an Advisory Committee. In recognition of the special expertise that the Department of Ethnic Studies offers, we propose that one of these two positions be occupied by Ethnic Studies faculty. We propose that the initial program director be proposed by a search committee, with wide representation, including Ethnic Studies. If that search yields a director from a field other than Ethnic Studies, the director will appoint Ethnic Studies faculty to the Advisory Committee's chair position; if the director is from Ethnic Studies, the Advisory Committee chair will be from a different department. This arrangement should continue to be true for future leadership teams. Also recognizing that most

of the campus' social justice researchers are in the divisions of Arts & Humanities and Social Sciences, these areas will be well represented in the program leadership. Nonetheless, we also propose that all divisions that offer undergraduate curricula be represented on the Advisory Committee.

The DEI Program director would be responsible for convening faculty committees, setting the program priorities, and overseeing day-to-day operations. The policies governing the operations of the program will be determined jointly by the director and the Advisory Committee. Below we discuss the proposed functions of the program (e.g., faculty support, assessment, and certificates). The director would be responsible for leading in these areas. Some of the common program director duties – such as teaching assignments and faculty recruitment – are less relevant here, given that we do not propose program-specific courses nor majors/minors. Rather, the program director will work closely with the advisory and assessment committees (see below). Finally, during the ramp-up of the DEI Program, the director will need to establish initial committee membership and work through the bootstrapping operation of establishing by-laws.

Academic program director compensation is variable. APM 633 states level of compensation is at the discretion of the Chancellor, who “shall develop local guidelines for the establishment of administrative stipends based on such criteria as budgeted department funds, the size and complexity of the unit, the number of FTE supervised and the relevant administrative experience and academic leadership of the appointee.” While many program director positions are uncompensated, directors of larger programs may receive course relief for one course and a stipend of \$6,000. To calibrate where the DEI Program director might fall on this continuum, it is important to note that, while it will have no major or minor students, all UC San Diego undergraduates participate in the requirement. Furthermore, the level of attention required to carry out the assessment and instructor support functions will be considerable. Finally, the initial period of establishing the program and its administrative structure will represent considerable work. Therefore, we propose that the DEI Program director be compensated with a \$6,000 stipend and, for the first year, with course relief for two courses. In subsequent years, once the program structure is established, this would reduce to one-course, putting this position on par with other large program director compensation packages.

Affiliated faculty

Academic programs typically do not appoint faculty. Rather, faculty who are affiliated with the program have appointments that are in home departments. Affiliated faculty are recruited to a program based on interest and, often, based on teaching courses that count towards a program's curriculum. From this latter point of view, it makes sense that the DEI Program faculty should be those who teach DEI courses. Between Fall 2011 and Winter 2021, 234 faculty taught a total of 1301 DEI courses. Just over 50% were Senate faculty, who taught 54% of the total courses. We believe it is important to include both Senate and non-Senate faculty in the DEI Program. However, steps should be taken to ensure that Unit 18 lecturers are not asked to perform uncompensated service. Given a potentially very large DEI Program-affiliated faculty, it will be important to establish clear voting procedures; this will be part of the by-law development during the initial phase.

Advisory Committee

Given the potentially large size of the DEI Program faculty, it will be important to have a smaller body – a DEI Program Advisory Committee – that is charged with making decisions on the functions of the Program. This would be an arrangement that is similar to the undergraduate colleges' academic administration. Each college has a few hundred affiliated faculty who, in turn, elect an executive committee. We suggest that in addition to members of the affiliated faculty, the Advisory Committee have ex-officio members from the Office of Equity, Diversity, and Inclusion; the Teaching + Learning Commons; the DEI Course Requirement Committee, and the Committee on Diversity and Equity. In addition, there should be student representatives – both graduate students who have served as TAs in DEI courses, as well as undergraduates (e.g., from Associated Students). The program's by-laws will establish the voting procedures that elect members of the Advisory Committee and detail the committee's composition, terms, and charge. The Advisory Committee will be led by a committee chair.

Because one of the functions of the DEI Program is to encourage greater diversity in the types of DEI courses, it is important that the Advisory Committee have broad disciplinary representation. Again, one of the two leadership positions – program director or Advisory Committee chair – will be from Ethnic Studies. Both Arts & Humanities and Social Sciences should have significant representation – e.g., two representative each on the committee. However, because the program will help establish more DEI courses from across campus (including STEM areas), it is critical that all divisions that offer undergraduate curricula be represented on the committee.

Assessment Committee

Because a major function of the DEI Program will be to engage in assessment – both of courses and the overall program – there will need to be a body that oversees assessment. While this function might be folded into the charge of the Advisory Committee, it is probably beyond the scope and bandwidth of that body; hence, a separate committee would be useful. This committee should also include affiliated faculty and students, as well as representation from the Teaching + Learning Commons and diverse disciplines. The by-laws would also detail the voting procedures, terms, and charge.

Staff Support

Given the wide-ranging function of the DEI Program, there will need to be dedicated staff support. While the program might be housed in the Institute of Arts and Humanities, and potentially receive HR and other staff support from that unit, there will still be a need for staff FTEs. One position will support the director and the Advisory/Assessment committees in their work, coordinate program events and interface with program faculty in instructional support and course development. A second position will be dedicated to assessment (see below). It is possible that this position will be housed in Institutional Research, but fully dedicated to the DEI Program. It will also interface with the Teaching + Learning Commons.

Resource Needs

Given the importance of the DEI Program and its wide-ranging functions, we believe that the resource needs are modest. They include the director's stipend and course buy-out, two staff FTEs, and operating expenses that would fund program events (e.g., symposia, speakers, DEI

awards, etc. - see Section 5). Appendix B details a proposed budget that includes all of these elements.

C. Creation Process

This subsection describes the process for creating a DEI Program, with the aim of initiating the program in Fall-Winter 2021.

Administrative Review and Commitment of Resources

New academic programs that require Senate review also undergo an administrative review. Proposals must include an administrative cover package that will initiate WSCUC prescreening (if required), allow a financial analysis of the proposed program, and finalize commitments for any additional resources necessary to launch the program. Because the DEI Program requires Senate approval, it will participate in this process. Because the program will not offer a major/minor, there should be no WSCUC prescreening. However, the commitment of financial resources from Academic Affairs is key to the program's success; hence, the administrative review will ensure that such funding is available before the proposal moves to the Senate.

Senate Approval

Rather than submitting directly to the Undergraduate Council, as would be the usual program approval process, this proposal is submitted to the Senate Chair, who will then route it to the Undergraduate Council, the DEI Course Requirement Committee, and the Committee on Diversity and Equity, followed by review at Senate Council. Because no faculty will be appointed to the DEI Program, the proposal will not need to be ratified by the Representative Assembly. Although the program does not envision offering courses, if it does propose these in the future, these courses will not preclude other academic units from offering DEI-designated courses; indeed, a goal of the program is to aid a wider variety of DEI courses from diverse departments.

As mentioned above and detailed in Section 4, below, one of the program's functions is to provide a regular assessment venue. We see that the normal undergraduate program review process – conducted by the Undergraduate Council – will be a means of regular review (on a seven-year cycle). Representatives from the DEI Course Requirement Committee will also participate in these reviews.

Founding Director Appointment

Undergraduate program directors are normally appointed by the Dean of Undergraduate Education (formerly the Executive Vice Chancellor), upon recommendation by the divisional dean. However, the workgroup recommends a more articulated process for the founding director. In particular, we recommend that the dean appoint a search advisory committee. It is important that director candidates show a sustained and deep commitment to the DEI requirement – most likely from having taught many DEI courses and, perhaps, from having served on related committees, enabling them to vet candidates for the director position. Again, recognizing the special expertise of Ethnic Studies faculty, we recommend that the search advisory committee have representation from this department. Once the program is established, subsequent appointments would follow the normal appointment procedures. This process is also

similar to existing program director search protocols, which draw from program affiliates to establish a search advisory committee to make a recommendation to the dean.

Advisory Committee and By-Laws

The founding program director will be responsible for assembling the initial Advisory Committee and establishing its chair; this should be done in consultation with the broader DEI community. The Advisory Committee would consist of about twelve DEI faculty members, a graduate student member, an undergraduate student member, and the ex-officio members (from the Office of Equity, Diversity, and Inclusion, the DEI Course Requirement Committee, the Committee on Diversity and Equity, and the Teaching + Learning Commons). The director and the Advisory Committee would then write the program's by-laws, which would establish the program membership criteria, voting procedures, committee charges, and terms. The initial Advisory Committee members would be appointed to three to five-year terms so that membership is staggered and replaced by elected members. The Advisory Committee would also establish the Assessment Committee, according to the process defined in the by-laws. Staff support – particularly from those with experience in curriculum building – might also be included. The Advisory Committee should be a panel of subject-matter experts that are able to guide the program and oversee the program functions. To this end, we propose two dedicated members for each of the divisions of Social Sciences and Arts & Humanities. The remaining faculty positions will include one representative from each of the remaining divisions/schools that offer undergraduate curricula. The Advisory Committee members will be charged with representing and promoting DEI instruction in their divisions.

D. Relation to Other Departments

The DEI Program is intended to be complementary to other departments and programs. Given that it will not be offering a minor or major, there should be no impact on enrollments in other academic units.

It is also important to note that DEI courses will continue to be offered in departments and programs; the DEI Program will aim to work with other programs and departments to increase DEI requirement offerings, not to replace them with its own courses. While it is possible that the DEI Program may propose course offerings of its own (e.g., see the discussion of certificate programs, below), these will be complementary to existing courses and will not be at the expense of future courses in other academic units.

4. Assessment

The creation of a DEI Program will enable regular, rigorous, and comprehensive assessment of the DEI requirement and can help facilitate the periodic assessment of DEI courses. This assessment process will not only ensure initial quality and continued development of courses but also create a sense of collaboration and shared responsibility amongst faculty teaching DEI courses.

There are three proposed regular assessment processes to be overseen and facilitated by the proposed DEI Program:

Initial assessment of DEI course proposals

This initial assessment of the DEI course proposal will continue to be done by the current Senate standing committee. Nonetheless, the DEI Program can provide support for departments and faculty seeking to submit course proposals, e.g., the DEI Program can provide clarification and consultation regarding criteria for acceptance to prospective faculty, thus increasing the likelihood of proposal success.

Re-assessment in three-year cycles

After having been offered for three years, courses should be assessed to ensure that they still meet the DEI criteria. The DEI Course Committee is charged with this assessment. The DEI Program might work with this committee to find an appropriate division of labor to facilitate this important assessment. The DEI Program could design and coordinate this assessment process through close collaboration with the Teaching + Learning Commons. Instructors who teach DEI-designated courses could be asked to serve on this review committee. Ideally, the structure of the self-study will utilize a holistic review process in line with best practices emerging on campus and including mechanisms for student feedback. Instructors should expect to submit a reflective statement, syllabi, assignments, and examples of student work. The program would then forward recommendations to the DEI Course Requirement Committee. Given that a member of the DEI Course Committee will serve on the DEI Program's Assessment Committee, there is an opportunity for both bodies to develop sustainable procedures for periodic assessment of DEI courses.

Assessment of the DEI Program itself

Regular review of the DEI Program itself will be conducted through the normal Senate program review process. This process will include in-depth investigation of the learning outcome assessment data from three-year assessments of DEI-approved courses (process described above), as well as review of the program structure and functions and evaluation of the DEI Program's campus-wide reach (e.g., distribution of courses in various divisions). As with other program reviews, a committee of experts in the field – one from outside UC San Diego – will conduct the review.

5. Scope of Program

A. Instructor resources – Designing DEI Courses

As discussed in the original DEI Course Workgroup Report, the vast majority of DEI course offerings are in Social Sciences and Arts and Humanities. While the goals of the DEI requirement may more naturally align with disciplines in these divisions, there is a need for and an opportunity to integrate DEI course offerings across disciplines, including STEM. To support this effort, we recommend the DEI Program collaborate with the Teaching + Learning Commons to provide targeted outreach and support for faculty who are interested in developing and teaching DEI courses. We also recommend that there be concerted efforts to support the

development of interdisciplinary courses, potentially team-taught by faculty in different divisions.

Course Development Grants

Given the time commitment involved in designing new courses, the DEI Course Requirement Committee currently vets proposals for faculty mini grants. This money is currently administered through Academic Affairs. We propose folding this funding into the DEI Program budget so that there is a single funding stream for DEI course development. The DEI Course Requirement Committee would continue to vet grant proposals as part of their charge. We recommend that participation in a DEI course design series be a requirement for grant proposals; this would serve as the basis for developing a strong proposal. Awardees could also be encouraged to participate in other educational programs designed to support faculty in their teaching of these courses.

Curriculum Consultation

While DEI course proposals will continue to be developed in other departments and programs, the DEI Program can perform a valuable function by offering assistance to academic units seeking to submit courses for DEI approval, particularly for STEM disciplines where concerns may arise about where a DEI course may fit in the overall curriculum. Working with the Teaching + Learning Commons, which offers workshops on anti-racist pedagogy and DEI course design, the program can perform a consultative role. This may address a persistent issue where academic units or individual faculty submit proposals, but mis-understand some of the DEI requirement's criteria; the program can pre-vet these proposals, making the process easier for both the faculty and the Senate committee and increasing transparency.

B. Instructor Resources – Supporting Faculty and IAs

To address the need for increased support for faculty and graduate student instructors who are teaching or are interested in teaching DEI courses, we recommend that the DEI Program, with support from the Teaching + Learning Commons, provide ongoing learning opportunities that focus on the unique opportunities and challenges associated with teaching DEI courses.

Faculty and Graduate Student Instructor Learning Community

We recommend that the DEI Program be allocated financial support to establish faculty and IA learning communities for DEI course instructors to provide opportunities for collaboration, reciprocal support, and mentorship. Modeled after the [Changemaker Faculty Fellows program](#), selected faculty and graduate student participants who teach or are interested in teaching DEI courses, would be provided with funds to support their involvement in a year-long learning community to develop a new or enhance an existing DEI course. A potential outcome of these learning communities is the ongoing development of pedagogical resources for DEI course instructors by DEI course instructors. This program can be especially helpful in the creation of interdisciplinary courses and in providing a space for faculty and IAs to learn with and from each other. Allocating funds to support faculty and graduate student engagement in this opportunity will reinforce the importance of DEI courses and our commitment to supporting instructors who teach them.

Pedagogical Support and Resources

Based on feedback from DEI course instructors, some of which is highlighted in the original DEI workgroup report, web-based teaching resources and/or workshops that address the unique challenges of teaching DEI courses are needed and developing and hosting them, with support from the Teaching + Learning Commons, should be a core function of the DEI Program. Topics for these resources include but are not limited to:

- Anti-racist pedagogy
- Facilitating difficult situations and discussions
- Community-engaged learning
- Navigating power and authority in the classroom
- Managing animosity and resistance to the content/topic/course
- Designing and teaching hybrid and fully online DEI courses

Documenting Teaching Effectiveness

As the campus moves to a more holistic evaluation of teaching process, which includes a developmental, reflective approach, we recommend that the DEI Program provide consultation to faculty on how to document their teaching effectiveness in their teaching portfolios. Centering race in course content can be particularly challenging given the different experiences and worldviews with which students enter the course. Thus, along with supporting faculty in developing their teaching portfolios, we recommend that the DEI program director provide CAP with information that provides context for evaluating DEI student course evaluations and course load. Such guidance would address the unique impacts of teaching DEI courses on faculty teaching loads, such as increased emotional labor, ongoing training or professional development to handle sensitive issues, increased impact of unexpected local or national issues, as well how the content of and perceptions around DEI courses may influence student evaluations. We recommend attention be given to the specific nature of these impacts for faculty of color who often teach these courses.

Support for advising and administrative staff

Recognizing that issues arising in DEI courses are often either unique to these courses or may have a strong emotional component, it would be advisable to incorporate some targeted training for departmental support staff, including administrative and academic advising. Such training should include information on available resources including but not limited to the DEI program, identification of sensitive issues, and primary contacts for sensitive or urgent issues.

C. Certificate Programs

To recognize faculty and student participation in professional development and educational opportunities related to DEI, the Program might develop two types of certificate programs:

- A certificate for students who dedicate significant coursework to DEI classes – this could form part of their co-curricular record.

- A certificate for both faculty and IAs in anti-racist pedagogy, including a demonstration of competent praxis; this could be useful to students entering the job market and to current faculty in their advancement file.

The latter of these two could be earned by taking a certain number of webinars and/or workshops that address issues related to DEI and the unique challenges of teaching DEI courses. See the section above on Pedagogical Support and Resources for more information on potential topics and delivery options. Offering a certificate that documents faculty and IA participation and training in these areas may help to increase enrollment in workshops offered by the Teaching + Learning Commons that have not always received high enrollments in previous years. The campus is currently examining certificate frameworks and will be charging a workgroup to look into this. The DEI Program will ensure that any certificate proposals are in line with future structures.

D. Instructor Recognition

We recommend that the DEI Program support the annual DEI Teaching Awards to acknowledge and honor select faculty and teaching assistants who exemplify high-quality teaching and are committed to educating students about the importance of understanding issues of diversity, equity, and inclusion in our increasingly complex and interconnected society. These awards should continue to be accompanied by a \$1500 honorarium (\$500 for IAs) and an annual reception to honor the award recipients. In establishing a DEI Program, we hope that these awards and events will receive a higher profile and attain a greater presence overall on campus.

6. Conclusions

The creation of a DEI Program presents an exciting opportunity to elevate the status, reach, and effectiveness of the DEI requirement. This proposal has outlined both the organizational and symbolic benefits of such a program. The opportunity before us is to create an academic program that will further promote DEI as fundamental to the university's educational mission. The DEI requirement was born out of a time of deep self-reflection regarding systemic racism and culture on our campus. Ten years later, we are in a similar moment of self-reflection and call to action. We view the creation of this DEI program as a crucial part of our campus response to systemic racism and structural inequity, at the same time it is integral to our shared future. We believe the DEI Program will help enable the university to achieve its goals and ambitions of being a more equitable, diverse, and inclusive institution

Appendix A – Taskforce Charge

DEI Program Taskforce Charge

The DEI Program Taskforce is a Senate-Administration taskforce charged with developing and chartering an academic unit that is responsible for overseeing the academic mission of the Diversity, Equity, and Inclusion (DEI) requirement.

In 2011, the Academic Senate established the DEI requirement that mandates the completion of a Senate-approved DEI course:

- G) Requirement in Diversity, Equity, and Inclusion (En 3/1/11, Am 4/12/16]
A knowledge of diversity, equity, and inclusion is required of all candidates for a Bachelor's degree who begin their studies at UC San Diego in lower-division standing in Fall 2011 or thereafter, or in upper-division standing in Fall 2013 or thereafter.
- 1) This requirement shall be satisfied by passing, with a grade not lower than C- or P, a one-quarter, four-unit course expressly approved by the Undergraduate Council for that purpose. A list of approved courses will be provided in the UC San Diego General Catalog. [Am 4/12/16]
 - 2) This requirement may be satisfied by presenting proof of having passed a one-quarter, four-unit transfer course, or its equivalent, at a recognized institution of higher education, community colleges included, that has been articulated to one of the courses approved by the Undergraduate Council for the purpose of meeting the Diversity, Equity, and Inclusion requirement. [Am 4/12/16]

Since the establishment of the requirement, and including courses scheduled for Fall 2020, just under 1300 courses have been offered by nearly 300 distinct instructors. A Senate-Administration workgroup was charged in February 2019 to evaluate aspects of the program, including criteria for approving DEI courses, assessment of courses, assessment of the requirement, faculty support, among other questions. The workgroup produced a report in March 2020, which was subsequently endorsed by the Senate. Included in the recommendations was a need to establish a mechanism for periodic assessment and review of the requirement.

The Divisional Academic Senate exercises oversight of academic programs through the program review process; departments, programs, and colleges are reviewed in seven-year cycles. This effectively reviews both major and general education requirements. However, as a campus-wide graduation requirement, the DEI requirement does not fall under any single academic unit; hence, there is presently no structure for review. This taskforce is charged with designing such a structure – effectively, a creating DEI Program. Such a program would provide an entity that could be reviewed through the normal undergraduate program review process, under the direction of the Undergraduate Council, but, perhaps with additional participation by the Committee on Diversity and Equity.

In designing the DEI Program structures, the taskforce should consider the following questions:

- *Functions the program would perform:* In addition to ensuring periodic review of the DEI requirement, what other valuable functions would the program support? For instance, assistance with proposals for new DEI courses, mentoring of faculty and/or TAs new to teaching DEI courses, assessment of individual DEI courses, creating a community of practice for DEI instructors [perhaps in collaboration with the Teaching + Learning Commons].
- *Program faculty.* As an academic program, the program would be made up of faculty who participate in the DEI requirement. Should this include all faculty (nearly 300) who have taught DEI courses? Alternatively, could participating departments nominate representatives? In the latter case, would faculty rotate in and out of the program (as is the case with the colleges' LPSOE Review Committee)?
- *Role of program faculty.* By establishing a DEI program faculty, program reviews will have a faculty body to interface with (as departmental reviews require meetings with departmental faculty). Is this the only function of the program faculty, or would the faculty be expected to provide additional service to the DEI requirement (e.g., assessment, faculty support, and other functions mentioned above)? These latter functions would certainly be useful, but would represent additional work – would this be considered a major university-level service contribution?
- *Role of the program director.* As an academic program, the DEI Program would be headed by a program director. Program directors are normally appointed by the EVC with recommendations from their divisional dean. How would these appointments be structured? What would be the duties and compensation?

We would appreciate a report on these matters by March 20, 2021. Thank you for your service on this important matter.

Luis Álvarez, Professor, History, Co-chair

John Moore, Dean of Undergraduate Education, Co-chair

Adam Alnihmy, Associate Vice President, Equity, Diversity & Inclusion, Associated Students

Jennifer Burney, Associate Professor, School of Global Policy & Strategy, Chair, Academic

Senate Committee on Diversity and Equity

David Borgo, Professor, Music

Lakshmi Chilukuri, Provost, Sixth College

Hailey Caraballo, Analyst, Office of Undergraduate Education

Michael Hardimon, Professor, Philosophy

Sara Johnson, Associate Professor, Literature

Eduardo Macagno, Professor, Biology

Carolyn Sandoval, Associate Director, The Teaching + Learning Commons

Frank Silva, Chief of Staff, Office of Equity, Diversity, and Inclusion

Amanda Solomon Amorao, Director, Dimensions of Culture, Thurgood Marshall College

Jane Teranes, Teaching Professor, Scripps Institution of Oceanography

Appendix B – Proposed Budget

Proposed DEI Program Costs					
Category	Item	Amount	#	Total	Notes
Staff - Project Policy Analyst	Salary	\$70,000	1	\$70,000	
Staff - Project Policy Analyst	Benefits @ 47.34%	\$33,138	1	\$33,138	
Staff - Project Policy Analyst	NGN @\$99 x 12months	\$1,188	1	\$1,188	
Staff - Project Policy Analyst	GL	\$567	1	\$567	
Subtotal				\$104,893	
Staff - Institutional Research Analyst	Salary	\$75,000	1	\$75,000	
Staff - Institutional Research Analyst	Benefits @ 47.34%	\$35,505	1	\$35,505	
Staff - Institutional Research Analyst	NGN @\$99 x 12months	\$1,188	1	\$1,188	
Staff - Institutional Research Analyst	GL	\$608	1	\$608	
Subtotal				\$112,301	
Staff - Misc	Professional Development	\$500	2	\$1,000	
Staff - Misc	IT - computers, software, support	\$1,500	2	\$3,000	
Staff - Misc	Office Supplies	\$500	2	\$1,000	
Subtotal				\$5,000	
Staff - TOTAL				\$222,194	
Director Compensation	Course Release	\$8,500	2	\$17,000	reduce to one release after first year
Director Compensation	Stipend	\$6,000	1	\$6,000	
Director Compensation - TOTAL				\$23,000	
Instructor Support	DEI Course Mini-Grants	\$1,500	6	\$9,000	Existing (not new funds)
Instructor Support	Faculty Learning Community	\$10,000	5	\$50,000	Modeled on Changemaker Faculty Fellows Program
Instructor Support	IA Learning Community	\$5,000	5	\$25,000	
Instructor Support	Instructor Recognition Awards (DEI Awards)	\$1,500	4	\$6,000	
Instructor Support	TA Recognition Awards (DEI Awards)	\$500	4	\$2,000	
Instructor Support - TOTAL				\$92,000	
Training and Workshops	Space and AV	\$500	5	\$2,500	
Training and Workshops	Speaker and community partner honoraria	\$500	15	\$7,500	3 per event
Training and Workshops	Supplies and refreshments	\$1,000	5	\$5,000	
Training and Workshops	Speaker transportation	\$1,000	5	\$5,000	
Subtotal				\$20,000	
DEI Award Ceremony	Space and AV	\$1,000	1	\$1,000	
DEI Award Ceremony	Speaker honoraria	\$500	1	\$500	
DEI Award Ceremony	Supplies and refreshments	\$2,500	1	\$2,500	
DEI Award Ceremony	Speaker transportation	\$1,000	1	\$1,000	
Subtotal				\$5,000	
Training and Award Ceremony - TOTAL				\$25,000	
TOTAL				\$362,194	

DEI Program Proposal

**Division & School
Endorsement Letters**



April 27, 2021

TO: Luis Alvarez, Co-chair, DEI Program Task Force
John Moore, Co-chair, DEI Program Task Force

RE: Support for the Diversity, Equity, and Inclusion Program Proposal

Dear Luis and John,

We are pleased to support the proposal to establish the Diversity, Equity, and Inclusion Program. The Institute of Arts and Humanities (IAH) within the Division of Arts and Humanities welcomes the opportunity to serve as the academic home for this program, provided that the proposed resources are made available.

The proposal makes a strong case for the need to create the program and we hope to help the program realize its goals.

With best regards,

A handwritten signature in black ink, reading "Cristina Della Coletta".

Cristina Della Coletta
Chancellor's Associates Chair in Italian Literature
Dean of Arts and Humanities

A handwritten signature in black ink, reading "Nancy Kwak".

Nancy Kwak
Associate Professor of History
Director, Institute of Arts and Humanities



August 31, 2021

TO: Luis Alvarez, Co-chair, DEI Program Task Force
John Moore, Co-chair, DEI Program Task Force

RE: Support for the Diversity, Equity, and Inclusion Program Proposal

Dear Luis and John:

I am pleased to support your revised proposal to establish the Diversity, Equity and Inclusion Program. The Institute of Arts and Humanities (IAH) within the Division of Arts and Humanities continues to welcome the opportunity to serve as the proposed academic home for this program, provided that the proposed resources are made available. I understand that the revisions to the proposal include the following main points:

1. A specified role for Ethnic Studies in the DEI Program leadership – either as program director or chair of the program's advisory committee. This is in recognition of the crucial role Ethnic Studies plays in DEI courses and their subject-matter expertise.
2. Designated representation on the advisory committee from all schools/divisions that offer undergraduate courses.
3. No mention of a potential minor or major. This was intended as a place-holder in the earlier proposal, but there are no current plans for DEI degrees. We also do not propose that the DEI Program would offer any DEI courses – these would continue to be taught in departments and other programs.

On point (1), I would recommend to clarify that in no circumstance will the Department of Ethnic Studies hold *both* positions (Program Director and Chair of the Advisory Committee) concurrently.

The proposal provides a strong rationale for the revised elements, and I reiterate the Division of Arts & Humanities' enthusiastic support for Diversity, Equity, and Inclusion Program Proposal.

With best regards,

A handwritten signature in black ink that reads "Cristina Della Coletta". The signature is written in a cursive, flowing style.

Cristina Della Coletta
Chancellor's Associates Chair in Italian Literature
Dean of Arts and Humanities

January 8, 2022

TO: Dean John Moore, Undergraduate Education

FROM: Kit Pogliano
Dean, Division of Biological Sciences



SUBJECT: Proposal for a Diversity, Equity, and Inclusion (DEI) Program at UC San Diego

Dear Dean Moore,

Thank you for the opportunity to comment on the proposed Diversity, Equity, and Inclusion (DEI) Program at UC San Diego. I am supportive of this proposal as it will fill a major need to unite the various aspects of DEI courses by establishing an independent academic program that will collaborate with departments teaching DEI courses. However, care will need to be taken in implementation to ensure that the program does not pose an administrative burden or cost for divisions, departments or faculty, which could compromise efforts in units that are still adjusting to a permanent budget reduction, or reduce faculty engagement in developing and teaching these important courses.

Several benefits of the proposed program lead to my support. First, the program will provide a central resource for training on anti-racist pedagogy and managing challenging conversations that is much needed by both faculty and instructional assistants. Having a central resource for these efforts will improve the teaching and learning experience of our faculty and students. Second, I am enthusiastic about building a community of scholars in this interdisciplinary subject, which will enhance our campus climate and our curricula by fostering transdisciplinary teaching and scholarship. Third, housing the program in the Institute of Arts and Humanities (IAH) is also a strength, as this strong unit is an appropriate location and I am confident it will be excellent resource for the campus. Thus, given the significant organizational benefits of a DEI Program, and the fact that this would also raise the profile of the effort, I support this proposal.

In consulting with my faculty and leadership team, there was a minor concern that unless the program is carefully implemented, it could pose an additional administrative workload for DEI courses that might deter faculty from creating new courses or burden our staff. We also noted that many of our DEI classes are taught multiple times per year by different instructors and it was not clear what the process will be for such courses. It was not clear if the effort would also provide support for the new DEI-focused graduate courses that we are developing. Overall, we suggest that the implementation plan be focused on encouraging more departments and faculty to teach DEI courses in their discipline, as this focus would ensure that the program's benefits outweigh any actual or perceived increase in workload.

Biological Sciences faculty are deeply engaged in efforts to develop new DEI courses, decolonize the curriculum and enhance mentorship for underrepresented and first generation students. If this proposal moves forward, we look forward to working with the DEI Program on these critical ongoing efforts.

UC San Diego

Herbert Wertheim
School of Public Health and
Human Longevity Science

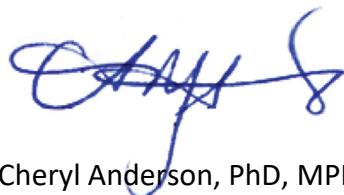
December 8, 2021

Luis Alvarez, PhD, Professor of History
John Moore, PhD, Dean of Undergraduate Education

Dear Professor Alvarez and Dean Moore:

Thank you for sending your proposal for establishing a Diversity, Equity and Inclusion (DEI) Program at UC San Diego. DEI is at the heart of public health practice, and the proposed DEI program is directly in line with the educational mission and values of the university. Thus, on behalf of the faculty in the Herbert Wertheim School of Public Health and Human Longevity Science, I am delighted to support your proposal that will house the DEI Program in the Institute of Arts and Humanities.

Sincerely,



Cheryl Anderson, PhD, MPH, MS
Professor and Dean
Hood Family Endowed Dean's Chair in Public Health

Cheryl A.M. Anderson, PhD, MPH, MS

Professor and Dean, Hood Family Endowed Dean's Chair in Public Health • Herbert Wertheim School of Public Health and Human Longevity Science UC San Diego • 9500 Gilman Drive # 0628 • La Jolla, California 92093 • Tel: (858) 534-8363

From: Albert P. Pisano <appisano@eng.ucsd.edu>
Sent: Friday, August 20, 2021 10:15 AM
To: Dean of Undergraduate Education <due@UCSD.EDU>
Cc: Alvarez, Luis <l2alvarez@ucsd.edu>; Troke, Tana <ttroke@eng.ucsd.edu>; Christman, Karen <christman@eng.ucsd.edu>; Christine Alvarado <cjalvarado@eng.ucsd.edu>; jegaray <jegaray@eng.ucsd.edu>
Subject: Re: Revised DEI Program proposal – Request for Letter

John,

I continue to support for the DEI Program, as described in this modified proposal.

-- Al

**Albert ("Al") P. Pisano, Dean and
Walter J. Zable Distinguished Professor**
Jacobs School of Engineering
University of California San Diego
[http://www.jacobsschool.ucsd.edu/
deanpisano@eng.ucsd.edu](http://www.jacobsschool.ucsd.edu/deanpisano@eng.ucsd.edu)
+1 (858) 534-6237

Member, US National Academy of Engineering
Member, US National Academy of Inventors

Walter J. Zable Endowed Chair of Engineering
Distinguished Professor, MAE and ECE
Faculty Director, PRIME Systems Laboratory
<http://prime.eng.ucsd.edu/>

Executive Assistant:
Angela F. Valdez
afv001@eng.ucsd.edu
+1 (858) 822-0162

UC San Diego Operations during COVID-19 Crisis

At this time of crisis, the health and safety of our students, staff, faculty and community is our highest priority. Stay informed about UC San Diego developments and updates in response to COVID-19 at <https://returntolearn.ucsd.edu/>

On Thu, Aug 19, 2021 at 2:43 PM Dean of Undergraduate Education <due@ucsd.edu> wrote:

Dear Al,

Last Spring, we sent a proposal for establishing a DEI program to departments and programs that currently offer DEI courses, as well as their divisional deans. Since then, we have discussed the proposal with several people, particularly with the chair of Ethnic Studies and Dean Carol Padden. We very much appreciate the input, which led to several revisions to the proposal. The most important ones are:

- A specified role for Ethnic Studies in the DEI Program leadership – either as program director or chair of the program’s advisory committee. This is in recognition of the crucial role Ethnic Studies plays in DEI courses and their subject-matter expertise.
- Designated representation on the advisory committee from all schools/divisions that offer undergraduate courses.
- No mention of a potential minor or major. This was intended as a place-holder in the earlier proposal, but there are no current plans for DEI degrees. We also do not propose that the DEI Program would offer any DEI courses – these would continue to be taught in departments and other programs.

I note that you sent an email supporting the proposal previously; please let us know if you continue this support, given the revised proposal. We hope that you will be able to offer this support; we would be happy to meet with you to discuss this.

Best, Luis Alvarez and John Moore

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OFFICE OF THE DIVISIONAL DEAN—PHYSICAL SCIENCES
9500 GILMAN DRIVE, #0352
LA JOLLA, CALIFORNIA 92093-0352

TELEPHONE: (858) 534-6882
FAX: (858) 534-5224

December 3, 2021

Re: Revised DEI Program Proposal

To Whom It May Concern:

The Division of Physical Sciences Divisional Equity, Diversity and Inclusion (EDI) Committee, which is composed of faculty from the Mathematics, Chemistry & Biochemistry, and Physics departments, as well as divisional staff, reviewed the Proposal for a Diversity, Equity, and Inclusion Program at UC San Diego (dated May 14, 2021). The committee was strongly favorable of the proposed program and had no specific feedback for changes to the proposal. The committee remarked that it was an excellent plan and that campus was due for such a proposal. Within the Division of Physical Sciences, we are having conversations around expanding an existing undergraduate Seminar on Anti-Racism in Physics and Astronomy into a full DEI course, and this plan if implemented would be very helpful in our efforts to develop such a course.

Best Regards,

A handwritten signature in black ink, appearing to read "Steven E. Boggs".

Steven Boggs
Dean, Division of Physical Sciences
Chancellor's Associates Endowed Chair in Physics

A handwritten signature in black ink, appearing to read "Alison Coil".

Alison Coil
Associate Dean for Equity, Diversity and Inclusion
Professor of Physics

Cc: John Moore
Luis Alvarez



Lisa D. Ordóñez, PhD

Dean

Stanley and Pauline Foster Endowed Chair

Rady School of Management

9500 Gilman Drive # 0553

La Jolla, California 92093-0553

Tel: (858) 822-0830

Fax: (858) 822-3848

lordonez@ucsd.edu

rady.ucsd.edu

September 15, 2021

TO: John Moore, Dean – Undergraduate Education
Luis Alvarez, Associate Dean – Academic Personnel and Equity, Diversity and Inclusion

FROM: Lisa D. Ordóñez, Rady School of Management

RE: Diversity, Equity, and Inclusion (DEI) Program

It gives me great pleasure to write this letter in support of establishing a Diversity, Equity, and Inclusion (DEI) Program at UC San Diego. The Rady School of Management stands behind this effort to address structural racism and prioritize DEI education by creating a stand-alone DEI Program.

Best regards,

A handwritten signature in cursive script, appearing to read "L. Ordóñez".

Lisa D. Ordóñez, PhD

Dean

Stanley and Pauline Foster Endowed Chair

Rady School of Management



MARGARET LEINEN

DIRECTOR, SCRIPPS INSTITUTION OF OCEANOGRAPHY
VICE CHANCELLOR FOR MARINE SCIENCES
DEAN FOR MARINE SCIENCES

9500 GILMAN DRIVE
LA JOLLA, CALIFORNIA 92093-0210
T: (858) 534-2827
mleinen@ucsd.edu | scripps.ucsd.edu

September 23, 2021

John Moore
Dean of Undergraduate Education
MC 0001

SUBJECT: Support for DEI Program Proposal

Dear John,

On behalf of Scripps Institution of Oceanography, I write to express my support for this proposal for a diversity, equity, and inclusion (DEI) program at UC San Diego. I am very pleased to see the Division of Undergraduate Education Office propose this DEI program. I have reviewed the proposal and provided comments, and I appreciate that the office has been very responsive to input from all divisions within the university. This program is crucial to supporting our undergraduate students in meeting their DEI education requirement, and I am happy to offer my sincere support for this proposed program.

Sincerely,

A handwritten signature in blue ink that reads "Margaret Leinen".

Margaret Leinen, Ph.D.
Vice Chancellor, Marine Sciences
Director, Scripps Institution of Oceanography at the University of California, San Diego



August 24, 2021

TO: John Moore, Dean of Undergraduate Education

RE: Revised Diversity, Equity and Inclusion Program proposal

Thanks for sending your revised proposal. I've seen your earlier proposal, and like the changes you've included in this version. The addition of DEI courses across campus as a requirement for undergraduates has had many good effects, for our students, our faculty, and more broadly, for dialogue across campus about the ideals of such a program.

What I like about DEI courses is that they create opportunities for our faculty to design their courses around themes that are prominent in society today: teaching about diversity in our students' lives and building an ethic of inclusion and equity in all that we do at UC San Diego and beyond. These are large ambitions, and I know the campus has wanted to provide a structure and an opportunity to guide our faculty over time.

The proposed program strikes me as a very good structure for doing this. It will assign responsibility to a director and a staff, to assist faculty in the development of EDI courses. It will also provide a basis for evaluating these courses over time, and finally, it will encourage and incentivize faculty who have not yet but could develop EDI courses in even more departments or programs across divisions on campus. It will provide a clearinghouse of resources faculty can draw on to help them with their teaching.

Our departments are committed to offering EDI courses, and we will be pleased to work with the program staff and the Institute of Arts and Humanities to design more courses for this requirement. We also welcome feedback and guidance about our courses.

Sincerely,

A handwritten signature in cursive script, reading "Carol Padden".

Carol Padden
Dean, Division of Social Sciences

DEI Program Proposal

Department & Program Endorsement Letters

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AFRICAN-AMERICAN STUDIES MINOR
INSTITUTE OF ARTS AND HUMANITIES
DEAN OF ARTS AND HUMANITIES
9500 GILMAN DRIVE
LA JOLLA, CA 92093-0113

TELEPHONE: (858) 534-3856
FAX: (858) 534-0091
THANDEKA K. CHAPMAN, PROGRAM DIRECTOR
MYA D. HINES, PROGRAM COORDINATOR

Attention Senate Faculty Review Committee:

The African American Studies Program enthusiastically endorses the proposed UCSD DEI Program. The rationale and goals for the program strongly align with the goals of the African American Studies programs to build intellectual spaces and systems of support for the academic exploration of diverse groups of peoples, perspectives, and human experiences. The creation of a DEI program at UCSD is a bold move toward institutionalizing interdisciplinary, yet cohesive, DEI programming across the spectrum of UCSD departments, schools, and disciplines. We look forward to working with the future DEI program director and the Teaching + Learning Commons to support curriculum, instruction, and faculty expertise focused on designing and maintaining courses that sustain and grow this important facet of UCSD undergraduate programming.

warm regards,

A handwritten signature in dark ink, reading "Thandeka K. Chapman", with a long, sweeping flourish extending to the right.

Thandeka K. Chapman, Ph.D.
Professor, Education Studies Department
Black Diaspora and African American Studies and African American Studies Minor Program Director
University of California San Diego
La Jolla, CA



DEPARTMENT OF ANTHROPOLOGY

Fax: (858) 534-5946

9500 GILMAN DRIVE, 0532
LA JOLLA, CALIFORNIA 92093-0532

19 December, 2021

Dear Professor Alvarez and Dean Moore:

Anthropology is pleased to support the proposal for a new program in Diversity, Equity and Inclusion. The DEI program will provide a needed forum to bring together teachers and scholars across multiple disciplines in a shared academic unit, and will build upon the success of the DEI initiative in making UCSD a more inclusive and just campus.

UCSD Anthropology has supported and contributed to UCSD's DEI initiative since early on. Working towards understanding human diversity is foundational to our discipline, and Anthropology currently offers 15 DEI courses and is developing more. Some 1471 students took Anthropology DEI courses in 2020-21, and 778 are registered in Fall, 2021.

We feel that Anthropology brings unique perspectives to the table and look forward to joining the conversation in the new DEI program. Anthropology's DEI instructors have experience serving the 20% of UCSD undergraduates who are international students, who face particular challenges in understanding US diversity. To foster accessibility, Anthropology DEI instructors favor reflective, as well as knowledge-based approaches, as mentioned in the proposal. Another area of experience UC Anthropologists can bring to the program is with science-oriented students, who have gravitated to our DEI courses in Biological, Medical, Climate Change and Linguistic Anthropology, offerings that are relatable to students in the STEM departments. In addition to our large lower division DEI offerings, we offer new topical DEI courses on language and law, climate justice and environmental racism, citizen science, and indigenous archaeologies.

Our DEI instructors are excited about working across disciplines to build new pedagogy in a DEI program, and several elements of the proposal resonate strongly. Anthropology DEI instructors voiced support for a letter grade requirement for DEI courses. There is interest in exploring certification in anti-racist pedagogy for graduate student TAs. Our instructors believe anti-racist pedagogy could be most transformational if taught across the curriculum, and a strong DEI program could be an engine for that kind of transformation.

Finally, our faculty also see the proposed DEI Program as a space for UCSD to address the unique stress and workload placed on our DEI instructors. Beyond depressed evaluations, DEI instructors have pointed to the toll taken by questioning or even micro-aggression on the part of some students who “don’t want to be there”. More positive, but equally stressful, are the unique forms of emotional labor that instructors contribute when students bring problems to them they do not feel safe going to other professors about. There should be rewards, concrete support systems and added care for our colleagues doing DEI work.

Anthropology strongly supports a DEI program to help build vibrant and effective DEI pedagogy across our campus. We look forward to participating on the Advisory and Assessment Committees and collaborating in other ways to promote and support the UCSD DEI program.

Sincerely,

A handwritten signature in blue ink, reading "Paul S. Goldstein", with a long horizontal flourish extending to the right.

Paul S. Goldstein, Professor and Chair of Anthropology

Analytical Writing Program- DEI Support- additional note regarding letter

From: Gocsik, Karen <kgocsik@ucsd.edu>
Sent: Friday, August 20, 2021 4:26 PM
To: Dean of Undergraduate Education <due@UCSD.EDU>
Cc: Alvarez, Luis <l2alvarez@ucsd.edu>
Subject: Re: Revised DEI Program proposal – Request for Letter

Hi, Luis and John.

My support of the proposal for the DEI Program has not wavered. I do not object to the proposed changes. You may use my previous letter, as none of the proposed changes requires a revision of my support.

Best,

Karen

Karen Gocsik
Professor of Teaching, Director of the Analytical Writing Program
UC San Diego

On Aug 19, 2021, at 5:42 PM, Dean of Undergraduate Education <due@UCSD.EDU> wrote:

Dear Professor Gocsik,

Last Spring, we sent a proposal for establishing a DEI program to departments and programs that currently offer DEI courses, as well as their divisional deans. Thank you for your letter of support. We are writing now about some changes that have been made to the proposal since you last reviewed it. We have discussed the proposal with several people, particularly with the chair of Ethnic Studies and Dean Carol Padden. We very much appreciate the input, which led to several revisions to the proposal. The most important ones are:

- A specified role for Ethnic Studies in the DEI Program leadership – either as program director or chair of the program’s advisory committee. This is in recognition of the crucial role Ethnic Studies plays in DEI courses and their subject-matter expertise.
- Designated representation on the advisory committee from all schools/divisions that offer undergraduate courses.
- No mention of a potential minor or major. This was intended as a place-holder in the earlier proposal, but there are no current plans for DEI degrees. We also do not propose that the DEI Program would offer any DEI courses – these would continue to be taught in departments and other programs.

We hope that you will be able to continue to offer your support for the current proposal – either keeping the existing letter or generating a revised one. We would be happy to meet with you to discuss this.

Best, Luis Alvarez and John Moore
<DEI Program - 8-19-21.pdf>

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KAREN GOCSIK, PROFESSOR OF TEACHING
DIRECTOR, ANALYTICAL WRITING PROGRAM

9500 GILMAN DRIVE # 0423
LA JOLLA, CALIFORNIA 92093-0423

April 28, 2021

Dear Professor Alvarez and Dean Moore:

I'm writing to express my enthusiastic support for the proposed Diversity, Equity, and Inclusion Program at UC San Diego.

The benefits of DEI courses have long been clear. Through them, students have the opportunity to identify and to challenge the injustices and inequities that pervade the systems in which they participate. However, despite these clear benefits, the lack of a programmatic structure for DEI limits what these courses can accomplish. As the proposal suggests, establishing a DEI Program would help to further integrate diversity, equity, and inclusion into the “fabric” of the university, also providing the DEI mission greater visibility and greater influence. A program structure will also provide additional curricular support for faculty and will enhance the university’s ability to do comprehensive assessment of DEI course offerings. I am especially excited by the proposal’s stated intention to develop communities of scholars and area experts, as well as faculty and graduate student learning communities. Finally, I strongly support establishing this program under the auspices of the Institute of Arts and Humanities—which is already devoted to interdisciplinarity as well as to diversity, equity, and inclusion.

I am pleased to endorse this compelling proposal, and I am eager to see the interesting, collaborative work that a DEI Program might do.

Best,

A handwritten signature in black ink, reading "Karen Gocsik".

Karen Gocsik
Director, Analytical Writing Program

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CRITICAL GENDER STUDIES PROGRAM
9500 GILMAN DRIVE, DEPT 0522
LA JOLLA, CA 92093-0522
OFFICE: 858-534-9982
FAX: 858-534-8194

November 12, 2021

Attention Senate Faculty Review Committee,

The Critical Gender Studies Program enthusiastically supports the proposed UCSD DEI Program. The program's agenda is clearly aligned with the goals of the CGS program in offering students the interdisciplinary opportunity to study gender, race, class, sexuality, and nationalism as intersecting categories of analysis and experience, in a variety of global cultural contexts. The development of a DEI Program at UCSD has long been of interest to CGS, and we believe the proposal is strengthened by the modifications made since it was initially put forward, including a specified leadership role for Ethnic Studies as well as advisory committee representation from all schools and divisions that offer undergraduate courses. We envision that this program will enhance the educational experience of both undergraduate and graduate students enrolled in CGS, and we look forward to working with the future DEI program director and team in promoting this valuable addition to our campus curriculum.

Sincerely,

A handwritten signature in cursive script that reads "Sarah Hankins".

Sarah Hankins, Ph.D.
Critical Gender Studies Program Director
Assistant Professor of Sound Studies
Department of Music
University of California San Diego
La Jolla, CA 92093-0099

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SANTA BARBARA • SANTA CRUZ

November 24, 2021

To: Luis Alvarez and John Moore

Re: Adjustments to DEI Program

Dear Luis and John,

Thanks so much for the opportunity to review the new plans for improving the coursework in DEI at UCSD. On behalf of the Cognitive Science Department, I wish to provide our full support for the program and the alterations to it. We appreciate the creation of a means by which to ensure that the Ethnic Studies program has continuous oversight and the inclusion and representation for departments with DEI-approved courses.

Best regards,

A handwritten signature in cursive script that reads "Doug Nitz".

Douglas A Nitz, PhD
Professor and Chair, Department of Cognitive Science
University of California, San Diego

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DEPARTMENT OF COMMUNICATION, MC0503
OFFICE: (858) 534-0234
FAX: (858) 534-7315

9500 GILMAN DRIVE
LA JOLLA, CALIFORNIA 92093-0503

To: Luis Álvarez, Professor, History
John Moore, Dean of Undergraduate Education

From: Brian Goldfarb, Associate Prof. and Chair
Department of Communication

Subject: Support for Proposed DEI Program

November 14, 2021

I am writing to express support for the proposal for establishing a DEI program at UCSD. As a department that is dedicated to engaging with diversity and social justice throughout our curriculum and which offers several courses that meet the current EDI requirement, the Communication views the proposed program as an important step in advancing academic engagement with and cultivation of diversity and inclusion.

The proposal lays out an ambitious and well thought out plan for a program with diverse and challenging functions related to the support and assessment of DEI courses on campus. Housing the program in IAH with a structure that ensures broad participation across divisions makes good sense. I am hopeful that the program's administrative, curricular, and pedagogical support will aid in promoting DEI courses from a wider range of academic disciplines and facilitate expanded dialog on the value and meaning of inclusion.

In summary, I confirm support of this proposal and look forward to the opportunities for our faculty to contribute to the proposed program and for students across campus to expand their academic pursuit of DEI related knowledge and understanding.

Sincerely,

A handwritten signature in blue ink, appearing to read "B. Goldfarb", is written over a horizontal line.

Brian Goldfarb, Assoc. Professor and Chair, Department of Communication



DEPARTMENT OF COMPUTER SCIENCE & ENGINEERING
OFFICE OF THE CHAIR
FAX: (858) 822-1559

9500 GILMAN DRIVE
LA JOLLA, CALIFORNIA
92093-0404

TO: Luis Àlvarez, Professor, History
John Moore, Dean of Undergraduate Education

SUBJECT: Diversity, Equity and Inclusion Program

On behalf of the Computer Science and Engineering department, I am delighted to support the proposal for a Diversity, Equity and Inclusion program at UC San Diego. Our department offers one approved DEI course, CSE 194, Race Gender and Computing. We offer it once a year.

Having a central DEI program that gets reviewed periodically by the Academic Senate will ensure that the DEI requirements are uniform, well managed and receive formal review. It will ultimately increase the quality and impact of the courses offered for the DEI requirement. This kind of program also has the potential to create a better sense of community among faculty who teach DEI courses.

In summary, the Computer Science and Engineering department is in full support of this program. We are excited and eager to engage with this new initiative.

Sincerely,

A handwritten signature in black ink, appearing to read "S. Lerner".

Sorin Lerner
Chair, Department of Computer Science and Engineering
Jacobs School of Engineering
University of California, San Diego
11/24/2021

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DIMENSIONS OF CULTURE PROGRAM
9500 GILMAN DRIVE # 0509
LA JOLLA, CALIFORNIA 92093

alsolomon@ucsd.edu
<http://marshall.ucsd.edu/doc>

November 7, 2021

Luis Álvarez, Professor, History, Co-chair
John Moore, Dean of Undergraduate Education, Co-chair
DEI Program Task Force

Dear Professor Alvarez and Dean Moore,

Thurgood Marshall College (TMC) and its Dimensions of Culture Program (DOC) enthusiastically support the formation of a Diversity, Equity, and Inclusion (DEI) Program as described in the task force's May 14, 2021 proposal.

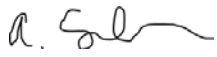
We look forward to the development of further administrative, curricular, and pedagogical support for faculty and instructional assistants who teach DEI courses. As our DOC faculty and teaching assistants know, leading such classes poses particular challenges, especially to instructors who self-identify as part of minoritized communities. Any further resources and support for those who teach DEI courses will be welcomed by all levels of DOC instructors. We also agree that the streamlining of the DEI course approval process and comprehensive assessment of existing DEI courses are necessary steps to take to ensure equitable and rigorous instruction across campus. TMC and DOC welcome these processes and the consequential creation of a DEI community of scholars and area experts.

We believe the proposed program will create important opportunities for cross-campus dialogue about antiracist pedagogy and teaching for social justice, two priorities for TMC and DOC. We are eager to collaborate on these priorities with the future DEI Program.

Sincerely,

A handwritten signature in cursive script, reading "Leslie J. Carver".

Leslie J. Carver
Provost, Thurgood Marshall College

A handwritten signature in black ink, appearing to read 'A. Sol' followed by a stylized flourish.

Amanda Solomon Amorao
Director, Dimensions of Culture Program



Julie Berry Cullen, Ph.D.
Professor and Chair
Department of Economics

9500 Gilman Drive, La Jolla, CA 92093-0508
858-822-2056
jbcullen@ucsd.edu

November 20, 2021

To: Luis Alvarez and John Moore, Co-Chairs
Senate Administration Group re: DEI Program

From: Julie Cullen, Chair, Department of Economics

Dear Co-Chairs,

Economics Department leadership has reviewed the proposal to create a Diversity, Equity, and Inclusion Program. We agree that a program established along the lines outlined in the proposal will be beneficial to the UC Community at large, our faculty currently or prospectively teaching DEI courses, and our students. Thus, we support the request for appointing a director, establishing standing committees, and hiring staff. We particularly appreciate the symbolic value of creating the Program, the practical value of pedagogical support from experts, and the goal of bringing more STEM classes into the DEI community.

Our Vice Chairs of graduate and undergraduate studies raised a concern, and we thank you for the recent meeting to discuss it. Since this is a campus-wide program and breadth is one of the missions, we questioned the justification for a guaranteed permanent leadership role for Ethnic Studies. Ethnic Studies is sure to have a special role in the program, given their focus, but an initial or enduring leadership role may or may not arise naturally through the selection process, and we were not supportive of that being imposed. Our concern that one department would have a disproportionate role in how the campus conceives of this requirement was alleviated by the fact that there is no guaranteed role for Ethnic Studies on the committee that reassesses existing courses and that initial and continued approval of DEI courses remains with the Senate.

We really appreciate how responsive you have been to the various interests on campus in developing the proposal.

Sincerely,

A handwritten signature in blue ink that reads "Julie Cullen".

Julie Cullen
Professor and Chair of Economics



DEPARTMENT OF EDUCATION STUDIES
9500 GILMAN DRIVE
LA JOLLA, CA 92093-0070

TEL: (858) 534-1680
FAX: (858) 534-2462
TTY: (858) 534-1586
URL: <http://eds.ucsd.edu>

November 24, 2021

Dean Moore and Professor Alvarez

Thank you for your efforts on the revised proposal for UC San Diego's DEI program. The core components of this proposal, specifically the expanded role of the Ethnic Studies Department in DEI leadership, broader representation of departments and divisions in the DEI leadership, and that DEI courses will continue to be offered by departments should serve to support and strengthen our campus wide efforts in this crucial area. As the chair of the Education Studies Department, which currently offers fifteen DEI courses, I support the revised structure of the program.

A handwritten signature in black ink, appearing to read "CPHalter".

Christopher P. Halter, Ed.D
Teaching Professor (Senior LSOE)
Science & Mathematics Initiative / California Teach
Secondary Mathematics & Technology Education
Chair, Education Studies Department (EDS)
858-534-8186

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ETHNIC STUDIES, 0522
9500 GILMAN DRIVE
LA JOLLA, CALIFORNIA 92093-0000
OFFICE: (858) 534-3276
FAX: (858) 534-8194

November 1st, 2021

Dear Dean Moore,

The Ethnic Studies Department supports the creation of the DEI Program at UCSD, and the modifications made in the proposal since it first was put forward in the Spring of 2021. The issue of Diversity, Equity, and Inclusion is only possible from a Critical Ethnic Studies Pedagogical approach and as such I am happy to endorse the new provisions in the proposal that include leadership and expertise from our faculty as DEI Program Director or as DEI Advisory Committee Chair as well as through faculty affiliations with the new program. We look forward to working with your office and IAH in developing a DEI program consistent with the new UC systemwide criteria for A-G Ethnic Studies courses so that issues of race, class, gender, religion, disability, sexuality etc will be examined from a critical ethnic studies approach for course approval rather than a multicultural or social justice model that does not shift course content and teaching practice. As the new DEI Program develops further, we look forward to your on-going consultation with the Department of Ethnic Studies and where necessary through consultation with the new UC Ethnic Studies Council¹ as well as the California Community College² Ethnic Studies Council³ where related to UC-Community College transfers and articulation agreements. We thank you and Professor Alvarez for your leadership in recognizing the need for this structure to support thoughtful and effective DEI courses at UC San Diego.

Sincerely,

A handwritten signature in black ink, appearing to read "Andrew J. Jolivet", is written over a light gray rectangular background.

Andrew J. Jolivet, Ph.D.
Professor & Chair, Department of Ethnic Studies
Director, Native American and Indigenous Studies
Affiliated Faculty, African American Studies
Affiliated Faculty, Critical Gender Studies
Affiliated Faculty, Latin American Studies
Co-Chair, UC Ethnic Studies Council

¹ <https://ucethnicstudies.wixsite.com/website/about>

² <http://www.cccescouncil.org>



DEPARTMENT OF ANTHROPOLOGY
9500 GILMAN DRIVE
FAX: (619) 534-5946
LA JOLLA, CALIFORNIA 92093-0532

November 3, 2021

Dear Co-Chairs Alvarez and Moore,

Thank you for reaching out regarding the proposal for a DEI Program on our campus. I am pleased to offer my endorsement of this proposal. I write not only as Director of a Program and an Institute committed to serving a highly diverse student population and directly involved with promotion of global health equity, but also as an instructor of a course on indigenous North American cultures. The proposal for a DEI Program is a welcome development that takes UC San Diego's commitment to Diversity, Equity, and Inclusion into a second decade by going beyond building a complement of relevant courses to institutionalizing and centralizing DEI pedagogy in a way that is sustainable for the long term. I wish the program great success.

Sincerely,

A handwritten signature in black ink, appearing to read "Thomas J. Csordas".

Thomas J. Csordas, Ph.D.
Distinguished Professor, Department of Anthropology
Dr. James Y. Chan Presidential Chair in Global Health
Director, Global Health Program and UCSD Global Health Institute

Global South Studies Program- Support of the DEI Program

From: Matthew Vitz <mvitz@ucsd.edu>
Sent: Wednesday, November 3, 2021 8:31 AM
To: Dean of Undergraduate Education <due@UCSD.EDU>
Cc: Alvarez, Luis <l2alvarez@ucsd.edu>
Subject: Re: DEI Proposal - request for support

Dear Luis and John,
I strongly support this excellent and comprehensive proposal to create a DEI program at UCSD to be housed in IAH.
Thank you for all your hard work on this.

Matthew Vitz
Director, Global South Studies Program

On Tue, Nov 2, 2021 at 9:38 AM Dean of Undergraduate Education <due@ucsd.edu> wrote:

Dear Matthew,

Last year a Senate-Administration workgroup worked to propose a Diversity, Equity, and Inclusion Program (proposal attached). This program, if approved, would be unique in the UC System and presents an exciting opportunity to promote our DEI Course Requirement. We are attaching the proposal here and will be submitting it to the Academic Senate soon.

Would you be able to briefly comment on the proposal and, potentially, add your support? If so, it would be good to receive a short letter in the next week or so; we would like to get this to the Senate soon.

Thanks very much,

Luis Alvarez

John Moore

Co-chairs



DEPARTMENT OF HISTORY
<http://history.ucsd.edu/>

MAIN OFFICE: (858) 534-1996
FAX: (858) 534-7283
history@ucsd.edu

August 26, 2021

Dear Dean Moore,

The History department supports the creation of the DEI Program at UCSD and the modifications made in the proposal since it first was put forward in the Spring. This has been an area of interest for the department for a long time. Not only will this program enhance the resources available to students enrolled in our courses, but we believe that the proposed program will find a good institutional home in the IAH that uniquely positions UCSD within the UC system. We see no negative impacts for the Department of History and look forward to working with you as you develop this important new addition to the campus curriculum.

Sincerely yours,

A handwritten signature in black ink, appearing to read "Edward Watts".

Edward Watts

Chair, Department of History

Alkiviadis Vassiliadis Chair and Professor of History

U.S. Postal Service:
UNIVERSITY OF CALIFORNIA, SAN DIEGO
DEPARTMENT OF HISTORY, 0104
9500 GILMAN DRIVE
LA JOLLA, CALIFORNIA 92093-0104

Courier Overnight Service:
UNIVERSITY OF CALIFORNIA, SAN DIEGO
DEPARTMENT OF HISTORY, 0104
HUMANITIES & SOCIAL SCIENCES BUILDING
ROOM #5016
LA JOLLA, CALIFORNIA 92093-0104

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LA JOLLA, CALIFORNIA 92093-0410

Luis Álvarez, Professor, History

John Moore, Dean of Undergraduate Education

UCSD

11/3/21

Dear Professors Alvarez and Moore:

On behalf of the Latin American Studies Program at UCSD, I would like to express my support for your Proposal for a Diversity, Equity, and Inclusion Program at UC San Diego. As a program designed to centralize the policies and practices around the DEI curriculum, I imagine it will facilitate the promotion, approval, and assessment of these courses, particularly in the Divisions of the Social Sciences and Arts and Humanities; and will signal the university's commitment to our community principles and values. Please let me know if there is anything else I can do to support your proposal.

All best,

A handwritten signature in black ink, appearing to read "Jody Blanco", with a stylized flourish at the end.

Jody Blanco, Associate professor
Department of Literature
Director, Latin American Studies
UC San Diego



Eric Baković
Professor and Chair
ebakovic@ucsd.edu

Linguistics, UC San Diego
9500 Gilman Drive #0108
La Jolla, CA 92093-0108

November 12, 2021

Dear Dean Moore and Professor Alvarez,

Thank you for sending the revised proposal for UC San Diego’s DEI Program. As Chair of the Linguistics Department, offering several DEI courses, I support the revised structure of the program.

Sincerely yours,

A handwritten signature in black ink, reading "Eric Baković".

Eric Baković
Professor and Chair



DEPARTMENT OF LITERATURE
9500 Gilman Drive MC 0410
La Jolla, CA 92093-0410

November 21, 2021

John Moore, Dean of Undergraduate Education
Luis Alvarez, Associate Dean of Academic Personnel and Equity

Dear Dean Moore and Professor Alvarez,

Thank you for sending me the proposal for a Diversity, Equity, and Inclusion Program at UCSD. Like you, I believe the DEI requirement to be a crucial component of undergraduate education at UCSD, and one that helps prepare our students best for the challenges of the contemporary world, no matter their personal career goals. The establishment of a formal program, as you point out in the proposal, would maximize effectiveness of the DEI requirement by providing administrative and pedagogical support, streamlining the approval process for courses, providing assessment of DEI courses, and most importantly create a community of scholars on campus committed to the DEI requirement, and continuing to develop courses that fulfill the requirement.

Housing the DEI program in the Institute for Arts and Humanities would provide organizational stability and support and having a DEI program director and faculty advisory committee would enable greater effectiveness in coordinating the program across the institution and allow individual faculty from various departments and divisions access to curricular and pedagogical development. Faculty from disciplines not ordinarily thought of as having DEI course potential would also have an identified resource to help them consider possibilities. I particularly appreciate how the proposal addresses supporting STEM departments as well as recognizing and recognizing and providing for the particular leadership that Social Sciences departments, particularly Ethnic Studies, would offer this initiative.

In short, I am happy to offer my support and endorsement of this proposal.

Yours,

A handwritten signature in cursive script, reading "Kazim Ali".

Kazim Ali
Chair
Department of Literature

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DEPARTMENT OF MUSIC, 0326
9500 GILMAN DRIVE
LA JOLLA, CALIFORNIA 92093-0099

TELEPHONE: (858) 534-3230
FAX: (858) 534-8502
<http://music.ucsd.edu>

22 December, 2021

I am writing as Department Chair to endorse the proposed establishment of a DEI Program at UCSD. In making the endorsement I'm also drawing on my experiences on Undergraduate Council dealing with the DEI requirement and course approvals, and on my experiences teaching DEI courses. I believe that a centralized administrative structure of the kind outlined in the proposal would help maintain the academic vision of the requirement and streamline logistics. At the moment, delivery is atomized across campus, and, while some instructors share experiences and ideas, there is no obvious central mechanism for coordinating these efforts and maintaining consistency. The potential for the program to provide resources and context for faculty who want to engage in this kind of teaching is great. The Institute of Arts and Humanities has a great track record in supporting programs that live between multiple departments and agree that it would be the obvious choice to house the proposed DEI program. I strongly endorse the proposal.

Yours Sincerely

A handwritten signature in black ink, appearing to read "Anthony Burr".

Anthony Burr
Professor of Music,
Department Chair



Professor Dana Nelkin
Department of Philosophy
9500 Gilman Drive, Dept. 0119
La Jolla, CA 92093-0119

(858) 822-0472
FAX: (858) 534-8566
email: dnelkin@ucsd.edu

November 20, 2021

Letter of Support for a DEI Program

To the Academic Senate:

The Philosophy Department has offered courses fulfilling the Diversity, Equity, and Inclusion requirement since shortly after it was adopted, and currently offers five highly sought-after DEI courses with more planned. We have been very pleased by the reception of these courses and we believe that the requirement and its implementation have generally worked quite well. We also recognize the need for additional resources to be devoted to the approval and continuing review of courses, as well as the benefit of widening the reach of the program across the campus. It is for this reason that I write in support of the creation of a Diversity, Equity, and Inclusion Program at UC San Diego in accordance with the broad principles proposed by the Senate-Administration Workgroup. At the same time, we have some concerns about some elements of the current proposal. First, while we endorse the idea that there is value in having a program that assesses courses and DEI course criteria and provides support to faculty in proposing courses and the like if they seek it out, we would not want to see faculty required or be under any pressure to participate in special trainings or to take on any additional burdens that are not in place for teaching courses on campus in general. Second, since we agree that it is important to have a program whose courses and faculty membership represent a wide variety of fields and that the program should be distributed across the campus, we find the statement that one of the two leadership positions is to be filled by a member of a particular department to be in tension with this worthy aim. We would prefer to see any leadership position open to members of any department.

In sum, while we have some concerns about particular elements of the proposal, we endorse the formation of a program that can offer additional resources for the implementation of the DEI requirement in accordance with the broad principles of the proposal.

Sincerely,

A handwritten signature in cursive script, appearing to read "Dana Kay Nelkin".

Dana Kay Nelkin
Professor and Chair of Philosophy



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THAD KOUSSER
Professor and Department Chair
E-MAIL: tkousser@ucsd.edu
TEL: (858) 534-3239

DEPT. OF POLITICAL SCIENCE 0521
9500 Gilman Drive
La Jolla, California 92093-0521
FAX: (858) 534-7130

November 3, 2021

John Moore, Dean of Undergraduate Education
Luis Alvarez, Associate Dean of Academic Personnel and Equity, Diversity and Inclusion, Division of Arts and Humanities

Dear Dean Moore and Associate Dean Alvarez:

I write to express our department's strong support for the proposal for a Diversity, Equity and Inclusion (DEI) Program at UC San Diego. The campus-wide DEI requirement recognizes that education about the historical and contemporary experiences of U.S. racial and ethnic minorities is essential civic education for a public university in the most racially and ethnically diverse state in the U.S. Our campus's DEI courses provide an essential educational foundation for advanced study in Political Science. And as a department that offers many DEI courses itself, we are happy to see the enhanced coordination and commitment that will be provided to this broad field of study by this new program.

Best regards,

A handwritten signature in black ink, reading "Thad Kousser". The signature is fluid and cursive, with the first name "Thad" and last name "Kousser" clearly distinguishable.

Thad Kousser
Professor and Department Chair
Department of Political Science



PROGRAM FOR THE STUDY OF RELIGION
9500 GILMAN DRIVE, # 0410
LA JOLLA, CALIFORNIA 92093-0410

November 3, 2021

Dear Dean Moore,

The Program for the Study of Religion supports the creation of the DEI Program at UCSD and the modifications made in the proposal in Spring.

A new DEI program can make available much needed resources available to students in our program. As its institution home, IAH can also provide a broader network of support in terms of staff and faculty for the promotion of the DEI courses. We believe the Program for the Study of Religion can benefit from this new important development and look forward to working with you in due course of time.

Sincerely,

Babak Rahimi
Director of The Program for the Study of Religion
Associate Professor of Communication, Culture and Religious Studies
Department of Literature
University of California, San Diego



AMY BINDER, CHAIR
DEPARTMENT OF SOCIOLOGY
(858) 534-4627 MAIN OFFICE
(858) 534-4753 FAX

401 SOCIAL SCIENCE BUILDING
9500 GILMAN DRIVE
LA JOLLA, CA 92093-0533

November 7, 2021

Dear Dean Moore and Professor Alvarez,

Thank you for sending the revised proposal for UCSD's DEI program. As the chair of the Department of Sociology, which offers more than a dozen DEI courses, I support the revised structure of the program.

Sincerely yours,

A handwritten signature in black ink that reads "Amy J. Binder". The signature is fluid and cursive, with a long horizontal stroke at the end.

Amy J. Binder
Professor and Chair

Department of Theatre and Dance- DEI Program Support

From: Calandrella, Drew <drcalandrella@UCSD.EDU>

Sent: Thursday, August 19, 2021 4:10 PM

To: Dean of Undergraduate Education <due@UCSD.EDU>

Subject: Re: Revised DEI Program proposal – Request for Letter

John and Luis,

My support stands and please include it...

Best,
dc

Drew Calandrella

Executive Advisor

Department of Theatre and Dance

University of California – San Diego

drcalandrella@ucsd.edu

From: Dean of Undergraduate Education <due@UCSD.EDU>

Date: Thursday, August 19, 2021 at 2:43 PM

To: Calandrella, Drew <drcalandrella@UCSD.EDU>

Subject: Revised DEI Program proposal – Request for Letter

Dear Drew,

Last Spring, we sent a proposal for establishing a DEI program to departments and programs that currently offer DEI courses, as well as their divisional deans. Since then, we have discussed the proposal with several people, particularly with the chair of Ethnic Studies and Dean Carol Padden. We very much appreciate the input, which led to several revisions to the proposal. The most important ones are:

- A specified role for Ethnic Studies in the DEI Program leadership – either as program director or chair of the program's advisory committee. This is in recognition of the crucial role Ethnic Studies plays in DEI courses and their subject-matter expertise.
- Designated representation on the advisory committee from all schools/divisions that offer undergraduate courses.
- No mention of a potential minor or major. This was intended as a place-holder in the earlier proposal, but there are no current plans for DEI degrees. We also do not propose that the DEI Program would offer any DEI courses – these would continue to be taught in departments and other programs.

I note that you already sent an email expressing your support – please let us know if we can include this in our proposal to the Senate or if you would like to revise this, based on these changes. We hope that you will be able to offer your support for the current proposal; we would be happy to meet with you to discuss this.

Best, Luis Alvarez and John Moore



ISAAC MARTIN, CHAIR
URBAN STUDIES AND PLANNING, 0517
(858) 246-5361
<https://usp.ucsd.edu>

9500 GILMAN DRIVE
LA JOLLA, CALIFORNIA 92093-0517

November 1, 2021

John Moore, Dean of Undergraduate Education

Luis Alvarez, Associate Dean of Academic Personnel and Equity, Diversity and Inclusion, Division of Arts and Humanities

Dear Dean Moore and Associate Dean Alvarez:

I write to express enthusiastic support for the proposal for a Diversity, Equity and Inclusion (DEI) Program at UC San Diego. The campus-wide DEI requirement recognizes that education about the historical and contemporary experiences of U.S. racial and ethnic minorities is essential civic education for a public university in the most racially and ethnically diverse state in the U.S. Our campus's DEI courses provide an essential educational foundation for advanced study in Urban Studies and Planning and other related fields. The proposed Program is an innovative solution to the administrative challenge of providing for a common curriculum across the colleges of UC San Diego, and it will provide an administrative structure that can ensure some continuity of governance and increased administrative and pedagogical support for this essential part of the UC San Diego undergraduate experience.

In short: The USP Department is happy with this proposal because we think it strengthens the existing DEI requirement, which we see as essential to the mission of the university.

Sincerely,

A handwritten signature in blue ink, appearing to read "Isaac Martin", is written over a light blue circular stamp.

Isaac Martin
Professor and Chair



Visual Arts Department,
9500 GILMAN DRIVE
LA JOLLA, CALIFORNIA 92093-0522

OFFICE: (858) 534-2860
FAX: (858) 534-8194

November 9th, 2021

To: Academic Senate

From: Ricardo Dominguez, Chair, Department of Visual Arts and Qi P.I, UCSD

Concerning: Diversity, Equity, and Inclusion (DEI) Program Proposal, UCSD

Dear Senate Members,

During the lockdown year of the COVID-19 pandemic and endemic violence against our Black and minority citizens, especially in regards to the murder of George Floyd, I participated with 6 graduate students and another Department of Visual Arts, Professor Anya Gallaccio in establish the Art for Change group to help the department establish a DEI focus across the department. This led to me being giving the roll of DEI representative and establishing our committee to DEI issues:

<https://visarts.ucsd.edu/diversity/index.html>

This led a number of conversations with AD Alvarez about how best to build on our commitment to DEI issues, specifically to our Department's history of direct and structural racism, that was also reflected in the history of UCSD as a whole. I found the conversations and support of the Division of Arts & Humanities focus and support for the difficult conversation for department specifically. What became apparent was also the limit of support at the moment of critical concerns due to not having a deeper dialogue to help guide me as DEI representative. I and my department would have benefitted from having a Diversity, Equity, and Inclusion (DEI) Program at UCSD, a program that can have establish the develop of best practices and critical methods to guide us and support the vision of DEI at UCSD. The Diversity, Equity, and Inclusion (DEI) Program at UCSD would be part of the last few years of conversations and focus that would the next important step in the process. The program proposal I think diagrams in a clear manner how it would function and how it would support the DEI dialogue at UCSD. I fully support its implementation as outlined in the proposal.

Thank you for time and attention.

Regards,

A handwritten signature in black ink, appearing to be "RD", with a long horizontal line extending to the right.

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Principal Investigator, CALIT2/QI UCSD

Hellman Fellow, UCSD

Society for the Humanities Fellow, Cornell University (2017/18)

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