

EDUCATION OR INDOCTRINATION?



The Woke Takeover at University of San Diego

Alumni & Donors Unite
Sponsored Report

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Executive Summary

The woke movement at University of San Diego (USD) is well underway. This report details how woke ideology has taken hold at USD and what it means to students, parents, alumni, and donors.

Woke ideology is called as critical race theory, multiculturalism, or other names. In this report, we call it Critical Social Justice (CSJ). Whatever the name, it poses a threat to higher education and to the American way of life. This pernicious ideology divides the world into aggrieved minorities and oppressive majorities and reduces people to a group identity grounded in immutable characteristics like race and sex. As a consequence, it compromises the pursuit of truth everywhere it is adopted. It undermines genuine meritocracy and degrades the competence of graduates at universities. It cultivates resentment and anger among the supposedly aggrieved while undermining the stability, equal treatment, and mutual toleration that contributes to individual happiness and good citizenship.

University of San Diego has rapidly adopted CSJ policies under the guise of achieving Diversity, Equity, and Inclusion (DEI). It has done so with such breath-taking speed that it amounts to **a hostile takeover** of a formerly traditional university.

USD now weaves CSJ/DEI into its hiring policy, student orientation, curriculum, and mandatory trainings for faculty and students. USD is beginning a DEI hiring spree throughout its administration. Fealty to this ideology is becoming a prerequisite for working there. Routinely students and faculty are berated for their “white privilege” and forced to pledge allegiance to the CSJ narrative.

USD’s School of Engineering, for instance, has hired a Director of Engineering Justice to spearhead its Diversity mission. But this is not just about one hire. **USD’s School of Engineering also acknowledges how “engineering historically has not been an inclusive space.” It strives to “dismantle the myth of meritocracy in the United States and in the engineering discipline.”** To dismantle its supposed privilege, the College is putting together a new diversity plan with a “task force that focuses on diversity, inclusion and social justice” among other things. What is happening in USD’s School of Engineering is happening all over campus. Consider the following:

- In 2020, USD approved the “Horizon Project,” a “multiyear, comprehensive, and strategic initiative for diversity, equity, and inclusion. The Horizon Project mandates campus-wide anti-racism and implicit bias training for all members of the

university community, criminalizes seemingly innocent “acts of hate,” and includes “anti-bias” as a factor in faculty evaluations.

- Fealty to DEI is sown into faculty evaluations and selection criteria for jobs.
- Future Board of Trustees will be selected on the basis of their commitment to CSJ.
- USD’s General Education reform doubled the number of mandatory Diversity classes.
- It has incentivized faculty training in CSJ at the expense of excellence, merit, and actual achievement.

Movements toward CSJ-DEI are nationwide and powerful. They accelerated at USD in 2019-2020 and are continuing in 2021. This ideology is often installed without people noticing, much less resisting. If USD continues its progress, it will soon be hiring deans for every college dedicated to promoting diversity and requiring all departments to invent diversity plans, among other things.

Only the concerted action of donors, alumni, and parents--and perhaps the Board of Trustees--can pressure USD to change direction away from this pernicious ideology and toward a vision of education genuinely worthy of the Catholic tradition and of the American people.

Recommended Way Forward

What can be done to stop the CSJ-DEI movement? Corporate interests and political authorities often support its extension. CSJ-DEI policies and personnel are often installed without students, parents, donors, and alumni even knowing that it is happening. Few on campus are consulted: the hostile takeover seems to be the work of a few powerful administrators working behind the scenes.

The first step in countering this revolutionary movement consists in informing those concerned about how the hostile takeover at universities affects cultural and academic life. Therefore [Alumni and Donors Unite](#) (ADU) commissioned this detailed study to document what is happening at USD. ADU is a grassroots organization that aims to unite and empower the students, parents, donors, and alumni so they can pressure universities to reform. ADU asks those who are concerned about USD's future to inwardly digest this report, report on experiences that show how the CSJ-DEI movement is capturing USD, and then act together to find a better way forward for USD.

Among the initial steps to organize for change:

- Inform others at USD of the report and the intent.
- Write about your concerns and share them with ADU and others.
- Seek ways to inform students, parents, alumni, and the public in general about one's opposition to this pernicious ideology.
- Prepare to be a part of an active group at USD to drive reform. Realize your unified power.
- Make contributions and publicize to USD-dedicated website (Site in development) with examples of how USD's CSJ-DEI policies, hires, and curriculum are compromising education toward excellence.
- Donors and Parents can withhold support for USD until and unless it changes course back to its original mission and away from this hostile takeover.
- Students should consider other options instead of a woke USD for their credentialing needs if the reform is incomplete.

USD's future depends on its vision of education.

CONCLUSION: Only through acting together can those concerned about USD's future change its current trajectory. Unified action needs to start yesterday.

What is the Critical Social Justice-DEI Movement?

America's colleges and universities have become increasingly radical over the past 50 years.¹ USD has succumbed more recently. Academics and administrators are no longer merely pushing progressive politics on campus but also transforming universities into institutions dedicated to political activism and indoctrinating students into a hateful ideology. This ideological bent is Critical Social Justice (CSJ).²

Many today are worried about critical race theory (CRT),³ critical theory, cultural Marxism,⁴ identity politics, or multiculturalism.⁵ These are all basically the same ways of thinking as CSJ. They all represent what is commonly called woke culture. They all adopt our reigning civil rights ideology, which, generally, holds that all disparities in group outcomes are traceable to discrimination.⁶

CSJ begins with a moment of criticism or critical analysis, where activists unmask the supposed hidden realities of the world. America seems to be a place of equal opportunity or fair admissions. It is really, however, activists' assert:

- made up of various structures of oppression built by the privileged to keep victim groups weak and unequal.
- Under this critical ideology being taught, America is said to have a patriarchal, racist, Christian, homophobic, cisgendered, and ableist culture.

¹ Sam Abrams and Amna Khalid, "Are Colleges and Universities Too Liberal? What the Research Says about the Political Composition of Campuses and Campus Climate" Heterodox: The Blog. <https://heterodoxacademy.org/blog/are-colleges-and-universitiestoo-liberal-what-the-research-says-about-the-political-composition-of-campuses-and-campus-climate/> (accessed December 2, 2020).

² For example, Jonathan Haidt and Greg Lukianoff, *The Coddling of the American Mind: How Good Intentions and Bad Ideas are Setting up a Generation for Failure* (New York: Penguin Press, 2018); Heather MacDonald, *The Diversity Delusion: How Race and Gender Pandering Corrupt the University and Undermine our Culture* (New York: St. Martin's Press, 2018); and David Randall, *Social Justice Education in America* (New York: National Association of Scholars, 2019).

³ See James Lindsay and Helen Pluckrose, *Cynical Theories: How Activist Scholarship Made Everything about Race, Gender and Identity—and Why This Harms Everybody* (Durham, NC: Pitchstone Publishing, 2020).

⁴ [Postmodernism and Cultural Marxism | Jordan B Peterson - YouTube](#)

⁵ See Donald Forbes, *Multiculturalism in Canada: Constructing a Model Multiculture with Multicultural Values* (New York: Palgrave Macmillan, 2020) and Scott Yenor, "Lament of the Nations," in *First Things*, accessed June 28, 2021 at <https://www.firstthings.com/web-exclusives/2021/06/lament-for-the-nations>

⁶ See National Education Association, "Education & Racism: An Action Manual," p. 13: "Our institutional and cultural processes are so arranged as to automatically benefit whites, just because they are whites." The United States Commission on Civil Rights, "Statement on Affirmative Action" (Clearinghouse Publication 54, October 1977), cf. p. 2, begins with a modest statement that "racial disparities in job and economic status may stem from a web of causes ... they provide strong evidence of the persistence of discriminatory practices" which leads to "practices that are not racially motivated may nonetheless operate to the disadvantage of minority workers unfairly."

The “advantaged” in America tries to impose its ways on supposedly disadvantaged Americans. America and all the West are everywhere and always racist, sexist, etc.—that is the conclusion of the CSJ activists.

But activists promise a CSJ remedy to this problem. Victims should be elevated and the supposedly privileged pushed down. This remedy is realized differently in different institutional settings. At universities specifically, students’ minds will need to be retrained. They will be taught to identify, shame, and destroy “oppressors.” Activists will teach oppressors to feel shame for their “whiteness” or “toxic masculinity.” Two sets of standards — one for the supposed oppressors and one for the supposed victims — emerge.

We are told the result of such training will be a happier, more diverse student and an environment defined by perceived inclusion. But this happy vision never comes about. Why? Because America and the West have built a great civilization, not an oppressive one. Because the remedy CSJ activists would have us embrace leads to an endless treadmill of accusation and reaction. It sets about a rolling revolution in university life, where one reform always demands another. In the meantime, resentment, hatred, and self-hatred reign.

Diversity, equity, and inclusion (DEI) is the mechanism whereby CSJ is applied to institutions like universities. DEI is CSJ made more palatable using sweet-sounding civic language, but they represent the same critical analysis and remedy. Both CSJ and DEI falsely emphasize how institutions like universities are irredeemably racist or sexist. Both CSJ and DEI hope for policies that might overturn the old victim-oppressor framework, making the former victims the new rulers and the former oppressors the new victims. As famous Critical Race Theorist Ibram X. Kendi writes, “The only remedy for past discrimination is present discrimination.⁷ The only remedy for present discrimination is future discrimination.” DEI is that present and future discrimination. CSJ adherents have hijacked and repurposed words like Diversity, Equity and Inclusion for their purposes:

- **Diversity:** Diversity used to mean difference or plurality but not anymore. Diversity means more members of victim groups and fewer members of the supposedly oppressive groups. When men make up 80% of engineering students, that is a lack of diversity that must be remedied. When women make up more than 80% of elementary education majors, that is diversity that should be celebrated. And in curriculum, diversity means replacing books written by white males with authors from “historically underrepresented” groups. The achievement of diversity requires retribution be taken against former oppressors. It requires that aggrieved

⁷ Kendi, *How to Be an Antiracist* (New York: Random House, 2019), p. 19.

minorities be held to lower standards than those who are privileged. The formerly marginalized get privilege and the formerly privileged get marginalized.

- **Equity:** Equity used to mean fairness before the law but not anymore. Equity stands for the idea that universities must aim at something like statistical group parity (e.g., since blacks make up 13% of the population, they should be 13% of engineers). Failure to achieve parity is sufficient evidence of systematic discrimination. Therefore, we must dismantle the old culture (no matter how well it seemed to work) and build a new one that will achieve parity. In short, equity is equal group outcomes.
- **Inclusion:** Inclusion used to mean everyone was welcome but not anymore. Today's inclusion demands an institutional climate that elevates and supports the well-being of aggrieved minorities instead or at the expense of the supposedly privileged. Sometimes that means special tutoring for their supposedly unique needs like a women's center or excluding ideas and things that some members of underrepresented groups find objectionable like thin blue line flags). LGBT- or Blacks-only graduations are done in the name of inclusion. Speech codes and cancel culture arise to accomplish this new inclusion. In short, inclusion means excluding all that makes supposedly aggrieved minorities uncomfortable.

The ideas behind DEI require people to believe that America is on an endless treadmill of oppression and victimhood. Accordingly, all efforts to transcend group identity are thought to be lies that rationalize "privilege." Advocates for CSJ demand ideological conformity — victims can only be seen as members of an oppressed class rather than individuals, and non-victims are stigmatized and blamed for the evils that victims suffer. The individual is eliminated from American society. The group identity becomes one's label. Self-awareness becomes group awareness.

CSJ is false and pernicious.

- It is inconsistent with the idea of meritocracy and the development of real intellectual achievement.
- It is inconsistent with a dedication to scientific inquiry.
- There is no way to get from CSJ to a tolerant and peaceful, unified, and happy nation.
- It also can compromise family life.
- It promises to tarnish and alienate productive, law-abiding citizens.
- It denies there is a standard outside of group identity to which groups can be held.
- It denies the reality that inequality and privilege are complex social phenomena that come about in many ways, not just from oppression.
- Rather than appreciating the melting pot of America, CSJ pits one group against another.

Others have expanded eloquently about problems endemic to CSJ. This report is based on the idea that CSJ undermines the advancement of knowledge and the achievement of a common good. It asks:

How far has CSJ advanced at USD?

Through an investigation of the strategic plans, the ad hoc task force reports, and the policies adopted to further the CSJ/DEI mission at USD, we found that CSJ has advanced to maturity at USD. USD seems proud of their advances in this regard, so it openly celebrates them. **This report thus collects much evidence from publicly available sources, while presenting them in links in footnotes.**

How the Administration Brought CSJ to USD

Woke ideology came to USD first gradually then suddenly (to borrow from Ernest Hemingway). Gradually, over the course of a decade, CSJ-DEI became sown into the university's fabric through changes in hiring committees and curriculum. Then suddenly in 2020-2021 the administration, outside all normal channels of decision-making, initiated a hostile takeover of USD and adopted a radical woke agenda into nearly all facets of the university's life.

The Sudden 2020 Hostile Takeover

The sudden revolution at USD came from two events—the establishment of an Anti-Racism Task Force (ARTF) in 2020 and the Horizon Project in 2021, which implemented the schemes of the ARTF. This was not part of the strategic planning on campus, and few even know what was being passed behind closed doors.

ARTF was established at the order of the [Board of Trustees](#) in Oct 2020, without faculty input and almost without anyone knowing it was happening. It was based on the idea that urgent action was needed to fight systemic racism and white supremacy at USD. ARTF undertook a revolution under its mandate. It constituted itself into four sub-committees: (1) Anti-Racism Training; (2) Policies related to Acts of Intolerance and Acts of Hate; (3) Faculty Recruitment, Hiring & Retention; and (4) Student Recruitment and Retention. 5-6 weeks after its initial meeting, its 25-page report,⁸ containing **forty-one recommendations**, was published on December 5, 2020.

Here are some representative actions that ARTF recommends:

ARTF recommended “annual mandatory campus-wide antiracism training.”

- Why is this needed? According to ARTF, “Students, faculty, and staff are experiencing acts of intolerance and hate.”⁹
- This claim is made despite the fact that USD had no hate crimes reported in 2017 and 2018, according to its own Clery Act reporting.¹⁰ No actual examples of “racism” were mentioned, nor were any civil rights claims filed.
- The ARTF's report justifies its *recommendations in Appendix A of its report and but never bothers trying to justify the false premise of racism and civil rights claims.*

⁸ [Microsoft Word - ARTF Recommendations December 7 Final.docx \(sandiego.edu\)](#)

⁹ [Microsoft Word - ARTF Recommendations December 7 Final.docx \(sandiego.edu\)](#)

¹⁰ Clery Act Report, 2019, see page 25. <http://catcher.sandiego.edu/items/usd/U%20of%20San%20Diego-2020%20AFSSR-web%20Final.pdf>

- ARTF also recommends all manner of primary, secondary, and tertiary trainings on sundry DEI themes such “Intersectionality, Power, and Privilege,” “The Problem of Colorblind Racism,” and “Catholicism and Antiracism.”
- It would have all students get ***Black Minds Matter: Realizing the Brilliance, Dignity, and Morality of Black Males in Education***. Refresher courses and additional training would proceed in subsequent years.

ARTF recommends a “revision to USD’s Hate Crimes and Acts of Intolerance policies and practices.”

- This change would consist in adding “acts of hate” to the list of prohibited Acts of Intolerance that students could report to the Center for Inclusion and Diversity for investigation.
- An act of hate would include, among other things, anything that “openly . . . has a history of vilifying, humiliating, or expression hatred against members of a group.”
- Examples of such an act of hate would include, according to ARTF, saying something to a smart Asian friend like “Asians always do well in school.”¹¹
- The ARTF also recommended including anti-bias measures in student evaluations of professors; a black summer immersion program; required student attendance at diversity events; enhanced support for black graduate students; a new policy for cluster hires; and the diversification of the Board of Trustees so that it more fully supports USD’s new DEI mission.

All forty-one recommendations are available in the report. Many elements of the ARTF’s report become reality in the Horizon Program and are ongoing in 2021, with further releases expected near the end of the 2021-22 academic year. Rather than sponsor open discussion, with all involved with defining constructive improvements, the Administration took the recommendations of the ARTF and institutionalized them into a hostile remake of the culture and the way of life at USD.

Horizon Project. In 2020, the USD Board of Trustees, chaired by Donald Knauss, approved the “Horizon Project,” a “multiyear, comprehensive, and strategic initiative for diversity, equity, and inclusion.” Never the subject of faculty deliberation, the Horizon Project reconceptualizes education itself. “Education is framed in terms of action” and the action is supposed to promote the agenda of “diversity, inclusion and social justice.”

Implicit Bias Training for Everyone. According to the Horizon plan, “all students are required to complete an online education requirement which includes training related to

¹¹See Anti-Racism Task Force final report, pp. 8-9 : https://www.sandiego.edu/senate/documents/decc_anti-racism_tf_recommendations.pdf

Diversity, Equity and Inclusion.” In fact, later in the Horizon Plan, the mandate goes further: “Mandate campus-wide anti-racism and implicit bias training for all members of the university community.”¹²

Diversity Statements in Job Postings. The Department of Philosophy at USD now requires a “diversity statement” from job applicants.¹³ Thus new faculty must pledge fealty to this ideology in order to be considered for jobs. This movement shows all signs of becoming the policy throughout USD.

Cluster Hire Policy.¹⁴ To go with the aggressive affirmative action program for hiring, USD has added a “cluster” hire project. Cluster hires are faculty who do not fit neatly into one department or discipline. The university is aiming to create a cluster of faculty around a particular area of study and then bring diverse disciplinary approaches to that area. So, for instance, a university may establish “urban life” as a cluster of hires. Political scientists who specialize in urban politics, sociologists who study urban life, biologists who study urban diseases; architects who study urban design. On the other hand, cluster hires generally take power away from faculty to make decisions based on professional, disciplinary competence and put power into the hands of central administration.

The Associate Dean of Faculty must review and approve job descriptions to “ensure that language aligns with goals to increase the pool of candidates who are underrepresented in the discipline.” If hiring committee conforms to recommendations, it can advertise. Search committee must meet with “the Dean to discuss ‘hiring for mission’ and College diversity goals and all faculty must “complete Video Module Training” on “managing bias and Diversity and Inclusion.”

Each committee must have a “DEI lead for the search process,” who will have additional training in how to attract minority candidates. The DEI lead will have “the responsibility to call a ‘time out’ during the evaluation process. . . if there are questions about the process.” The DEI lead can also collate the numbers to see if all pools are indeed representative of the disciplinary demographics and recommend pulling the plug on searches that do not. This was originally an ARTF recommendation.

Faculty Evaluation Policies. Contributions to DEI ideology and activism are becoming central to faculty evaluations. According to the Horizon Plan, USD plans to “update Policy 4.2 [related to rank and tenure decisions] to include issues relevant to anti-bias in student

¹² <https://www.sandiego.edu/horizon-project/strategies/policies.php>

¹³ Assistant Professor, job posting: <https://philjobs.org/job/show/18026>

¹⁴ <https://www.sandiego.edu/cas/about/diversity-equity-inclusion/hiring.php>

evaluations of faculty.”¹⁵ There are a few indications suggesting that participation in “changemaking” and “engaged scholarship task force” recommendations will also be part of faculty evaluation processes in the future. Elements of this were in the ARTF recommendation. One must wonder if faculty have been consulted about these changes--or whether this is part of the hostile administrative takeover of USD. At least one faculty member has left USD for another university that does not have these ideological policies and adherence requirements.

Horizon Project aims to:

- increase enrollment and employment for racial minorities, aiming at 25% of USD student body being Hispanic by 2026,
- prioritize women and minority owned business in university procurement,¹⁶
- redouble affirmative action hiring to include “incentive-based hiring plan specific for BIPOC (Black Indigenous People of Color) faculty,”¹⁷
- appoint members to Board of Trustees who share DEI vision,
- elevate the importance of race in hiring, promotion, faculty evaluations, and tenure decisions,
- revise USD’s Hate Crime and Acts of Intolerance policies,
- include issues relevant to “anti-bias” in student evaluations of faculty.¹⁸

The Long March to the Woke Revolution at USD

But the ground for these radical programs were laid in the years running up to 2020. The riots created the pretext for a long-planned expansion of CSJ/DEI efforts at USD (see detailed timeline in Appendix A). USD’s strategic plan, “Envisioning 2024: Because the World Needs Changemakers” initiated a quiet revolution, gradually bringing the ideology to all aspects of the USD’s operation. Among its five goals were “Strengthening Diversity, Inclusion, and Social Justice” and “Elevating Faculty and Staff Engagement.” Nearly every action in the past years is traceable to programs, objectives, and hires within “Envisioning 2024.”

¹⁵The old policy, not yet revised as of August 16, 2021, can be found here:

<https://sites.sandiego.edu/solesaccreditation/files/2010/12/Standard-5-Exhibit-4-USD-Rank-and-Tenure-4.2-NCATE.pdf>

Also See <https://www.sandiego.edu/horizon-project/strategies/policies.php>

¹⁶ <https://www.sandiego.edu/horizon-project/strategies/practices.php>

¹⁷ <https://www.sandiego.edu/horizon-project/strategies/people.php>

¹⁸ <https://www.sandiego.edu/horizon-project/strategies/policies.php>

Enrollment. Many of the metrics concern goals and timelines for the enrollment of minority students. USD hopes that 50% of its undergraduates and graduate students will be minorities by 2024. It is moving toward that number: whereas about 36% of each was a minority in 2016, and about 41% of undergraduates and 43% of graduate students are minorities as of 2020. It also hopes to recruit more Catholic students, but it is failing perhaps for lack of effort. The percentage of Catholic students has dropped from 37% in 2016 to 34% in 2020.

Core Curriculum Diversity Requirements. Double the courses about diversity and tightening the regulations to ensure that they achieve their goals.

Faculty Recruitment. The Diversity Toolkit requires that all members of search committees be trained in implicit bias before beginning their work; it requires that all pools be certified as duly representative by appropriate Deans; USD has adopted an “incentive-based hiring plan specific for BIPOC faculty,” though it is unclear who gets the incentives (if there are lures for the minority faculty or if home departments get rewarded for hiring minority faculty).

As per the Diversity Toolkit, departments write broad (not specialized) job descriptions to encourage more minority candidates; the administration recommends diverse search committees, so that the dominant culture can be watched and held accountable for its implicit biases; it recommends setting “minimum qualifications” for each position so that diversity can decide among those who are minimally qualified. It recommends watering down qualifications to attract more minorities--asking such questions as “is a Ph.D. or terminal degree in a specific field necessary?”

Center for Educational Excellence (CEE) programming. The CEE is not exclusively dedicated to DEI promotion, but that is its main focus. It offers an “inclusive excellence” program for faculty, a DEI book club, and it has gained the power to incentivize attendance at its seminars and events, offering faculty modest stipends to attend DEI programming. No such programming exists for writing in clear English or applying Catholic faith to today’s unique national challenges.

The “inclusive excellence” program is more than half the whole program. Its mission is to provide “opportunities for learning and engaging on topics such as social justice, race and ethnicity, gender, sexuality, native students, intersectionality, universal design learning, disability, and veteran students.” And its programming is quite extensive and incentivized.

Often faculty are paid to participate in such seminars as “**Worthy of Wellness Workshop Series for BIPOC Students, Staff, and Faculty**” and “**Black Lives Matter:**

Interdisciplinary Perspectives Course” or in book clubs around books like **“Me and White Supremacy.”** Awards for **“Racial Equity” determined by black faculty** are part of its mission as well.

Changemaker Fellows. USD aims to have 20% of its faculty become “changemaker” fellows by 2024. Over 16 percent already have completed the fellowship. Through workshops, faculty learn two aspects of Critical Social Justice ideology. First, they learn about how to conduct community engagement. In practice, community engagement means having the university serve political groups outside the university. For instance, working with women’s shelters to receive free abortions is “community engagement,” as is going door-to-door for climate change. Second, workshops for fellows during 2020-2021 explore “how to incorporate diversity, equity and inclusion into their pedagogy and were also provided with texts to foster discussions on anti-Black racism and racial justice.”

Conclusion: Few at USD knew what was happening or were genuinely consulted when the CSJ/DEI revolution came first gradually, then suddenly. Now under the Horizon Project, USD’s administration has embedded DEI into its curriculum, student recruitment, faculty recruitment, orientation, and elsewhere. From mandatory anti-bias training to promises, to implicit bias training for all search committees, to using anti-bias as a criterion for evaluating professors, to making “the act of hate” an actionable violation of student conduct, to encouraging Changemaker Fellows to proselytize off campus on climate change fear, abortion, and racism, USD has put itself on a trajectory where an education for excellence in the service of our nation and the Christian faith is diluted.

USD's President Prioritizes DEI/CSJ

People make themselves known by their actions. James Harris became USD's president in 2015. Since then, Pres. Harris has spearheaded DEI efforts in all areas of university life. Every policy recommended by the Anti-Racism Task Force, every policy in the Horizon Plan, every hire to promote DEI at USD is his work. **When faculty training is made mandatory or when faculty evaluations are shaped by anti-bias, supposedly anti-racist policies, Pres. Harris sanctions it.**

His apparent attempt is the culture takeover of this university by CSJ. His major accomplishments relate to "assessing and further developing the university's diverse and inclusive community, expanding sustainability initiatives" and so on. As Pres. Harris leads the Board of Trustees, the upper-level administration, and the strategic planning processes, his political pronouncements reflect his priorities and his ideological bent. His hiring and vision follow directly from his politics.

Pres. Harris is overly political and partisan with regard to current events and the university's revised CSJ mission. Consider just a few recent examples. After Donald Trump was elected in 2016, he issued a statement on the election condemning some voters. "Some people across our nation," Pres. Harris wrote, "have found it difficult to channel their 'better angels' due to the divisive nature of the campaign."¹⁹ He also issued a statement after the episode at Charlottesville²⁰ and after January 6,²¹ and in each case took the most conventional line of the media narrative. Upon the verdict against Derek Chauvin, he demanded that USD as "a contemporary Catholic university" keep from complacency and recognize "**the ongoing reality of the systemic racism that continues to plague our country**" and recognize that "the accountability [the verdict] represents does not equal the justice that Mr. Floyd deserved."²²

In addition, on July 20, 2020, Pres. Harris caved to demands to remove a statue to St. Junipero Serra from members of the American Indian Student Organization. He praised "the good work we have done to decolonize the campus and make the university more welcoming to our native students," though no input from other students was apparently received.²³

¹⁹ <https://www.sandiego.edu/president/writings-addresses/presidential-election.php>

²⁰ <https://www.sandiego.edu/president/writings-addresses/2017/charlottesville.php>

²¹ <https://blue.sandiego.edu/president/2021/unity-and-peace-2021-01-06.html>

²² <https://blue.sandiego.edu/president/2021/verdict-minneapolis-2021-04-21.html>

²³ https://www.sandiego.edu/senate/documents/decc_aiso_response_pres_harris.pdf

He wrote an article in the USA Today editorializing about prioritizing international students and illegal immigrants. His article closed with what he believes should be the priorities for higher education policy: “The administration should create a bold new higher education agenda guided by three broad principles: attracting top foreign scholars, opening opportunities for employment, and creating a pathway to citizenship for the brightest and the best in the world.”²⁴

In a [video address](#) by Donald Knauss, the Chairman of the Board of Trustees, he states that the first goal of the Board was the achievement of student success. This would presumably mean that meritocracy and development of critical thinking was paramount. **With the increased push for CSJ/DEI, this goal is at risk.**

Conclusion: Pres. Harris has shown himself to adopt nearly every aspect of the American Left’s narrative about every issue of public importance. He adapts the Catholic tradition to comport with the atheist, anti-family Black Lives Matter narrative, and believes that USD and America itself is irredeemably racist.

²⁴ <https://www.usatoday.com/story/opinion/2017/03/17/welcome-foreign-scientists-to-u-s-campus-column/99219986/>

Required DEI/CSJ in Core Curriculum and General Education

University administration has much power over “general education” requirements—courses that all students must take along with their majors. Like most colleges, USD has distribution requirements. The purpose of a general education is to create a well-rounded citizen--knowledgeable about the basics in science, humanities and social science guided by the idea of what an educated person needed to know the basics of our civilization. Years ago, that would have meant that students had to take twelve courses in natural science and nine in social science, and so on.

USD has dropped its traditional aspiration of educating well-rounded citizens, and now aims to create “citizens of the world” with “competencies.” This abets indoctrination toward a social justice activism. USD’s new curriculum requires “Competencies, Explorations, Foundations, and Integration.” Competencies, Explorations, and Foundations are taken at the beginning of one’s education, Integration as a capstone near the end. Students have some choice within each of these areas. USD has also “flagged” certain classes for diversity, inclusion, and social justice. Students must take two three-credit courses with such flags, one with flag one and the other with flag two. Critical Social Justice is present throughout the General Education, but it is mandated under the two-course flag requirement.

Here is how the General Education works:

Competencies refers to communication and quantitative reasoning requirements.²⁵

Explorations is akin to a liberal arts and humanities course, with an emphasis on “social identity” and “personal expression.”

Foundations is a big question requirement, divided into four requirements or flags.²⁶ Students must take 1 course each in “Philosophical Inquiry” and “Ethical Inquiry” and 2 courses each in “Theological and Religious Inquiry” and “Diversity, Inclusion, and Social Justice.” Theology and Social Justice have equal time!

The **Diversity, Inclusion, and Social Justice flags have two levels. Both levels are pure CSJ ideology.** Students are asked “to critically examine and recognize how difference may lead to disparities in life experiences domestically” for the first flag. For the second the

²⁵ <https://www.sandiego.edu/core/four-areas-of-the-core/competencies.php>

²⁶ All quotations in this paragraph are drawn from the description at <https://www.sandiego.edu/core/four-areas-of-the-core/foundations.php#content-disj-flag>

student must apply these dogmas internationally. The student learning outcomes include the following: “Critical self-reflection” where students “reflect on and describe how you and others have experienced privilege and oppression”; “analyze how social constructions are produced historically and reproduced in contemporary contexts and various forms of cultural representation”; “describe struggles of marginalized peoples and their allies against forces such as racism, sexism, classism, or heterosexism to attain equitable outcomes”; and “critically examine the intersections of categories such as race, ethnicity, class, gender, and sexuality” into a “more complex picture of self, another individual or group.”

CONCLUSION: USD’S revised core curriculum, undertaken at the behest of Envisioning 2024, was designed to double the presence of diversity, equity, and inclusion in the core curriculum and to drive hiring so that more professors adhere to this ideology.

Current Status of DEI Infusion at Each USD College

Below is the current status, as of the date of this report, of the rollout of the Horizon Project at specific USD Colleges. It is expected that the progression of DEI install will continue.

College of Arts and Sciences

- Two Deans seem to hold a portfolio over DEI. 8-member Diversity Postdoctoral Faculty and Recruitment Council, Co-Chaired by Associate Dean Kristin Moran (PhD) and Assistant Dean Pauline Powell (MA).
- Future plans: Few elements of its mission point toward excellence in liberal arts and sciences. Instead, “diversity and inclusion are essential to the fulfillment of our institutional mission” for the College, according to its website. Its commitment to liberal arts requires it “to work toward eliminating racial inequity.”²⁷

Shiley-Marcos School of Engineering

- Caroline Baillie, Director of Engineering Justice
- Future Plans: Statement of Mission, Vision, and Values adopts every element of Critical Social Justice ideology. **The School of Engineering acknowledges “the privileged point of view and existence in which we live” and how “engineering historically has not been an inclusive space.” It strives to “dismantle the myth of meritocracy in the United States and in the engineering discipline.”** Pursuant to Envisioning 2024, it is putting together a new diversity plan with a “task force that focuses on diversity, inclusion and social justice” among other things. It has created “Engineering Exchange for Social Justice.”²⁸

The Hahn School of Nursing and Health Sciences

- No dedicated dean for Diversity and Inclusion yet.
- Mission includes “deepening our commitment to social justice by influencing health policy. . .”

School of Business

- No dedicated dean for Diversity and Inclusion yet.
- Future Plans: It has established the “Building Inclusive Excellence Council (BIEC) to “promote DEI at the USD School of Business” including adopting “faculty climate surveys, implicit bias training, reflections on standardization of hiring practices,

²⁷ <https://www.sandiego.edu/cas/about/diversity-equity-inclusion/>

²⁸ All quotations are drawn from the following: <https://www.sandiego.edu/engineering/about/mission-and-vision.php>

seminars or search committees, as well as other workshops on prejudice and discrimination.”²⁹

School of Law

- No dedicated dean for Diversity and Inclusion.
- Statement concerning diversity and inclusion is generic and low energy. The law school is “committed to developing and sustaining a diverse student body and ensuring students of all backgrounds feel supported and included.”
- No strategic plan or specific initiatives are on the website, **except eighteen scholarships specifically dedicated to supposedly underrepresented minorities.**

Conclusion: DEI hiring at the college level is gearing up. Arts and Sciences and the School of Engineering have deans dedicated to CSJ-DEI. Engineering also has bought into CSJ ideology hook, line, and sinker, and eventually this will compromise the education there, if it hasn't already. Other colleges, especially, the law school, will soon be forced into the same ideological prism.

²⁹ <https://www.sandiego.edu/business/about/diversity-statement.php>

DEI/CSJ in Student Life

Student life consists not only of life in the dorms or residence life, but also student orientation and recreation. What USD can control in student life ends up being dedicated to DEI. The central administrative feature of residence life is living-learning communities (LLC), where students in an LLC must take a course that fulfills the **Integration** prong of the new Core Curriculum. Student orientation is one big indoctrination into the ideology of critical social justice.

Living-Learning Communities. Most classes that fulfill the **Integration** requirement for LLCs are infused with CSJ ideology. LLC themes--Advocate; Collaborate; Cultivate; Illuminate; and Innovate--imperfectly hide the DEI infiltration. The Advocate LLC's can choose from courses like "Introduction to Changemaking"; "Writing as a Form of Advocacy"; and "Introduction to Ethnic Studies." The Cultivate LLC can take classes like "Integrating Indigenous and Western Science." Nearly every course is filled with the CSJ buzzwords like "civic engagement" or "participatory democracy" or "complex realities" or "social entrepreneurship."³⁰

Student Orientation. Students must arrive thinking that USD is filled with violent racists and haters of all aggrieved minorities. First students are grouped in Torero Circles via video calls. These Circles are grouped according to LLC and housing area. These circles cover several weeks of topics. Week 1 covers "diversity, inclusion and community" through a course designed to help students learn about key concepts related to identity, bias, power, privilege, and oppression, to understand the benefits of a diverse community, and to develop skills related to ally behavior, self-care, and creating inclusive spaces. Two additional weeks introduce students to alcohol issues and campus resources like recreation and university ministry.

But this week-long zoom unit is not enough. Students get another dose of DEI when they arrive on campus. They celebrated "Diversity, Inclusion, Social Justice & Changemaking Day" on August 30, 2021. Students engaged in dialogue about the urgent challenges of our day and how they will learn more about them at USD as defined by USD. Academic Day was August 31.

³⁰ <https://www.sandiego.edu/learning-communities/llc/advocate/linked-courses.php>

Conclusion. No one item makes up the experience of student life, but DEI dominates the university's representations of what student life is about. Nowhere can students escape the ideology--not even in their dorms. DEI is the shroud for all things at USD, which intends to indoctrinate students in the tenets of this hateful ideology.

Conclusions:

There has been a hostile woke takeover at USD, led by Pres. Harris with the acquiescence of the Board of Trustees. Pres. Harris has conducted this hostile takeover without much transparency, with a select few driving the process. The Anti-Racism Task Force was the epitome of racially inflammatory and divisive leadership, which will lead to true divisiveness and alienation from the campus for many. New radical programs come down as, in effect, dictates from a distant leader, and many faculty and students, no doubt, will hardly be able to recognize the transformed university.

- CSJ-DEI increasingly define the curriculum to the exclusion of other perspectives.
- Hiring of faculty is now much more likely to be based on racial and sexual classifications, with less focus on specific academic credentials.
- The push is creating a racially divisive atmosphere where students, faculty, and staff walk on eggshells or stay silent if they do not agree with USD's revised CSJ-DEI mission.
- Fealty to the CSJ-DEI agenda is going to be necessary for future faculty hires, and current faculty will be evaluated on the basis of their adherence to this ideology.
- Leaders across the campus are selected for their adherence to CSJ-DEI tenets--as are new members of the Board of Trustees.
- The first goal of the Board is student success. One can make a case given the CSJ/DEI being increasingly installed, that this goal of student success is increasingly at risk.
- The emphasis on DEI and CSJ must attenuate meritocracy in the USD culture and will degrade the quality and desirability of hiring a USD graduate.
- Students and parents can assume an increase in cancellation culture and bullying.

USD will change direction only when students, parents, alumni, donors, and faculty unite to push back against this hostile takeover. Together these constituents could demand a commitment to excellence, instead of a commitment to a stilted, misnamed "anti-racism." Together they could drive initiatives to better USD, instead of allowing USD to join other lemming-institutions around the country in walking off the critical social justice cliff. Together they could demand excellence in liberal education instead of an atmosphere of intolerance and group think.

USD needs a new vision of the graduate, much like its old one. The USD graduates must be faithful, competent in their fields, capable of independent critical thinking, knowledgeable about the history of their country and civilization, and appreciative of its glories and the challenges of its true faults. The new woke USD undermines all that is good and salutary in this vision. It is not too late to change course, and all need to rise to meet this challenge.

ADU authored: Now what? Next steps

You've read the report, the deep dive study that details—from publicly available documents-- the who, how, what where when of the Woke Takeover of USD which impacts every aspect of student and faculty life and spills out into society at large. If you do not share this new vision being ushered in by the sweeping Horizon Project, if this is not what you expected, signed up for, and are paying for-- it is time to speak up loudly. Silence gives consent.

Being informed is the 1st step, but the report is just a tool, albeit an extremely powerful tool if used effectively. Action and engagement are required. Nothing will change without focused and sustained **demands for change directed to those who are able to execute change—the President and the Board of Trustees.**

Students, parents, alumni and donors as the paying customers and supporters of USD hold all the cards. The time is now to **leverage your substantial financial power and influence to be heard and get the product you want.** USD has a moderate endowment but is very dependent on tuition checks and steady donations.

Initial Action Steps

Distribute this report widely. As shown in the report, much of the recent change at USD was pushed down from the top, so many USD constituents have been surprised.

Please forward the report to all associated with USD and beyond--to members of the community, the media, post it in your social media feeds. Make it available for everyone to see—and when fully informed, customers can make decisions about what is best for them.

Disturbed with the ideologies with which students are being indoctrinated? It's time to stand up and be counted. Our future is at stake. Fortunately—you don't have to go it alone.

Power in numbers. Find other like-minded people and discuss what ideas you might have. USD students, parents, alumni, and donor leaders are emerging and forming action plans and determining what they want to see added or removed from USD's much-changed mission/vision statement and its strategic [Horizon Plan](#) currently being rolled out.

These groups are self-organizing. Each group is impacted differently by the changes and has different concerns—and demands to make of the President and Trustees. The groups work independently as well as together on shared objectives. Many ideas will become apparent after this report is widely consumed and internalized. Look for those ideas.

There is power—and courage—in numbers. You are not alone. One voice causes many others.

Join the grassroots movement

Alumni and Donors Unite, a 501c (3) action tank created for the purpose of restoring academic freedom in higher education, offers a unique approach to organizing that resistance to DEI/CSJ on campus. The website [Alumni and Donors Unite](#) will be updated with updates when available, so do check out the [website](#) for USD.

We at ADU are here to empower individuals and support the formation of powerful, effective group action to generate—and maintain change. Changes must be sustained to be truly effective. We have several tools under development and will be happy to share them with those aligned with our purpose.

This is a long fight, and it begins now. This is an energizing and exciting time. Our fight for the kids should be high on all our lists as should pursuing sound education of all students. The vibrancy and vitality of our society depends on us doing this reform well.

Contact Alumni and Donors Unite [Alumni and Donors Unite](#)

Refer all inquiries, comments to Linda Sweeney info@alumnianddonorsunite.org

Linda Sweeney, President, Founder ADU

Appendix:

Appendix A: Detailed timeline of CSJ/DEI at USD

2008. Presidential Advisory Board for Inclusion and Diversity (PABID) established and issued a twenty-five-page series of recommendations relating to expanding the Diversity and Inclusion mission of the university.³¹

2010. Center for Inclusion and Diversity established. Previously a Committee on Inclusion and Diversity issued recommendations to president.

2012. Faculty Recruitment and Retention Toolkit approved, adopting all of the assumptions that there are underrepresented minorities at USD due to systematic racism and insisting that they are overcome not only with implicit bias training, but with very aggressive affirmative action policies.³² Strategic plan claims that the Diversity toolkits are “implemented” but only partly so after that year.

August 2012. Esteban Del Rio, later chair of the sociology department, is hired as Associate Provost, Inclusion & Diversity, charged with operationalizing “an equity agenda in faculty affairs including recruitment, pedagogy, curriculum” and other aspects having to do with “the struggle for social justice.”³³

2017. USD adopted a new core curriculum, doubling and deepening its emphasis on “Diversity, Inclusion and Social Justice.”

August 2017. Del Rio promoted to Chief Diversity Officer, charged with leading “strategic planning efforts” on strengthening diversity, inclusion, and social justice. Serves as Co-Chair of Envisioning 2024 strategic plan efforts.³⁴

2017. USD adopted a new core curriculum, doubling and deepening its emphasis on “Diversity, Inclusion and Social Justice” (details see page 17).

2020-2021. Diversity Toolkit is “fully implemented and updated.”³⁵

³¹ https://www.sandiego.edu/inclusion/documents/PABID%20FINAL05_11-09.pdf

³² <https://www.sandiego.edu/provost/documents/faculty-recruit-toolkit.pdf>

³³ <https://www.fst.edu/wp-content/uploads/2020/05/Esteban-del-Rio-Vitae-2020-.pdf>

³⁴ [Campus Updates - Envisioning 2024 - University of San Diego](#)

³⁵ See Key Initiative C on Strategic Plan. <https://www.sandiego.edu/iesi/documents/KPIs%20for%20Goal%202.pdf>

Sept. 2020. Richard Miller is hired as Interim Vice Provost for Diversity, Equity, and Inclusion.³⁶ He heads the Center for Inclusion and Diversity, which has a three-person staff. A nationwide search for a permanent Vice Provost yielded Regina Dixon-Reeves, who began August 2021.³⁷

October 23, 2020. The Board of Trustees convenes Anti-Racism Task Force to develop actionable recommendations to improve campus culture related to anti-racism.

December 5, 2020. Anti-Racism Task Force delivers report and 41 recommendations to USD President, Provost, and University Senate Chair.

April 2021. Pres. Harris and his Interim VP for DEI announce the Horizon Project³⁸ a “giant leap forward” of all DEI efforts, though it is mostly a distillation of recommendations from the Anti-Racism Task Force. The Horizon Project is a 15-million-dollar effort, fully supported by the Board of Trustees, as per the press announcement, that includes sewing commitment to DEI into faculty evaluations and revising many policies concerning hate speech and anti-bias harassment.

June 2021. New hiring procedures for “cluster hires” sent to faculty.

June 2021. Charlotte Johnson named new Vice President for Student Affairs

Sept 2021: “Whiteness” is presented as evil in student orientation-indoctrination program as part of Horizon Plan’s multi-step student orientation-indoctrination efforts.

³⁶ <https://sites.sandiego.edu/usd-magazine/2020/09/persistence-patience-and-respect>

³⁷ https://www.sandiego.edu/news/detail.php?_focus=81535

³⁸ <https://www.sandiego.edu/horizon-project/strategies/policies.php>

About the Report:

Commissioned by Alumni and Donors Unite.

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