

TO: Academic Affairs Department Chairs
Directors, Undergraduate Programs

FROM: Diversity, Equity, and Inclusion Course Requirement Committee
Michael Hardimon, Chair

SUBJECT: Diversity, Equity and Inclusion Graduation Requirement – Call for Winter 2026 Submissions

DATE: January 21, 2026

Dear Colleagues:

The Academic Senate's Diversity, Equity and Inclusion Course Requirement Committee invites Instructors and Departments to submit proposals to add a course to the list of courses approved to satisfy the Diversity, Equity, and Inclusion Requirement for the Winter 2026 Quarter proposal deadline. The Winter 2026 deadline for submissions is February 13, 2026. Information about submission is below.

The Diversity, Equity, and Inclusion Course Requirement Committee updated the course criteria and proposal questions based on recommendations from a 2020 Senate-Administration Workgroup Report on the Diversity, Equity, and Inclusion Requirement.

BACKGROUND AND GOALS OF THE DIVERSITY, EQUITY, AND INCLUSION REQUIREMENT

The UC San Diego Diversity, Equity, and Inclusion requirement was implemented as part of several institutional responses to recurring public incidents of racism on our campus that further alienated students of color. In reaction to a 2010 race-themed party organized by UC San Diego fraternities, students protested and called on the university to address not just those specific cases but the larger, ongoing realities of structural racism.

The student-led movement included voices from the Black Student Union, MEChA, other supporting student organizations, staff, faculty, and thousands of undergraduate and graduate students. One of many demands named in the 2010 “UCSD Black Student Union Address: State of Emergency,” for example, included implementing a Diversity, Equity, and Inclusion requirement for every student. Further efforts by faculty, staff, students, and administrators put forward the infrastructure for the Diversity, Equity, and Inclusion requirement, and it was approved by the Chancellor and Executive Vice Chancellor in 2011. This requirement mandates that every UC San Diego student must enroll in, and successfully pass, at least one approved Diversity, Equity, and Inclusion course. UC San Diego's Diversity, Equity, and Inclusion requirement is therefore a direct response to student demands for an anti-racist university and a renewed commitment to UC San Diego's Principles of Community.

The Diversity, Equity, and Inclusion Course Requirement Committee aims to uphold the anti-racist goals of those original efforts. This includes assisting educators in creating space for UC San Diego students to engage in the study of race and ethnicity in the United States, as well as the nation's history of structural and systemic inequities that shape everyday experiences. Students in Diversity, Equity, and Inclusion courses are asked to reflect on their own identities in relation to those experiences and histories. In addition to providing opportunities to studying race and ethnicity in the United States, Diversity, Equity, and Inclusion courses are also encouraged to explore how relational understandings

of class, gender, colonialism, LGBTQ+ identities, disability, and/or religion intersect with questions of race and ethnicity. While there is not a single template for Diversity, Equity, and Inclusion courses, those approved are designed to critically engage content on race, power, and anti-racist efforts that meaningfully challenge structural racism. Thus, the Diversity, Equity, and Inclusion requirement supports UC San Diego's diversity, equity, and inclusion efforts as stated in the educational mission of the university.

Courses approved to meet the Diversity, Equity, and Inclusion requirement are a way to familiarize students with the requisites for a civil society guided by open dialog and critical inquiry consistent with UC San Diego's Principles of Community and Goal 2 of UC San Diego's Strategic Plan:

UC San Diego Principles of Community (ucsd.edu/about/principles.html):

“... We acknowledge that our society carries historical and divisive biases based on race, ethnicity, sex, gender identity, age, disability, sexual orientation, religion, and political beliefs. Therefore, we seek to foster understanding and tolerance among individuals and groups, and we promote awareness through education and constructive strategies for resolving conflict....”

UC San Diego's Strategic Plan (plan.ucsd.edu), Goal 2: Diversity and Access:

“Cultivating a diverse and inclusive university community that encourages respectful open dialogue, and challenges itself to take bold actions that will ensure learning is accessible and affordable for all.”

CRITERIA

Courses approved to satisfy the Diversity, Equity, and Inclusion requirement must:

- Provide a pedagogical framework for better understanding one's particular racial and ethnic identity in relation to that of other identities discussed in the course. There is no single preferred theoretical and analytic framework for Diversity, Equity, and Inclusion courses; the goals of the requirement can be achieved in a number of ways depending on the academic discipline. Courses are expected to fulfill the intent of the requirement within disciplinary and interdisciplinary areas of expertise.
- Pay significant attention to racialized and ethnic groups in the United States that have faced historical and structural inequities. Thus, the course should have at least 30% of its content devoted to analysis of inequity with respect to one or more of the following groups: African Americans/Black Diaspora; Asian Americans and Pacific Islanders; Latinx/Chicanx; and Native Americans/Indigenous.

The required focus on these groups does not preclude discussion of other dimensions of inequity. For example, it is encouraged that course content explores how class, gender, LGBTQ identities, disability, and/or religion intersect with questions of race and ethnicity.

GUIDING QUESTIONS

In preparing a proposal for Diversity, Equity, and Inclusion status, it is essential to discuss how the proposed course is aligned with the mission and goals of the Diversity, Equity, and Inclusion requirement. The following questions, included on the required Response Form for Diversity, Equity, and Inclusion Proposals, should be addressed.

1. Does the course pay significant attention to one or more of the following groups: African Americans/Black Diaspora; Asian Americans and Pacific Islanders; Latinx/Chicanx; and Native Americans/Indigenous?

As noted above, for Diversity, Equity, and Inclusion designation, at least 30% of a course's content should be devoted to the analysis of inequity with respect to one or more of the following groups: African Americans/Black Diaspora; Asian Americans and Pacific Islanders; Latinx/Chicanx; and Native Americans/Indigenous. **Proposals should explain how the course syllabus reflects this requirement. They should also explain how the assigned materials and content reflect this requirement.** Please state clearly how the course content meets the 30% threshold. The submitted syllabus should have clear annotations where the content references this material.

2. What are the course goals, outcomes, and teaching strategies or methods and how do these allow students to examine their own racial and ethnic identities in relation to that of other identities discussed in the course?

Proposals should make clear how the syllabus encourages students to examine their own racial and ethnic identities in relation to that of other identities discussed in the course and how the assigned materials and content support faculty and/or graduate student instructors in teaching this course.

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

Applicants are encouraged to contact the Office of Undergraduate Education before submitting proposals to discuss how the criteria are addressed. Please note that it is not uncommon for proposals to be returned with comments, and that approval sometimes requires resubmission in order to ensure the course meets each specific goal of the Diversity, Equity, and Inclusion requirement in addition to its grounding in diverse perspectives and content.

PROCEDURE FOR SUBMISSION OF COURSES

Please provide the following *three* items:

(1) A completed syllabus with course description, lecture titles (or other thematic organization), and bibliography; (2) approved or pending CourseLeaf form; and (3) the Diversity, Equity, and Inclusion Response form (available on the Academic Senate's Diversity, Equity, and Inclusion Course Requirement Committee [webpage](#)).

All materials can be submitted by e-mail to Senate Associate Director Ashley Hill (awelch@ucsd.edu). For new courses and reactivated course numbers, the Department must also submit the course approval form in CourseLeaf to the Undergraduate Council, who will work with the Diversity, Equity, and Inclusion Course Requirement Committee to approve submitted courses.

If you have questions prior to submitting your Diversity, Equity, and Inclusion course proposal remote office hours to answer any questions will be scheduled with the Diversity, Equity, and Inclusion Course Requirement Committee Chair Michael Hardimon on the following dates/times:

FACULTY INCENTIVES

To provide course diversity and encourage new courses, Senate faculty may be provided up to \$1,500 for new or *substantially* revised courses approved by UGC to fulfill the Diversity, Equity, and Inclusion Requirement. To apply for funding, proposers are asked to submit a [Diversity, Equity, and Inclusion Mini-Grant Proposal](#) in addition to the course submission to the Diversity, Equity, and Inclusion Course Requirement Committee. Up to 10 new courses will be supported by this mechanism annually.

This information, along with the list of courses already approved, is available at the Academic Senate's Diversity, Equity, and Inclusion Course Requirement Committee [webpage](#).