

UNIVERSITY OF CALIFORNIA SAN FRANCISCO  
Graduate Division  
GRAD 210: DEI Academic Leadership Course  
Winter 2021

Two credit hours  
Thursdays, 10am-12pm  
[Zoom Link](#)

Course Instructor: D'Anne Duncan, PhD  
Email: [Danne.Duncan@ucsf.edu](mailto:Danne.Duncan@ucsf.edu)

Course Coordinator: Erin Johnson, MPH  
Email: [Erin.Johnson@ucsf.edu](mailto:Erin.Johnson@ucsf.edu)

Office Hours: By appointment (1-2pm, every Thursday or arrange by email)  
[Zoom Link](#)

### **COURSE DESCRIPTION**

Welcome to the course! The goal of the DEI Academic Leadership course is to bring together training in diversity, equity, and inclusion (DEI) and leadership to prepare UCSF graduate students to incorporate DEI values in scientific leadership roles. On students' journeys toward leadership roles in science – in labs, in research teams, in academia, in industry, and in other career sectors – understanding the value and implications of centering diversity, equity and inclusion during the PhD and in the scientific community is key. Through exposure to terminology, history, theories, self-reflection and critical discussion, this course will help to develop and apply foundational principles to become a DEI leader in academic institutions and scientific enterprises. The format will use a variety of lectures, discussions, individual research and group activities, and service learning as means of exploring, understanding, and applying course material. This course will engage the following questions:

- What does it mean to be inclusive?
  - What does DEI inclusivity mean?
  - And how is this similar to and distinct from other anti-oppression efforts, including anti-racism?
- What is the value of centering diversity, equity and inclusion?
- In what ways has academia been exclusionary?
- \*What are the various levels implicated in systems of inclusion and exclusion – individual, group, department/program, institutional? [I'm thinking micro, meso and macro here, or interpersonal, institutional and large systems (like the State and economic systems)]
- What are different leadership models?
- What does it mean to be a DEI leader in academia and science?
- \*How do you design effective DEI interventions in the academy?
- \*How can these leadership models be applied to DEI initiatives and roles?

*\*These questions are addressed by capstone project*

## **COURSE LEARNING OBJECTIVES**

*Upon completion of this course, student participants will be able to:*

- Define diversity, equity, and inclusion terminology, theories, and histories, and describe its value in academic and institutional structures.
- Define institutional racism and identify the role of power and oppression broadly and in academic settings.
- Acquire knowledge and skills about structures of bureaucracy and how to navigate institutions to enact change.
- Apply up to three leadership strategies to examine their role in serving as an academic diversity, equity, and inclusion leader and practitioner.
- Describe the expertise needed to lead DEI efforts in diverse settings and understand the importance of balancing and prioritizing self-care and well-being.
- Develop a capstone project to apply diversity, equity, and inclusion and leadership theories in an academic setting.

## **SCHEDULE**

### **Week 1 (January 7, 2021). Establishing and Grounding Oneself in Diversity, Equity, and Inclusion and Anti-Racism Values**

Lecturer: D'Anne Duncan, PhD

- Welcome, review syllabus, establish community expectations
- Community Building Exercise, rooted in Restorative Justice
- How well-being and DEI and anti-racism work are intertwined? How to keep yourself whole while leading and enacting change

#### Preparatory Readings and Exercises:

- Complete *Assignment 1: Self-Assessment Exercise*
- Read Graduate Division DEI Primer
- Preview *Assignment 2: Personal Reflection* (due January 14)

### **Week 2 (January 14, 2021). Theorizing institutional systems of power and oppression**

Lecturers: Nicole Foti and Janet Shim, PhD

- Introduce systems of power and oppression
- Introduce Critical Theory as an umbrella term for a group of theories that focus on identifying and understanding structures of power and oppression
- Review specific DEI theories (Critical race theory, queer theory, Black feminist theory, disability theory, intersectionality) and terminology and apply them in discussing student-identified DEI issues on campus

#### Preparatory Readings and Exercises:

- Review DEI Primer
- Read DEI Theory Introduction Document
- Preview *Assignment 3: Reflection on Problem Statement/Theory Application* (due January 28)

### **Week 3 (January 21, 2021). Combating systems of power and oppression in academic and scientific settings**

Lecturers: Melisa Bautista, M.Ed and D'Anne Duncan, PhD

- Understand what power and oppression look like in academic settings?
  - What is the history of higher education as a colonial construct?
  - How do exclusionary behaviors manifest in academia? Why?
- History of DEI practitioners in academic institutions and in science

#### Readings/materials:

- Readings TBD
- Continue working on *Assignment 3: Problem Statement/Theory Application* (due January 28)

### **Week 4 (January 28, 2021). Understanding structures of bureaucracy and navigating institutions to enact change**

Lecturers: Naledi Saul, MPM and Elizabeth Silva, PhD

- Navigating institutions and bureaucratic structures
- Organizational and change management skill building
- How do we work in the structures of power and oppression in academia?

#### Readings/materials:

- Readings TBD
- Preview *Assignment 4: Organizational Management Reflection* - identify key stakeholders, resources, allies, and the organizational home of their projects (due February 4)

### **Week 5 (February 4, 2021). Exploring and applying leadership theories**

Lecturer: D'Anne Duncan, PhD

- Introduction of leadership theories: Transformational, Adaptive, and Leader-Member Exchange Theories

#### Readings/materials:

- Leadership Theories Introduction Document

### **Week 6 (February 11, 2021). Bridging leadership theories to diversity, equity, and inclusion and anti-racism values**

Lecturer: D'Anne Duncan, PhD

- Aligning leadership theory to praxis

#### Readings/materials:

- Readings TBD

### **Week 7 (February 18, 2021). Building your toolkit for program planning**

Lecturer: D'Anne Duncan, PhD

- Understanding the program planning and implementation process
- Using program planning tools

#### Readings/materials:

- Readings TBD
- Preview *Assignment 5: Project-Planning Worksheet* (due February 25)

### **Week 8 (February 25, 2021). Receiving feedback on your capstone project**

Lecturer: D'Anne Duncan, PhD

- Working meeting to receive feedback on projects

#### Readings/materials:

- *Assignment 6: Project-Planning Worksheet Feedback*

### **Week 9 (March 4, 2021). Capstone project presentations**

Lecturer: None

- *Assignment 7: Capstone Presentations Group I*

### **Week 10 (March 11, 2021). Capstone project presentations, self-assessment and course evaluation**

Lecturer: D'Anne Duncan, PhD

- *Assignment 7: Capstone Presentations Group II*
- Course evaluations and wrap-up

## **COURSE REQUIREMENTS**

1. **Attendance and Participation.** You are expected to attend all class meetings and remain for full class periods. If you have to miss a class or have extenuating circumstances, please let me know. I am interested in your success in this class. Participation is based on your preparation, attitude, effort, and involvement with the class. Points will be assigned for in-class discussion, activities, and reflective writing. To do well in the course, plan to come prepared to class, having completed the readings and written responses in advance, and plan to participate fully.

We will talk about important and, at times potentially challenging, topics, including systemic power and oppression, such as racism, sexism, heterosexism (homophobia), ableism, xenophobia, classism, elitism, and other forms of systemic discrimination pervasive in academia and science. I ask that as we cover these topics, you strive to engage with the material in a thoughtful and reflective manner. Each person will come to the class with different experiences and different levels of prior engagement to these issues. If something strikes you uncomfortably or is difficult, take a moment and think about why you find the material challenging.

## 2. Capstone Project.

**Grading (Pass/No Pass):** 50% Class participation  
50% Capstone project

### RESOURCES AND POLICIES

**ACCOMODATIONS:** UCSF and the Graduate Division welcome and recognize the potential of all students, including students who may have documented disabilities. To ensure your accessibility needs are met in this course, and in your program of study, students who require accommodations are asked to contact [StudentDisability@ucsf.edu](mailto:StudentDisability@ucsf.edu) to review the process for requesting accommodations in the classroom and in clinical settings. Accommodations are never retroactive; therefore, students are strongly encouraged to register with Student Disability Services (<http://sds.ucsf.edu>) as soon as you begin your program of study at UCSF. We also encourage students to engage in support seeking behavior by taking advantage of all of the resources available through UCSF Student Academic Affairs (<https://studentaffairs.ucsf.edu>), for consistent support and access to their programs.

**PLAGIARISM:** *Please do not turn in any work that is not your own original effort and thinking.* In all of your written assignments you must abide by the rules governing how to give credit for others' ideas and words. Any paper that contains evidence of having been copied or uses the work of others without appropriate citation may fail the course. Any incidence of plagiarism may also be grounds for dismissal. Students are reminded to seek guidance from the course instructor, and editorial assistance if needed; however, the work you submit *must* be the product of your own thought, study and learning. Details on the department's and University's plagiarism policies can be found in the UCSF Code of Student Conduct.

### ESTABLISHING GROUP VALUES AND AGREEMENTS FOR LEARNING TOGETHER:

Together we will agree upon group values (which will operate as ground rules) for our class sessions. The purposes for ground rules are to help facilitate class discussion and keep us focused on the material, while maintaining an open, productive, and supportive class environment.

Here is a list of sample ground rules to get us started:

- **We value respect.** We agree not to devalue or dismiss people for their experiences. We agree to listen actively and attentively to each other. And we agree to be willing to change our perspective and make space for others to do the same.
- **We value constructive dialogue,** and we agree to create a safe atmosphere for open, honest exchange.
- **We value leaning in and leaning back.** We agree to share responsibility for including all voices in the discussion by paying attention to our individual level of participation. Be attentive to power dynamics and how much space you are taking up. If we have said a lot, we will hold back a bit, and we will look for ways to involve quieter members of the group into the discussion.
- **We value challenging the idea and not the person.** If we wish to challenge something that has been said, we agree to challenge the idea or the practice referred to, not the individual sharing this idea or practice.

- **We value our commitment to learning from one another.** We acknowledge our differences (in backgrounds, skills, interests, values) and realize those differences will increase our awareness and understanding and thereby contribute to our growth.
- **We value voicing our discomfort.** If we are uncomfortable with something or think someone else might be, we agree to speak up and not leave it for someone else to have to respond to it.

\*These norms were adapted and revised from the [Inclusive Teaching page of University of Michigan's College of Literature, Science and the Arts](#).

**FOUNDATIONAL PRINCIPLES FOR SOLIDARITY:** Here is a list of foundational principles for solidarity with historically marginalized individuals. Please review and reflect on these values continuously:

- **Biases** – it is important to reflect on and recognize your own biases you bring and how that may impact how you approach and discuss topics of DEI and inequities.
- **Integrity** – it is crucial to maintain the integrity of historically marginalized individuals' experiences and voices. It takes a lot of energy for historically marginalized individuals to be open about their experiences and to speak from their hearts, especially when they may fear the consequences of doing so. Therefore, it is imperative that you acknowledge and celebrate their integrity as demonstrated by what they do and what they go through.
- **Courage** – it takes courage to be vulnerable, to push for important conversations that are often sidelined and share one's experiences.
- **Trust** – challenging conversations are necessary to build trust among colleagues, in the lab, and to promote healing for historically marginalized individuals.
- **Affirmation** – this is an important piece that can become lost. It is critical to acknowledge others' experiences, even if it is not your own personal experience.

\*You read more about navigating conversations about race and inequity using the [Talking about Race and Inequity Guide for Graduate Students and Postdocs](#).

**CAPSTONE PROJECT:** In this unique 10-week service-learning course, students will develop in-depth knowledge of DEI principles, build leadership skills, and gain experience designing and implementing a DEI project.

In the first seven weeks, students will be exposed to terminology, history, and theories from the DEI and leadership fields, and engage in self-reflection and critical discussion. In the final three weeks, students will apply these principles and gain knowledge and skills in program planning and evaluation as they develop and present their project proposals. Students will continue to receive mentorship as they implement and evaluate their projects over the course of the spring and summer quarters.

**Other items to consider when thinking about your capstone projects:**

- Consider your capstone projects and the potential role they play in fixing problems. There are multiple, multi-layered aspects to interventions in order to fix big societal problems and issues. You alone will not identify a problem, locate all of the mechanisms by which the problem causes harm, identify a solution, develop a solution, and administer that solution. There are a lot of people working on many different experiments

and interventions that collectively try to address the problem. Think about intervening on systems of oppression in this way, more holistically. Remember, it takes different types of *expertise* to address complex problems and issues.

- Students in this course will range in their advocacy and activism background, and the capstone should match that. Push yourself to engage with an issue or intervention that is new to you.
- Consider these different levels/approaches (before, during, and after PhD training)
  - Community building
  - Campus climate
  - Graduate program (or possibly UCSF) policies
  - Career and professional development
  - Mentoring and advising
  - Outreach and Recruitment

**Example:**

*Establishing the Diversity Breakfast*

- Problem: Low number of historically underrepresented students at UCSF.
- Intervention: Goal is to bring together historically underrepresented students during recruitment, to show prospective students that they will be supported here.
- Result: a couple more students come to UCSF each year.
- Evaluation: Was this effective? Should we continue to do this? What surprised you? What would you like to know/learn more about? What was the value? What resources do you need?

**Expectations and Evaluation:**

Assignment 1: Self-assessment exercise (due January 7)

Assignment 2: Personal reflection (due January 14)

Assignment 3: Problem statement/theory application (due January 28)

Assignment 4: Organizational management reflection (due February 4)

Assignment 5: One page project-planning worksheet (due February 11)

Assignment 6: Draft materials for Week 8 (due February 25)

Assignment 7: Capstone presentation (due March 4 or March 11)

**Rubric:**

Rating system: Excellent (4); Good (3); Satisfactory (2); Unsatisfactory (1)

Assignment Number	2	3	4	5	6	7
<b>Skill</b>						
Identify the problem	•					
Research the problem	•					
Identify key stakeholders		•				
Identify barriers		•				
Identify resources		•				
Develop budget					•	•
Consider discrete interventions to address the problem	•	•				
Select an intervention			•			
Refine understanding of resources, stakeholders, and barriers			•			
Establish a timeline				•	•	
Develop detailed steps for implementation				•	•	
Consider evaluation goals: (1) What can you measure to show you implemented your project? (2) How will you measure its effectiveness?			•	•		
Integrate steps to complete evaluation goals throughout the implementation process					•	
Plan for collecting data on evaluation goals and reporting back to course instructor and the community					•	
<b>Assignment Score:</b>						

**FINANCES:**

- Students enrolled in GRAD210 will receive a stipend in the amount of \$1,000 on February 1, 2021.
- To receive a stipend (up to \$500) to implement their projects in Spring and Summer 2021, students will submit an itemized budget to course instructor D'Anne Duncan ([danne.duncan@ucsf.edu](mailto:danne.duncan@ucsf.edu)) and financial analyst Karen Thiemann ([karen.thiemann@ucsf.edu](mailto:karen.thiemann@ucsf.edu)), by June 30, 2021. Stipends will be disbursed for the exact dollar amount outlined in the itemized budget.