Appendix D:

Meeting Our Students Where They Are: Student Affairs—Strategic Plan for Diversity

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UCLA is proud to have an extremely diverse and rapidly evolving student population. While such a student population makes UCLA unique, it also comes with inherent challenges. The administrative area best situated to address these challenges in the context of our students' experience is Student Affairs. While our colleagues on the academic side of the institution clearly offer critical educational context in this vast realm, it is the programs and services provided by the Student Affairs organization that are more likely to reach these students in virtually every aspect of their lives outside the classroom.

Student Affairs is made up of 27 departments whose services include outreach, admissions, on-campus housing, health care, career services, and nearly every area encompassing the lives of our students. It is through experiences in residence halls, student groups, service efforts, cultural outreach and presentations, administrative contacts, and many other forms of interaction that classroom theory becomes personal reality. In response to the challenges presented by UCLA's diversity, Student Affairs is launching a full range of initiatives and developing programs and services to address student needs in the broadest context. Student Affairs is partnering with faculty to meet students in the gathering spaces and facilities of campus, in physical and mental health care, and in academic areas of campus but, more importantly, "*where they are*" in their own personal and educational identity development.

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For many years diversity-related programs have been core activities of most Student Affairs departments. However, such programs have not been guided by a strategically designed comprehensive plan. While department-specific programs and activities are often of excellent quality, their goals may not have been directed by learning outcomes. Therefore, issues of critical concern for one population or department might be given little or no consideration in another department.

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The need for a coordinated effort—not only among Student Affairs departments, but also among Student Affairs, Academic Affairs, and External Affairs—is now a guiding force for new work. The expertise available in the many Student Affairs departments provides a solid basis for development of this effort. Departments such as the Community Programs Office, the Center for Student Programming, the LGBT Resource Center, the Graduate Student Resource Center, the Office of Student Development

and Health Education, Counseling and Psychological Services, the Bruin Resource Center, and the Dashew Center for International Students and Scholars offer invaluable experience and insight for moving forward. These and other departments serve as critical sources for frontline contact with students, keeping Student Affairs connected with various student populations and their needs, providing broad-based input about programs and services, and offering opportunities for Student Affairs staff to engage in their own professional development.

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A key concept in the planning process is the belief that the term *diversity* has multiple meanings. In a rapidly changing student-centered landscape, campus leaders and staff must remain alert to changes, and provide quick and flexible responses. An initial task, therefore, is to develop a collaborative definition of *diversity*. Diversity is often understood primarily, or even solely, as race and ethnicity. Certainly, student access—from underrepresented communities, early outreach programs, admissions processes, etc.—is a crucial element, and UCLA is very clear about the importance of the presence of underrepresented students. However, if UCLA is to make meaningful progress in developing programs that address the full diversity of our campus, we need a much broader view. *Diversity* must extend beyond race and ethnicity to include international origin or citizenship, gender, religious/spiritual experience, sexual orientation, gender identity/expression, socio-economic class, political affiliation or belief, ability or disability, and more. Further, many individuals likely have multiple identities—for example, white, male, gay, and Buddhist—and may share formative experiences that overlap with others with whom they do not share any specific group identity. For example, student veterans may share a crucial bond and may also represent any of the full range of identity groups listed. A fully functioning definition of diversity must take account of, or have the potential ability to address, the entire range of social identities and combinations of experiences presented by our students.

Overview of the Campus Environment

Diversity-related changes occur at an ever-increasing rate. The strategic plan for diversity-related programs and services must be as broadly inclusive as our student population. The following is a snapshot of UCLA students today:

Undergraduates:

- 57% are students of color (18% are underrepresented minorities)
- 4% are international
- 5% are out-of-state
- 29%-34% are first-generation college students
- 33-35% are Pell Grant recipients
- 27% are born outside the U.S.
- 41% are from families with at least one parent born outside of the US
- For 59% English is not the primary language at home
- 40% of new students are transfer students (90% from CA community colleges)
- More than 46% are awarded some need-based scholarship or grant aid

Graduate Students:

- 34% are students of color (15% are underrepresented minorities including Pilipino students)
- 14% are international students

Other diversity characteristics:

- Disability: 1,085 Undergraduates, 213 Graduate Students

- Veterans: 295 students (includes undergraduates, graduate, and professional students; undergraduates are primarily transfer students)
- Students from foster care: 72 admitted in fall of 2008 (a specific question was added in the admission application for the first time in the fall of 2008; UCLA may have as many as 200-300 enrolled students with a foster care background)
- AB/540: 581 students (fall 2008): 398 Undergraduates, 183 Graduate students (Dental-2; Grad Division-134; Law-38; Med-9)
- Married/domestic partners/single parents (approx.): 83 Undergraduates, 1,572 Graduate students
- LGBT students: we do not have overall figures. The LGBT Resource Center sees approximately 100 students daily—Male/female ratio: 60/40; Students of color/white ratio: 75/35 (Latino and Asian males predominate); special LGBT populations served: veterans, undocumented, disabled, emancipated students disowned by their families.
- Spirituality and religion: we do not collect this information systematically, but Registered Student Organizations suggest a broad diversity of backgrounds:
  - 97 Christian student organizations (Bible study, Christian Fellowship, Korean Christian; connections to specific LA churches; social communities)
  - 13 Jewish organizations (Jewish Student Union to Hillel Student Association)
  - 5 Islam-focused organizations
  - 2 Buddhist organizations
  - 2 Hindu organizations
  - 1 Baha'i organization
  - 1 atheist group
  - Native American tribal ceremonies

As diversity becomes even more complex and challenging, it is critical to develop and deliver programs and services that are responsive and effective in more strategic and collaborative ways.

Student Affairs

To determine what Student Affairs departments must do, there must be an understanding of what is currently being accomplished. An inventory of efforts is a necessary step. Appendix 2 provides a representative listing of diversity-related programs and activities currently existing in Student Affairs. Although this is not a comprehensive listing, our departments have identified more than 100 programs or activities related in some fashion to diversity issues. Compiling the full inventory of these programs is a key aspect of our planning process, allowing us to develop a clearer focus, combine efforts where possible, and develop a common strategic definition for departments.

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Beyond this review of what currently exists, a major aspect of our planning process must involve clarification of the most pressing concerns. Admissions access for underrepresented minority students has been a concern for UCLA since the passage of SP-1, SP-2, and Proposition 209. In May of 2006, the number of African American students who indicated they would enroll at UCLA was 96. The reaction to this persistent decline of African American students was very strong both at UCLA and throughout the Los Angeles community. This situation was and is of great concern to UCLA. Since May 2006, UCLA, Student Affairs and, in particular, the office of Undergraduate Admissions and Relations with Schools have worked to re-establish and reinvigorate relationships with the African American community in Los Angeles and elsewhere. Outreach programs offer eligibility guidance and encour-

age African American students to consider UCLA. The faculty Committee on Undergraduate Admissions and Relations with Schools (CUARS), who is responsible for the implementation and oversight of admission policies, developed *holistic* review along the lines of the UC-Berkeley model. Yield programs for diverse communities have become more collaborative across campus areas and encouraged the expansion of student-initiated/student-run hosting events. The UCLA Black Alumni Association and devoted alumni came together to establish the Legacy Scholarship. UCLA is committed to strengthening relationships with all Los Angeles and California communities and engaging them in ways that recognize particular histories, needs, and challenges.

However, if programs and services are to address the concerns and needs of all students, our focus must expand to improve as well the quality of the campus experience. While admission to UCLA is the critical first step, we must recognize that diversity-related issues are integral in every facet of the educational mission. First, Student Affairs research shows that students learn better and are more engaged in their academic programs and the overall life of the campus when they feel included, welcomed, and valued. Student success is at the core of Student Affairs work.

Further, as a public university, the UCLA mission, to serve all communities both in our local area and throughout California, continues to be at the heart of the work on campus. As stated in the Academic Senate's Diversity Statement, "Because the core mission of the University…is to serve the interests of the State of California, it must seek to achieve diversity among its student bodies and…its employees." Reading this language in the broadest sense, Student Affairs is supportive of revisiting the issue of a Diversity course requirement for our campus. UCLA is the only UC institution that does not have such a requirement. While the major decisions and developmental work clearly reside in other areas, Student Affairs is eager to provide assistance and support for planning and implementation processes.

Beyond this, goals must be formulated with an understanding of UCLA's rapid evolution into a "global village." UCLA graduates will need not only the academic and intellectual expertise whose cultivation is at the core of UCLA's educational process, but also a firm grounding in multicultural competencies that will allow them to function most effectively in a diverse world. UCLA has a splendid opportunity to use the experience in this enormously diverse environment to develop and model programs and practices that may be of assistance to institutions throughout California and across the nation.

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the damage and, unfortunately, these views have on occasion politicized diversity-related efforts. In some cases, public discourse manifested apparent hostility to certain communities of students at UCLA. The effect has been one of intimidation, self-doubt, and confusion and mistrust in the campus community. It is essential, therefore, that our programs, services, and outreach efforts, while within the law, be responsive to the challenges and consistent with the aspiration of providing all students with a high quality academic experience in positive, welcoming learning community.

Meeting the Challenges

Student Affairs has traditionally offered a number of successful diversity programs and services at the departmental level. However, significant recent efforts have developed as part of a coordinated organization-wide plan. The most ambitious of these is the **Intergroup Relations Program** (IGR), which has now began its second session. The primary goal of IGR is to bring students from different—and perhaps ideologically distant—identity groups together for a series of dialogues. The dialogues are led by trained student facilitators, one from each participating group. The first set of training and dialogues was completed in Spring quarter, 2009.

Another program is the **Parent/Family initiative**. Parents/families of entering students are invited to campus with their student for a day-long series of presentations on academic programs, non-academic support and services, opportunities for involvement, and other areas of interest to families. This important initiative offers parents and family members the opportunity to experience the campus and to meet some of the prospective key players in their students' lives in a personal way. In particular, parents/family members have the chance to learn in some detail about the non-academic side of student life, including co-curricular activities, health services, recreation, and the importance of developing all aspects of our students.

New services for previously under-served students include the **Graduate Student Resource Center** (GSRC) and the **Veterans' Resource Office** (VRO). The GSRC provides a wide variety of programs and services for graduate students ranging from social networking opportunities to career development workshops. Student Affairs, and UCLA Recreation in particular, work with the Weyburn Terrace Residents' Association to develop programs especially for single graduate students residing in the new Westwood Village complex. The VRO is in its first year with services focusing on connecting student veterans with services and programs both on campus and off.

The **Bruin Resource Center** is a new service nexus that opened its doors in July, 2009. It is a department designed to provide information and referrals to students about virtually any program or service available on campus. In addition to housing the Veteran Resource Office, the Bruin Resource Center offers targeted services to AB540 students, former foster youth, parenting students, and transfer students.

Research and assessment are critical both in evaluating existing programs and identifying new areas of need. Sources of data include the University of California Undergraduate Experience Survey (UCUES), the UCLA Senior Survey, and the UCLA Office of Residential Life Satisfaction Survey. Questions added to these already-existing surveys may assist in obtaining broader diversity-related information. Student Affairs and the Graduate Division will develop assessment instruments specifically targeting the needs and concerns of graduate students. This effort will provide an understanding of such issues as marital/domestic

partner concerns, family issues, the pressures of academics and research, career and professional development, and other concerns that affect graduate students.

Education and training programs need to be developed for Student Affairs staff. Diversity-related programs and services for our students are certainly critical, but the level of expertise and understanding among staff who provide the programs and services are equally important.

Finally, a campus-wide **Climate Survey** must be undertaken for students, staff, and faculty. The last such survey occurred in 1991, prior to SB 1 and 2 and Proposition 209. Such a survey will provide new UCLA baseline data covering the entire campus. Whether this survey is developed at UCLA or obtained via other means, it will be important to implement it in the very near future.

Undergraduate Student Experience

The staff of our Student Affairs Information and Research Office (SAIRO) has compiled data on our UCLA undergraduate population from the 2008 University of California Undergraduate Experience Survey (UCUES) and UCLA Senior Survey that provide an overview of the perceptions of our undergraduate students. The following is a summary of the major findings (see also Appendix 3).

On the issue of the overall campus climate at UCLA, the results revealed that students generally perceive the campus positively across all race and ethnicity categories. However, when we look at survey items that specifically reference "diversity" (such as ratings of the perceived importance of diversity to the campus), there are differences among groups, with students identifying as Black/African American showing less favorable views of the campus than students in other groups. In addition, it is important to note that while the generally positive trend throughout the responses is welcome news for the campus, an item on which 75% of respondents gave a positive evaluation still leaves 25% of our students, potentially as many as several thousands, responding negatively.

Questions concerning the degree to which students feel that they as individuals and their opinions are valued by the campus produced generally high ratings. Perceptions of the respectfulness of the campus in general appear to be somewhat tied to students' perceptions of respect for their own identities. A set of questions about the degree to which various identity groups feel respected showed significantly lower levels of perceived respect among students identifying as African American, Chicano/Latino, non-heterosexual, "very conservative," low income/poor, and (regarding immigration status) Chicano/Latino and International. The results in all of these areas suggest that perceived respect for a particular identity status may be tied to the representation of that group in the overall population, as groups with smaller sample sizes/populations were more likely to show lower rates of perceived respect.

Further, regarding overall characterization of campus climate, while responses are generally toward the positive end of the scale, the data also shows that there is much work to be done and that we need much more focused information. While we are starting to collect data on related to the experience of LGBT student, our current surveys are missing items that provide a meaningful level of detail about the experiences of a number of significant identity groups, such as: graduate students, specific religious groups, students with disabilities, and non-traditional age students

Another set of questions asked students about their interactions with diverse

groups, the nature of interactions, and generally whether they felt they had learned through the interactions. These items showed that a high percentage of students overall in all identity groups are interacting in various contexts, that interactions are most often seen as positive, that the majority of students feel they have grown in understanding and appreciation of diversity while at UCLA, and that, for those who have heard negative views about various identity groups (whether directed at them or not), the vast majority of those statements came from other students as opposed to from faculty or staff.

A more detailed set of interaction items included in the 2009 Senior Survey show that the vast majority of students feel that the institution provides them with the opportunity to engage in various types of interaction, and that the number of students engaging in interactions with others is high across all ethnicities. In addition, the percentage of students indicating that they engage in interactions with other students varies little from the percentage of students who indicate that they engage in those same activities with students who are different from them.

The Student Affairs Plan: Goals and Actions

In the winter of 2008, UCLA Student Affairs began efforts to develop and adopt a five-year diversity action plan. The vision for this plan reaffirms UCLA's and Student Affairs' core values of equality, opportunity and pluralism as well as our dedication to teaching and learning in an increasingly diverse world. This plan recognizes UCLA's ongoing struggle with how to best articulate and achieve these ideals, and reflects our collective hopes, commitment and belief in the importance of a multicultural Student Affairs Division, UCLA, and world. This is a "living document" in that it is neither finished nor static. Current and subsequent committee members may review and update the plan on an ongoing basis (quarterly, yearly basis) to improve upon the goals outlined in this document.

UCLA Student Affairs developed six action directions or goals. The guiding principles for each of the goals as well as action steps are outlined here:

Goal 1: Developing a Culturally Responsive Community

A culturally responsive community recognizes that students, staff and faculty come from a myriad of cultural backgrounds and that these cultures are integral to how we view and experience the world. A responsive community acknowledges that there are differences between and amongst cultures. It is a community that seeks to understand the commonalities among different cultural groups and also one that embraces and celebrates the differences. A culturally responsive community supports and rallies around diverse groups that may be misunderstood or threatened, and works to improve and educate the community.

Actions:

Definition of Diversity

- **Action: review relevant literature; consult students and staff for their views.**
- **Evaluation: development of a broadly agreed-upon definition will be a successful outcome.**

Identify an Inventory of Coordinated Efforts and Diversity Resources

- **Action: consult with all Student Affairs units for complete information on current diversity programs and publish resources on the web and regular Student Affairs publications.**
- **Evaluation: completion of inventory and posting of information; test community usage of the information.**

Continue to grow the Intergroup Dialogue Program.

- **Action: Increase the number of dialogue-related courses and develop a co-curricular component to the program.**
- **Evaluation: Ongoing assessment of program goals and effectiveness using standard program evaluation tools.**

Goal 2: Improving Campus Climate

Climate encompasses UCLA's learning, working, social, and cultural environments. It also includes the University's relationship with the surrounding community. Student Affairs expands its efforts to make the University a more open and inviting place for all students, faculty, staff, alumni, and community members by recognizing that this aspiration requires a sustained, long-term commitment and continuous evaluation of the campus climate.

Actions:

Consolidate, streamline, and make assessment results easily accessible to the UCLA community:

- **Action: begin evaluation with currently available survey data; work with SAIRO, the College, and other involved departments to extend and focus data collection;**
- **Evaluation: on-going as climate assessment and program evaluation efforts proceed.**
- **Action: review currently existing survey instruments for appropriateness to our needs; as necessary, SAIRO will work with other campus entities to refine or develop the needed instrument.**
- **Evaluation: administration of survey and evaluation of data.**

Identify pressing concerns

- **Action: move forward with campus-wide Climate Survey.**
- **Evaluation: track project goal completion, disseminate the information, develop appropriate initiatives.**

Maintain sharp focus on community engagement experiences.

- **Action: Review and grow community assessment component of existing programs (Connecting Communities to UCLA; academic preparation and service efforts; college-going informational initiatives).**
- **Evaluation: administration of survey and evaluation of data**

Goal 3: Developing and Strengthening Community Linkages, including the education pipeline

As a public institution, UCLA is a community resource that must serve as an active participant in Los Angeles as well as the State of California. UCLA, Los Angeles, and California benefit from developing and strengthening these connections. Pipeline issues include UCLA's efforts in preparing students for college as early as the middle school years; various programs and offerings within Student Affairs that strive to retain enrolled students; and focus on growing scholars to attend graduate or professional school.

Actions:

Enhance partnerships and coordination of academic preparation programs

- **Assess current programs and develop a plan to maximize opportunities, including broadening grant opportunities.**
- **Hone in on sub-identity factors in existing populations to maximize outreach and recruitment efforts in communities with lower college going cultures (foster youth, veterans, etc.)**
- **Apply for the Upward Bound Program grant to expand academic preparation efforts in the community (2010).**
- **Evaluation: Report assessment findings and program results.**

Goal 4: Developing and Strengthening the Diversity Infrastructure

Diversity infrastructure is the frame-

work necessary to support, maintain, and enhance a vibrant, diverse community. This framework consists of developing clear and effective diversity goals and expectations within all departments in Student Affairs. Developing and reinforcing institutional diversity infrastructure involves all levels of University administration. It is incumbent upon senior administration within Student Affairs to provide vision, inspiration, and direction for each department in order to attain divisional goals regarding diversity.

Actions:

Design training component for faculty and staff in Student Affairs

- **Action: work with each department to plan and implement specific multicultural activities aimed to increase community awareness regarding culture, improve campus climate, and increase our cohesion.**
- **Evaluation: Campus Climate survey; regular assessment at departmental and Student Affairs levels.**

Develop appropriate evaluation processes

- **Action: continue to utilize and refine existing instruments; develop new assessment processes for programs, as needed.**
- **Evaluation: implementation of the necessary processes and initiatives based on the finding will represent a successful outcome.**

At a more campus-centered level, we must conduct our planning with the basic intent of "meeting students where they are." We need, as discussed above, a definition of "diversity" that is sufficiently inclusive and broadly focused to allow us to address the needs of all students and to adapt to the changing preferences and personal aspirations and challenge of our new generations. This should be a definition that will serve as a guidepost in the development of programs that are meaningful for our many sub-populations, on-target in terms of capturing the many intersections of identity and experience that characterize the reality of our students' lives.

We also need to evaluate our own Student Affairs organization in order to develop an appropriate organizational and programmatic structure for delivery of services and programs. In our decentralized campus, it is important to coordinate these efforts. In addition, we need to create our programs with an understanding of the new communication modes that dominate our students' lives – Facebook, MySpace, Second Life and other social networking tools. These types of networks are preferred communication methods among many students and even young alumni, reaching deeply into connections among many different groups and allowing for much broader contacts on many different kinds of topics.

Finally, it is essential to build an on-going evaluation at the program level and regular assessments of overall programmatic effectiveness and changing student needs. Only through continuing evaluation of our activities can we ensure that our programs are current and consistent with the needs and realities of our students, and that, regardless of inevitable changes, we continue to "meet them where they are," in all their rich and evolving diversity.

Appendix 1: Student Affairs Diversity Related Offices and Programs

Office of the Vice Chancellor, Student Affairs

- Funding student initiated cultural programs (Cultural Nights, etc)
- Relationship building with outside constituents monitoring/supporting UCLA's diversity work
- The Connecting Communities to UCLA Program - Offering welcoming on-campus experiences for the greater Los Angeles community
- Setting the appropriate tone for the organization's diversity work and directing those efforts

Bruin Corps

- Ensure that the applicant pool for open positions is sufficiently diverse.
- Provide service opportunities for students to serve in diverse Los Angeles communities.
- Partner with and support community organizations that serve the needs of various and diverse communities in Los Angeles.

Bruin Resource Center

- Offer specialized services and programs to address the concerns of Bruins who are transfers, veterans, former foster youth, parenting students, or AB 540 students;
- Programs and volunteer opportunities targeted to the needs of diverse populations;
- Paid internships that focus on responding to the needs of specific populations.

Career Center

- Drop-In Hours at AAP;
- Advisory support for Black Business Society, Latino Business Society, Black Law Society, Graduate Students of Color, BGSA;
- Interview Rooms used for OSD Testing (quarterly);
- Advising for the Women's Track Team Program and the Freshman Athlete Career Program;
- Interviewing skills program for Alpha Phi Alpha Fraternity;
- Career Week and on-going programming for international students;
- Consultants/collaborating on the Lesbian Gay Bisexual and Transgender and Ally College Student Career Conference;
- Ongoing staff development/training on working with specific populations, including (but not limited to) undocumented students, student Veterans, students with mental illness or with disabilities.
- Collaborate with employers targeting information sessions/events for specific populations (LGBT, women engineers, international students for home country employment, etc.;
- Widely distribute composite information on the diversity of UCLA students to employers, intern sponsors, and prospects;
- Ensure diversity representation in employer speakers/presenters for special programming and Career Week events

Counseling and Psychological Services

- Ongoing wellness workshop series for students through AAP;
- Suicide prevention gatekeeper certification for CPO and CSP;
- Quarterly peer counseling & staff training to AAP and CPO;
- periodic stress management workshops for specific retention groups;
- Stress management workshops for service groups and their community constituents through CPO;

- Wellness workshop series for international students at the Dashew Center for International Students and Scholars
- Individual and Group therapies for graduate students of color; Latina students (Entre Mujeres); African American women (grad and mixed); Asian Americans students(grad and undergrad); on Coming Out; the psychiatric disabilities support group; transfer student support and drop-in groups co-sponsored with AAP;
- CAPS recruits for the Psychology Internship, Psychology Postdoctoral Fellowship, Psychologist and Psychiatrist positions through APA and CPA divisions highlighting individual diversity and multiculturalism, Minority Scholars postings, and professional organizations organized to promote particular individual and cultural diversity;

Cultural and Recreational Affairs (UCLA Recreation)

- LAUSD/Los Angeles City Attorney's Office Safe Schools Program;
- Diversity is included in on-going in service training programs. Three specific annual trainings done in an All Staff format include: Communication Styles, Facets of leadership, and Care and Feeding of Customers;
- Encourage and support staff interactions and activities centering on cultural traditions or holidays.

Dashew Center for International Students and Scholars

- International student orientation includes a module devoted to diversity and intercultural relations on campus;
- The Dashew Board supports 2 student scholarships for participation in the "Silk Road to the Future" visits to China, with special emphasis on outreach to underrepresented students.

Dean of Students Office

- Presents the annual Women for Change Leadership Awards;
- In recruiting members for honor societies and for the Student Conduct Committee, steps are taken to make the pool of candidates as broad and inclusive as possible.

Financial Aid Office

- Involved in the training of Faith Based and Community Organizations regarding the financial aid process so they can share this information with aspiring college bound students;
- Provide information and guidance to a broad spectrum of diverse student groups regarding options for financing higher education;
- Staff members are encouraged to participate in programs that highlight the importance of diversity and inclusiveness and to reflect these values in their daily interactions with the students and colleagues.

Graduate Student Resource Center

- Masters thesis writing groups targeted toward students in departments with lower completion rates;
- Workshops geared toward ESL students;
- Hire graduate student program coordinators with demonstrated commitment to diversity programming;
- Work with the Graduate Division to develop a year-long program for Native American undergraduate students to help prepare them for graduate school.

Lesbian Gay Bisexual Transgender Resource Center

- LGBT 101 / Training for various campus departments (ex: Office of Residential Life, UcPD, Career Center);
- Lavender Graduation Celebration;
- Brown Bag Lunches on various topics around LGBT issues for students, faculty and staff.

Office for Students with Disabilities

- Presentations to Academic Advancement Program, Transfer Summer Program, Freshman Summer Program and Center for Community College Partnerships;
- Annual disability disclosure panel (includes representatives from Medical School, Law School and Career Center talking with students registered with OSD);
- Presentations on how to handle people with disabilities in emergencies;
- Recommend scholarships that are designated for students with disabilities that total approximately $50,000.

Office of Residential Life

- Extended Diversity training with all student staff and student leaders (along with 75% of professional staff);
- Intercultural Program Committee – "diversity" programs for students, including the MLK Oratorical Contest, Isms Project, participation in campus Worldfest week, etc.;
- Diversity book club - optional for all professional staff;
- Annual training sessions (typically in August) – on diversity issues, on valuing of internal diversity and how that looks in the workplace;
- Theme Housing;
- ResRap – LGBT rap group.

Student Affairs Information & Research Office (SAIRO)

- Campus Life in America Student Survey (CLASS) – SAIRO is coordinating UCLA's involvement, as one of six universities in the US, in a national research project that aims to understand better the opportunities and challenges posed by diversity in our society and in higher education;
- Survey Research with UC/ UCLA Partners – SAIRO coordinates Student Affairs' involvement in administering, analyzing and reporting on a variety of ongoing surveys (e.g. UCUES, CIRP Freshman Study, Senior Survey, Transfer Survey) that include items designed to elicit information about the diversity of UCLA students' demographic characteristics, attitudes, and experiences;
- Briefings & Presentations on Student Interaction Across Difference - SAIRO develops and provides customized reports to support data-driven planning and decision-making.

Student Development Health Education

- Community Health Sciences 179 Course - "Life Skills for College Women & Men" – SDHE currently offers 18-20 course sections per year, with a focus on identity development in the undergraduate experience and the impact of gender, race & ethnicity, culture, sexual orientation, class, and religion;

- SDHE chairs the committee responsible for developing and implementing the intergroup dialogue program that engages UCLA students in sustained and facilitated exploration of issues of diversity and inequality and helps them develop skills to bridge differences;
- The department's mission statement, learning outcomes, and assessment methods explicitly address issues of diversity.

Student Health Services

- Outreach in Community Programs Office;
- Staff Continuing Education programs on issues related to student diversity;
- Regular attendance and participation in the Student affairs "Celebrating Diversity" committee and activities held at the Dashew Student Center.

Student Legal Services

- Target specific outreach efforts to racial/ethnic student groups to ensure that these students are aware of services;
- Attend programs on campus that celebrate the diversity of UCLA and share readings/materials that reflect different cultures to promote a deeper understanding of the diversity of our students;
- In all work, foster the rights of all groups and seek to educate students regarding their rights and responsibilities and those of others.

Student Loan Services

- Involvement in the Departmental Alliance allows department to share with and receive feedback from several important areas within Student Affairs and Finance regarding student needs and how best to address them;
- Established a departmental survey method to query student needs and input to gauge performance in meeting those needs;

Appendix 2: Additional Diversity Data

Transfer Students

- 29.2% of Fall 2008 undergraduates entered as transfer students (AIM)

Disability (CIRP, 2008)

- 231 (6%) of respondents indicated a disability
- # of respondents reporting type of disability
  - Partially sighted/blind – 57
  - Health-related – 29
  - Learning – 22
  - Orthopedic – 19
  - Hearing – 12
  - Speech – 9
  - Other – 37

LGBT Community (UCUES, 2008)

- Bisexual 1.9% (N=165)
- Gay/Lesbian 1.8% (162)
- Heterosexual 90.1% (7,964)
- Questioning/Unsure, Queer, Other 2.6% (229)
- Decline to State 3.6% (318)

Spirituality and Religion

First year students (CIRP, 2008) (N=3,869)

- Christian 53%
- Jewish 5%
- Buddhist 5%
- Hindu 2%
- Muslim 1%
- Other 3%
- None 32%

32% frequently attended a religious service in the past year
31% frequently discussed religion in the past year
39% rated themselves as "above average" or "highest 10%" in spirituality

All Undergraduates (UCUES, 2008) (N=8,735)

- Christian 41.0%
- Buddhist 5.7%
- Hindu 1.4%
- Jewish 5.3%
- Muslim 2.0%
- Other Religion 1.9%
- Not Religious 42.7%
- 17.8% (N=318) were involved in religious groups either as a participant/member or officer/leader
- 16% (N=416) identify themselves as "religious or spiritual students"

Appendix 3: Campus Experience Surveys

Campus Experience, Diverse Interactions, and Outcomes for UCLA Undergraduates

Student Affairs Information and Research Office (SAIRO), UCLA

What can the data tell us?

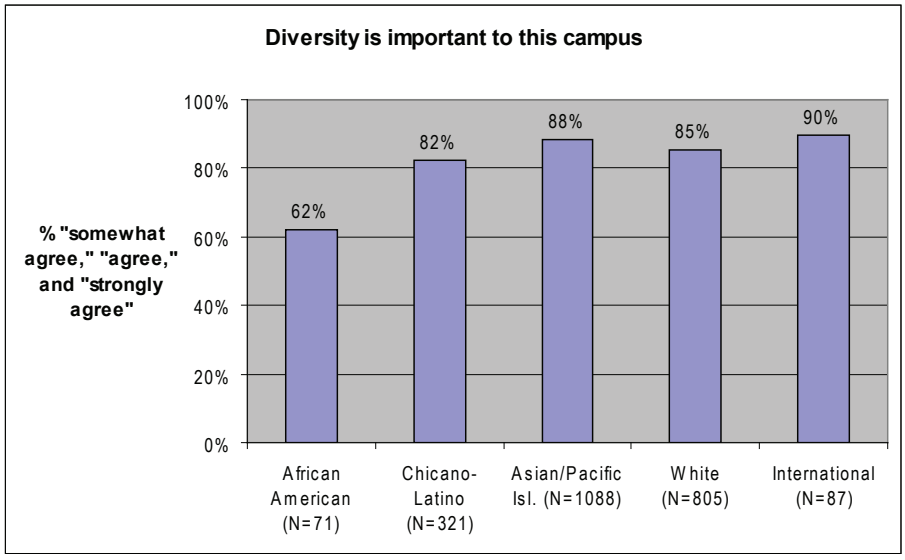
- What does it feel like to be a student on our campus?
- How much is interaction across difference occurring and how do students perceive the quality of this interaction?
- What are the outcomes of this interaction?

Data Sources

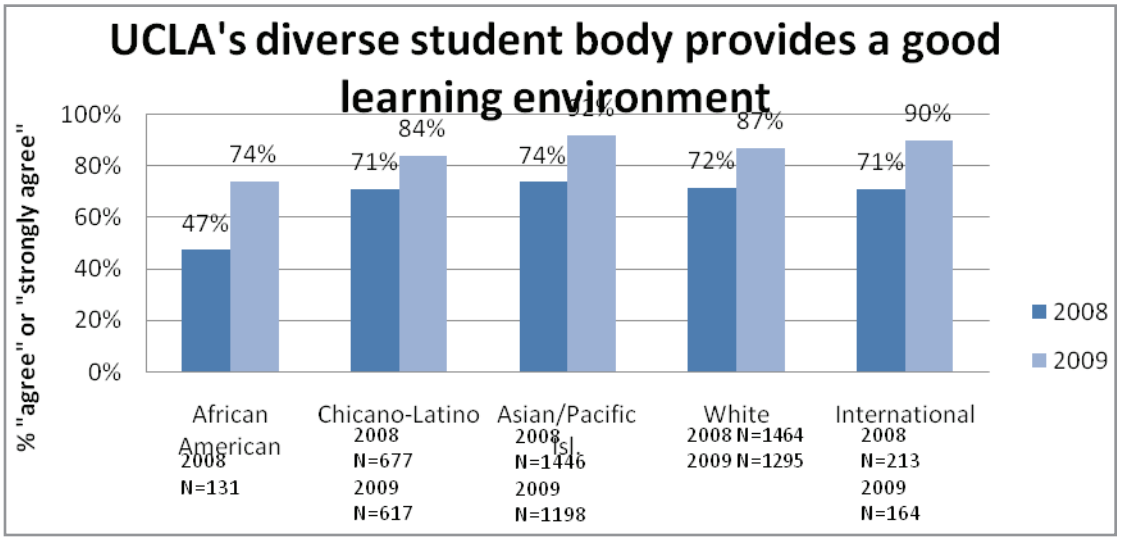
- 2008 University of California Undergraduate Experience Survey (UCUES)
  - N=9,119
- 2008 UCLA Senior Survey
  - N=4,207
- 2009 UCLA Senior Survey
  - N=3,850

Perceptions of Climate

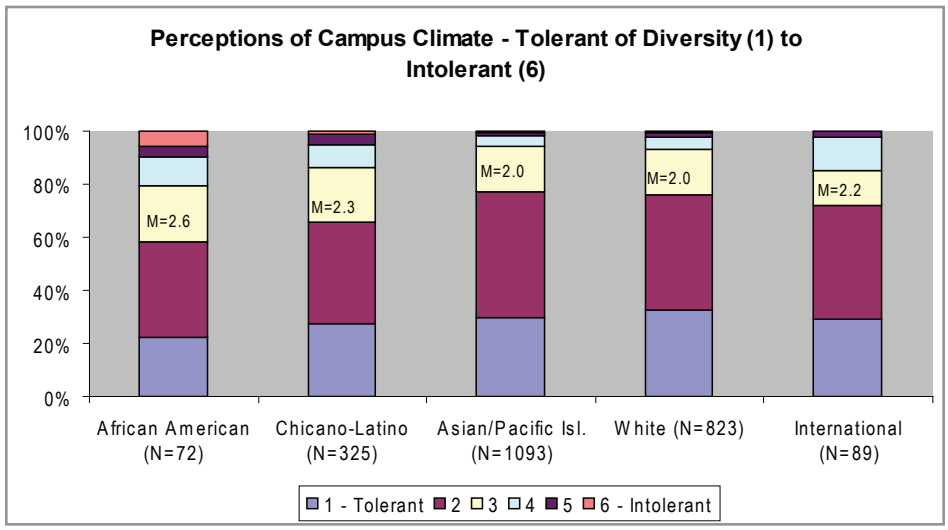
- Generally most students perceive the campus positively regardless of identity status.
- When we look specifically at perceptions related to the diversity of the campus and acceptance of diversity, there are differences among groups.
- Perceptions of the respectfulness of the campus appear to be somewhat tied to students' perceptions of the respect for their own identities.



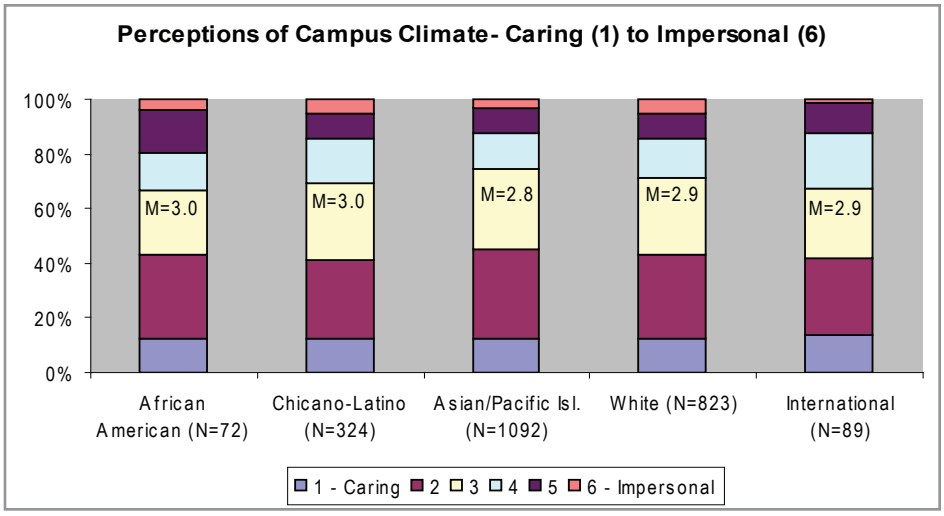
Source: 2008 UCUES



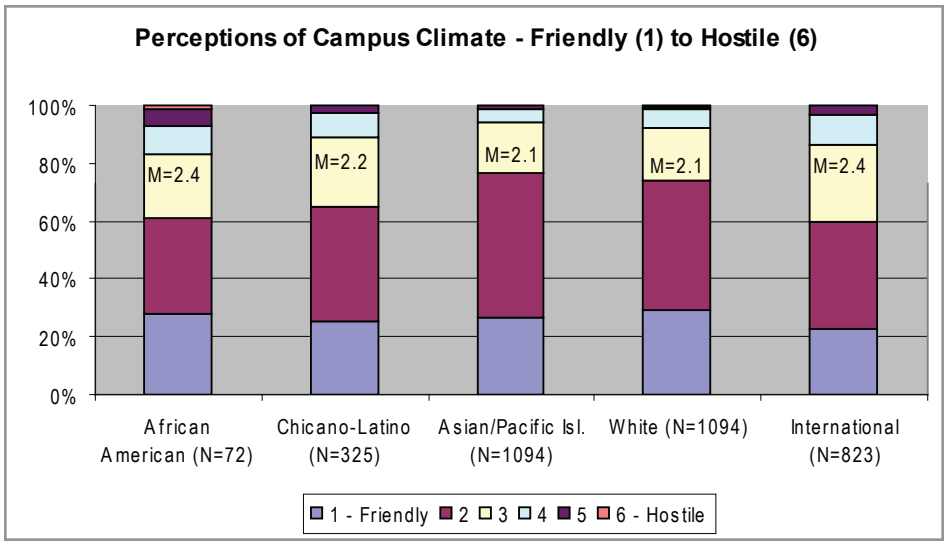
Source: 2008 & 2009 Senior Survey



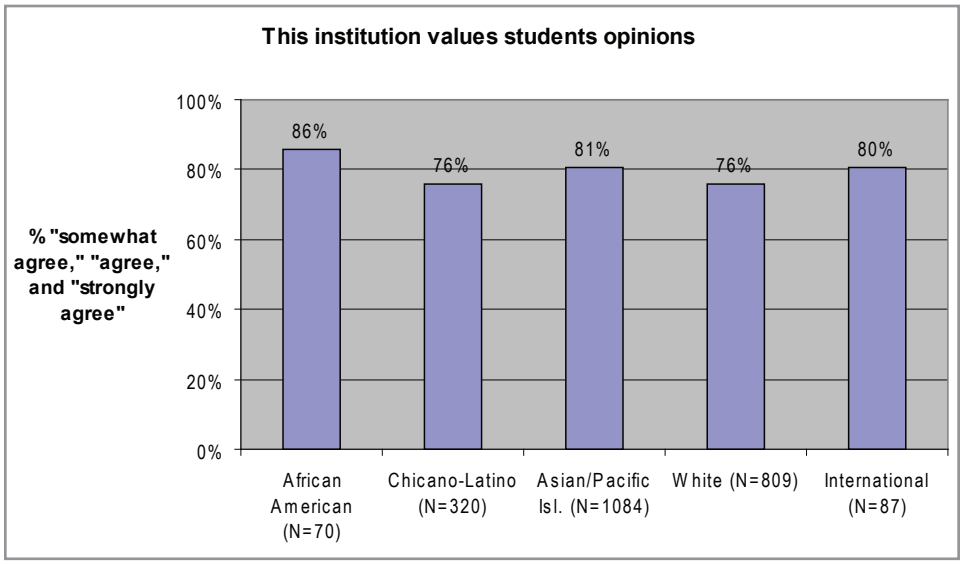
Source: 2008 UCUES



Source: 2008 UCUES



Source: 2008 UCUES



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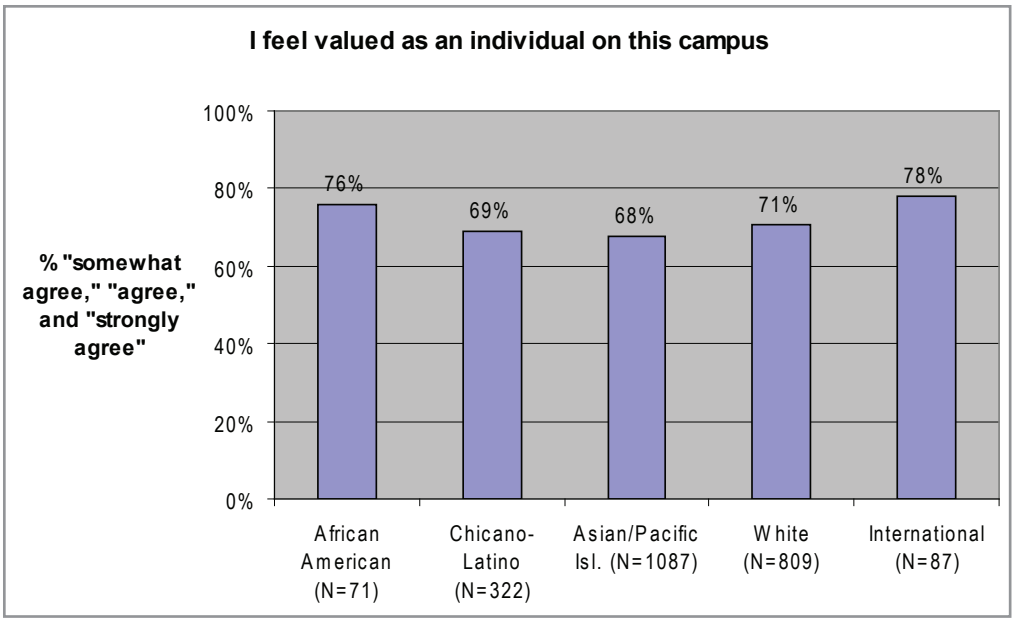
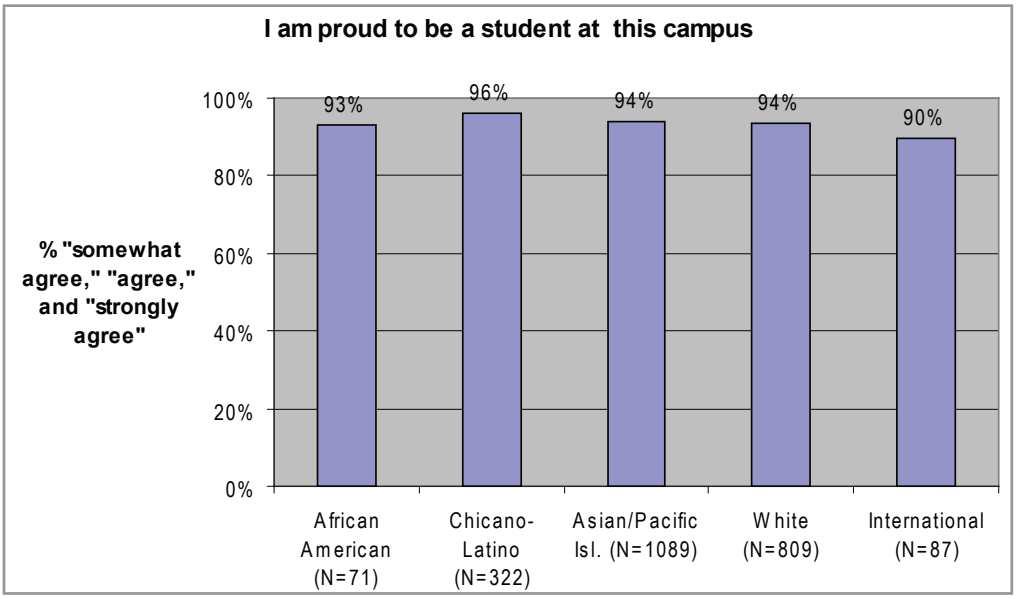
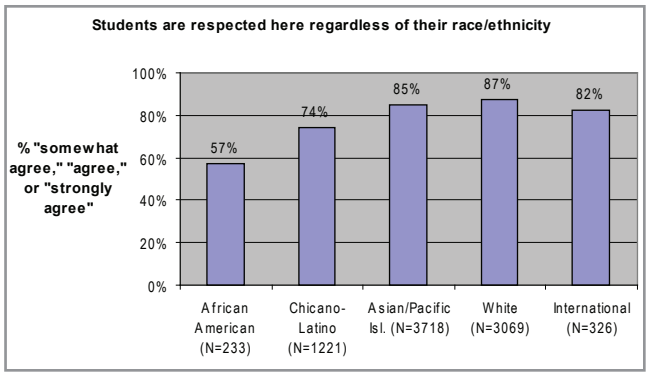
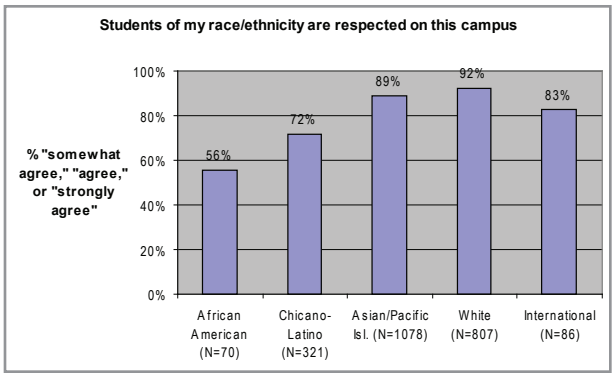


Source: 2008 UCUES



Source: 2008 UCUES





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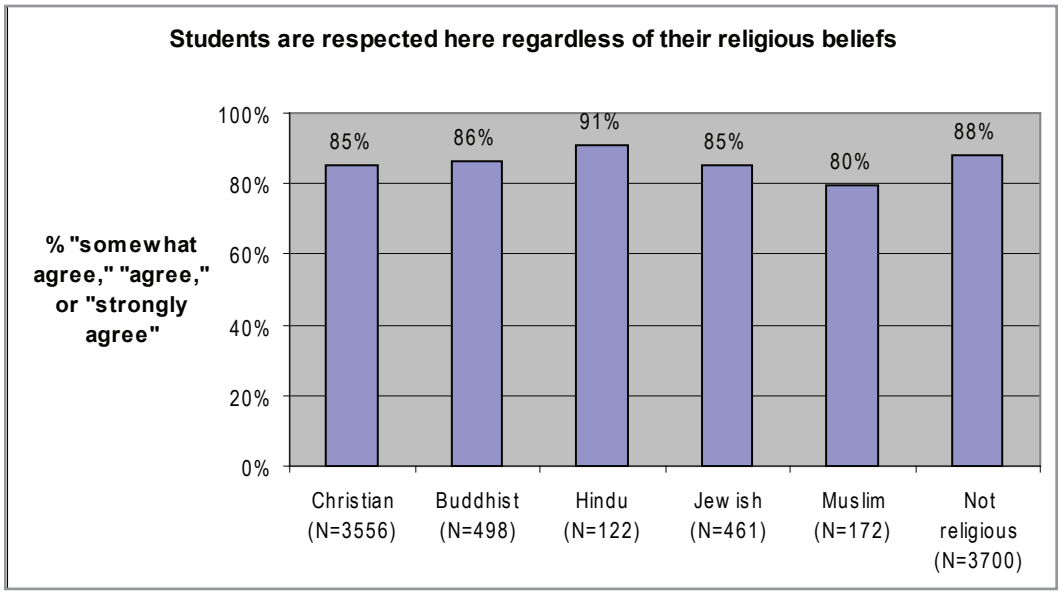
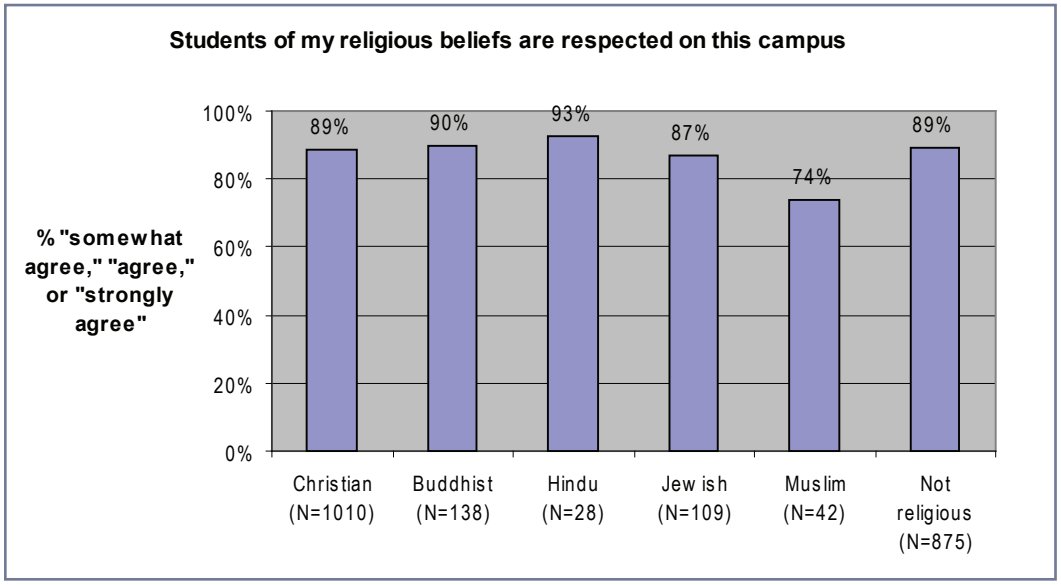
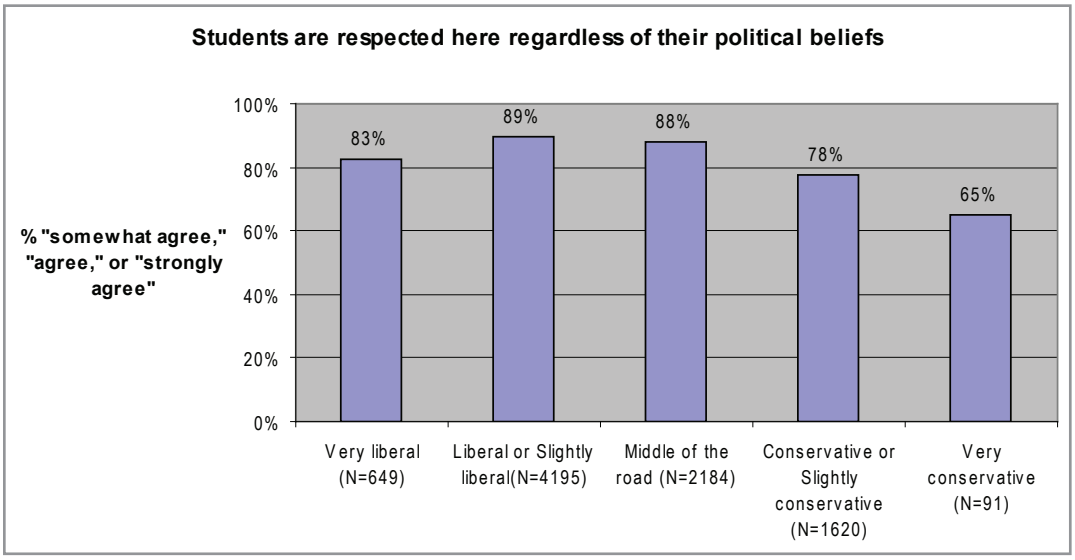
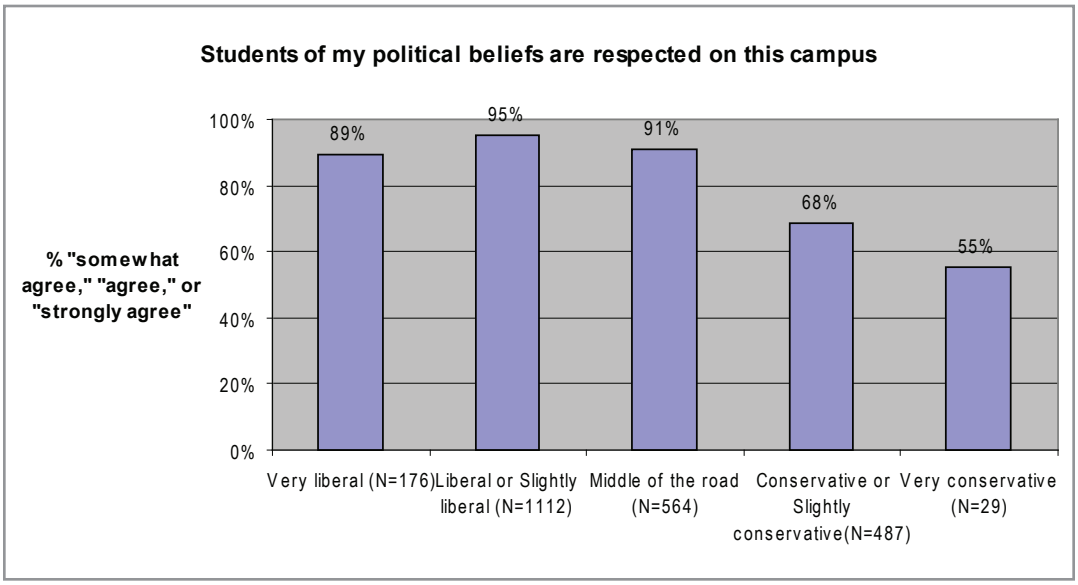




Source: 2008 UCUES





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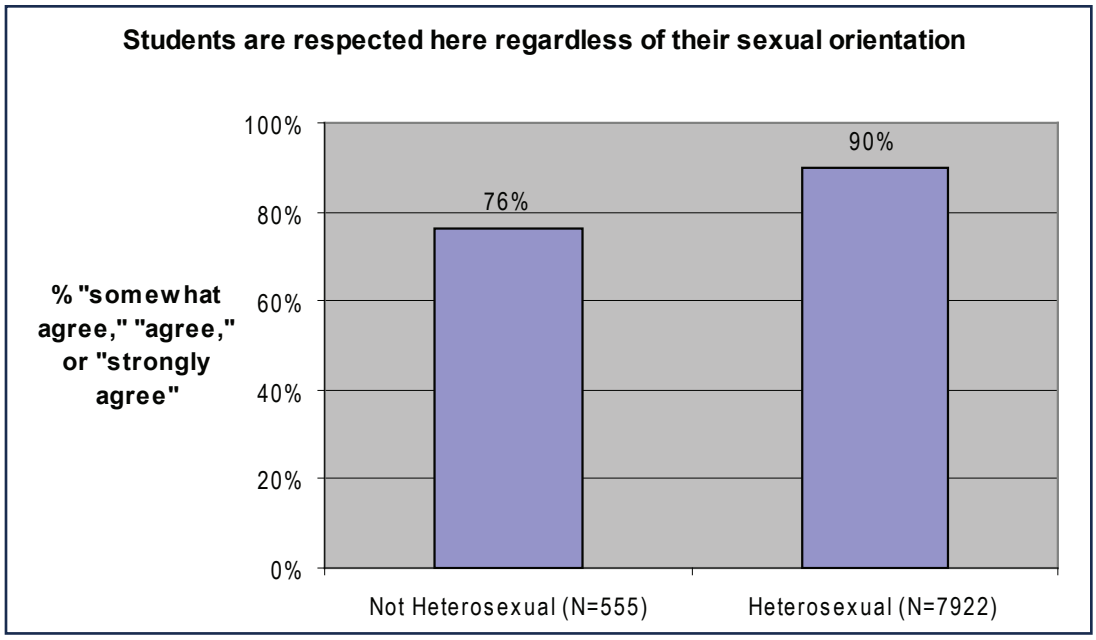
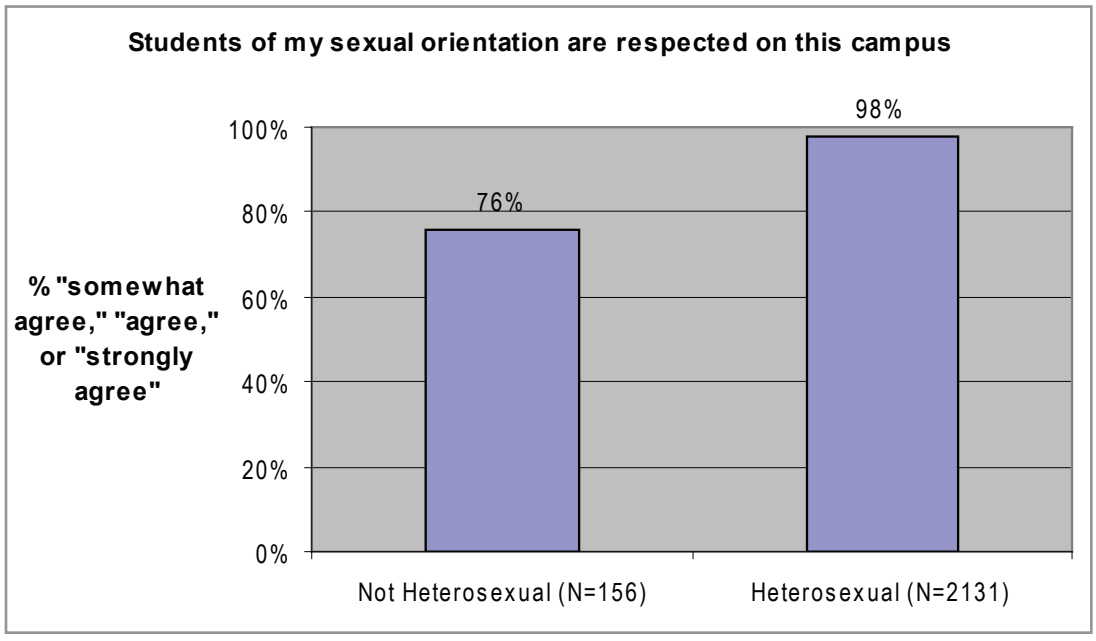
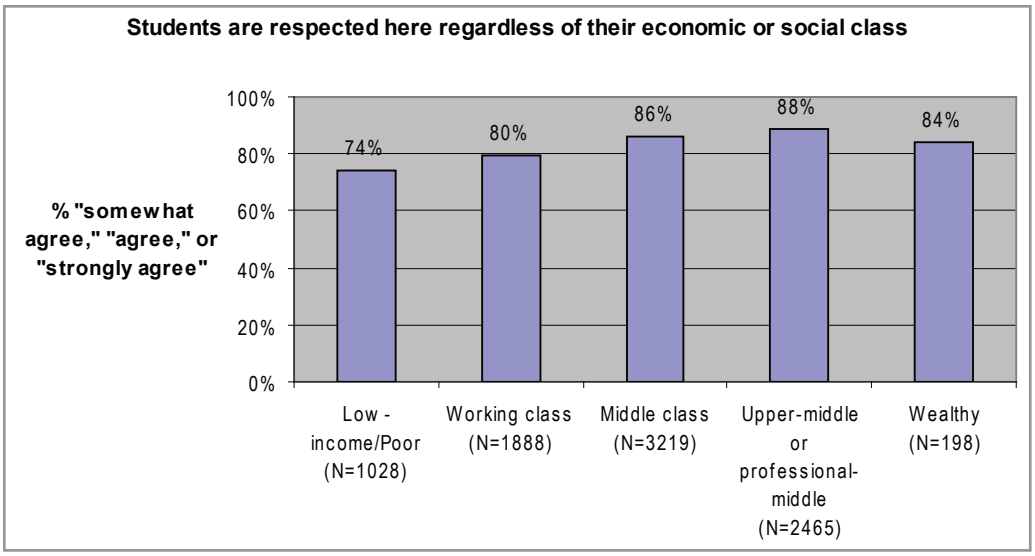
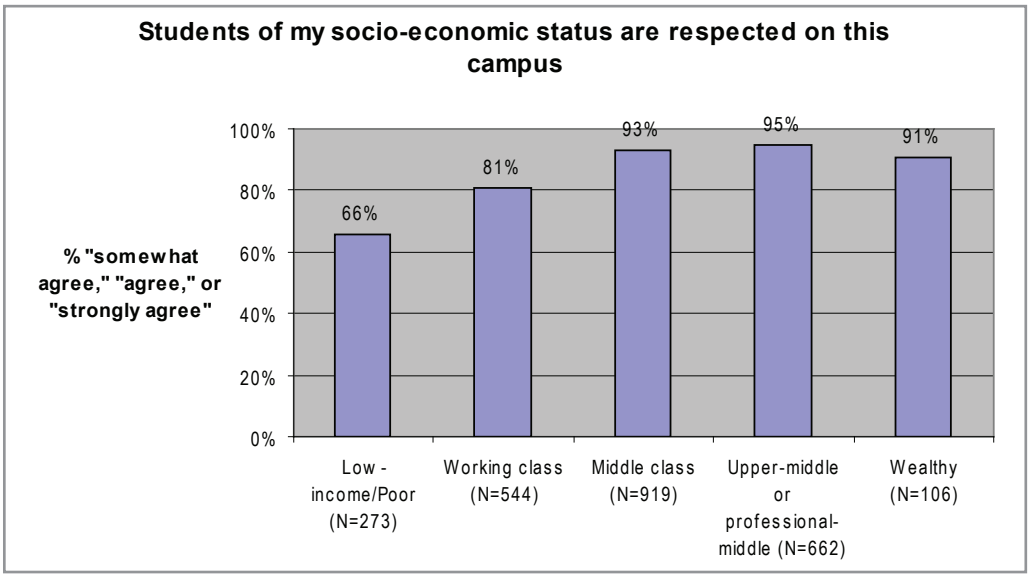


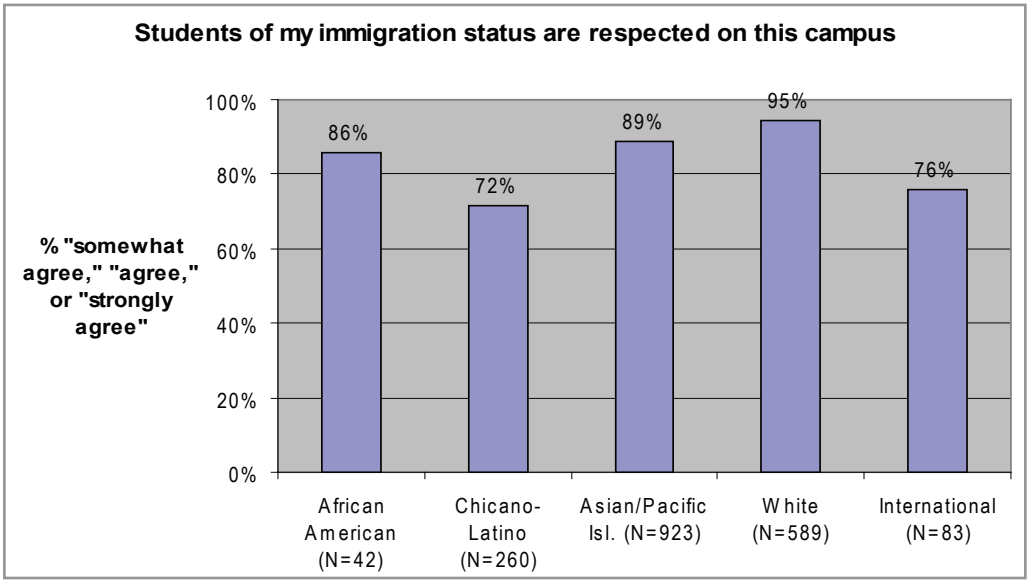


Source: 2008 UCUES





Source: 2008 UCUES

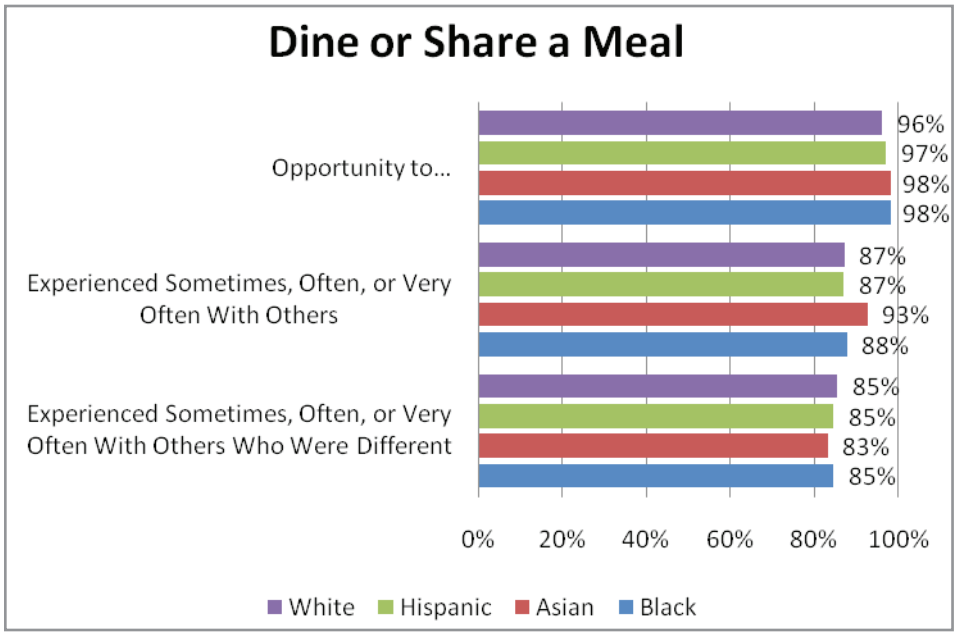


Source: 2008 UCUES

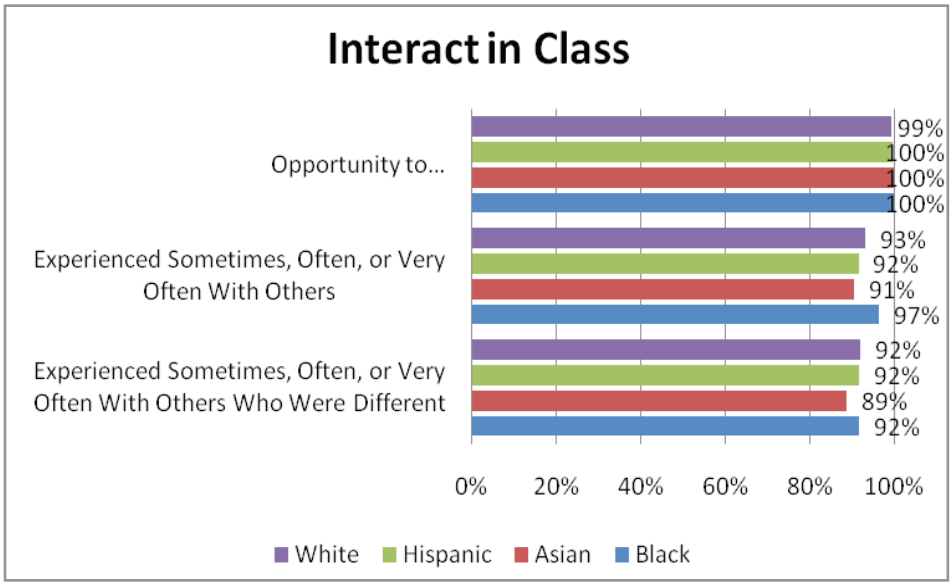
Interactions Among Students

- The vast majority of students agree that UCLA provides them with the opportunity to engage in various types of interactions with others.
- Frequent interaction is happening among students, including about differences in their backgrounds.
- The percentage of students indicating that they engage in interaction at all with other students varies little from the percentage of students who indicate that they engage in those same activities with students who are different from them.
- Perceptions of the quality of interactions are high across all groups.
- The majority of negative or stereotypical comments come from other students.
- African American students were more likely to experience interactions they perceived as "tense" or "threatening."

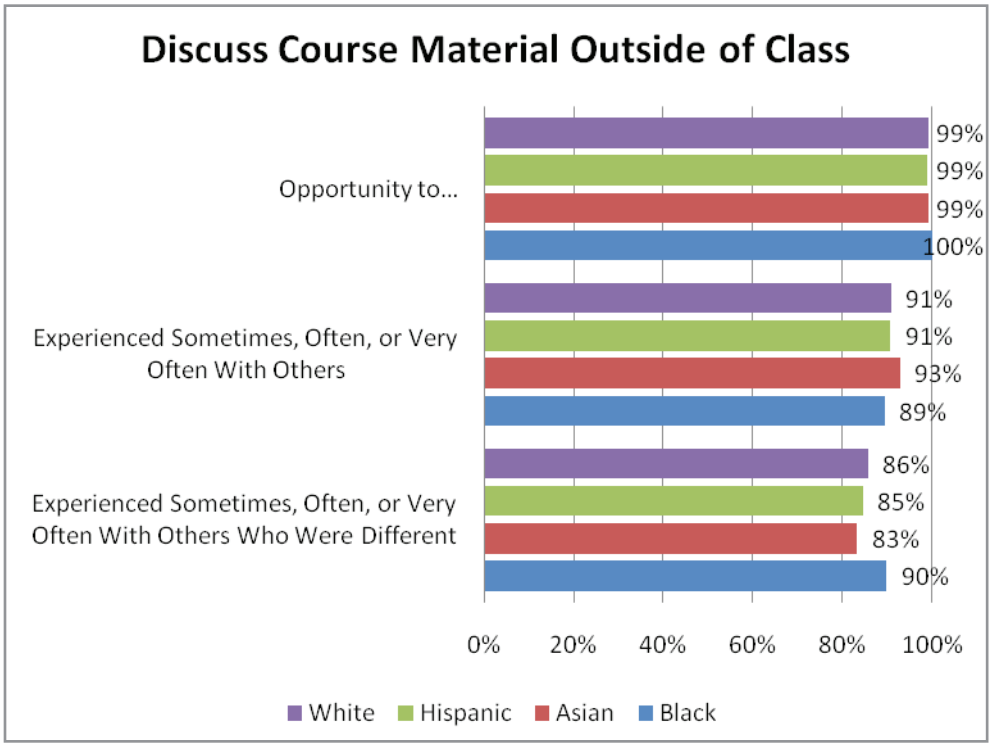
Types of Interactions Among UCLA Students



Source: 2009 Senior Survey



Source: 2009 Senior Survey



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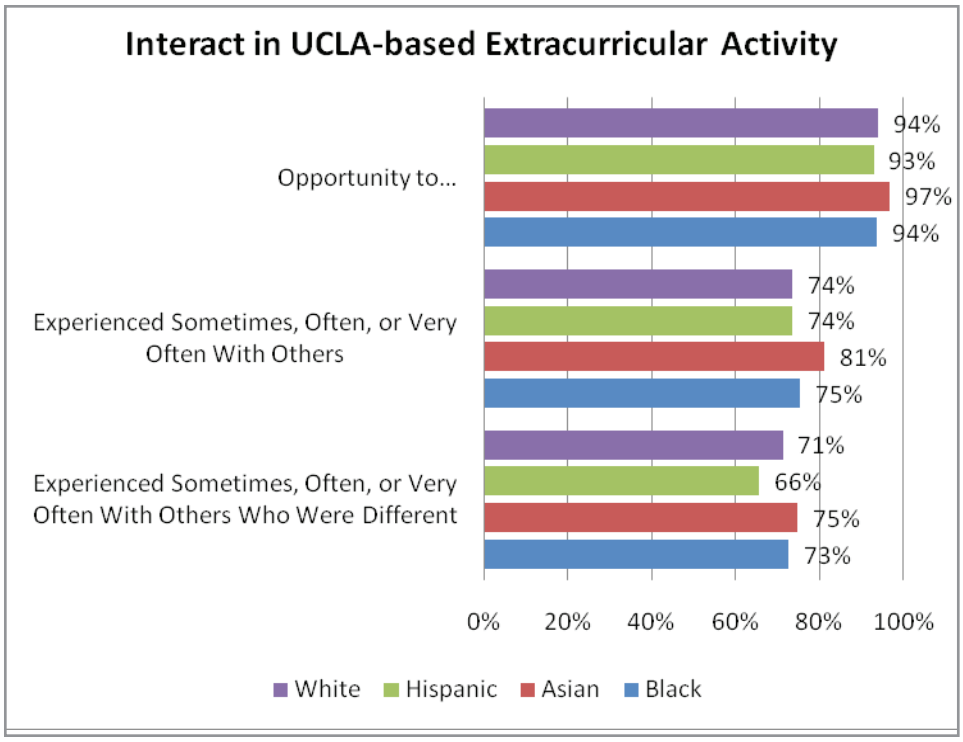
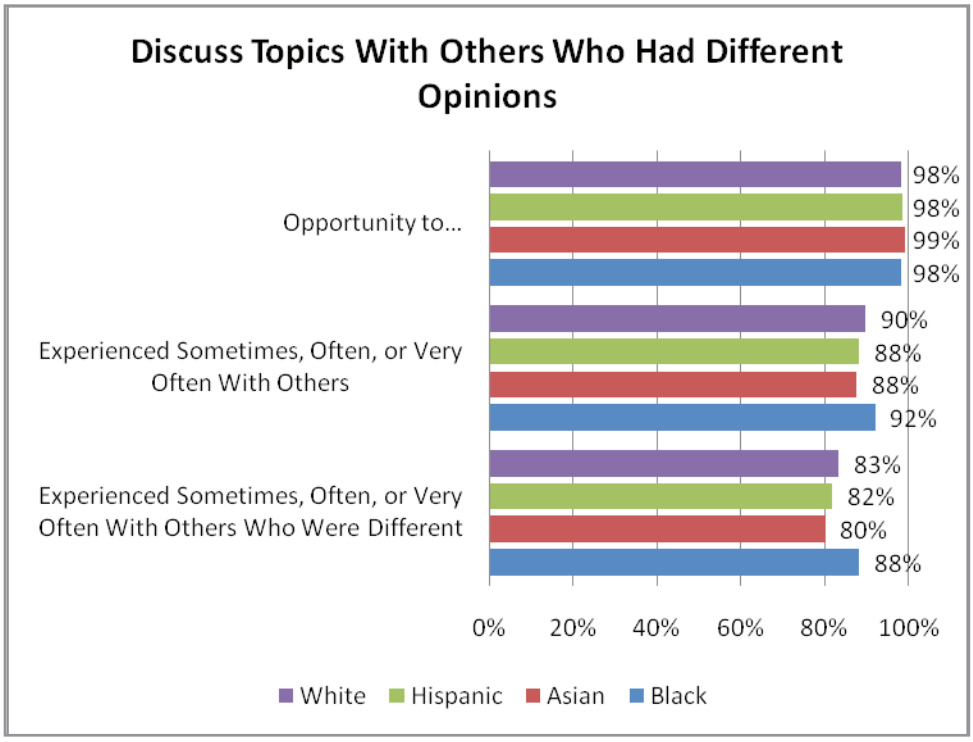
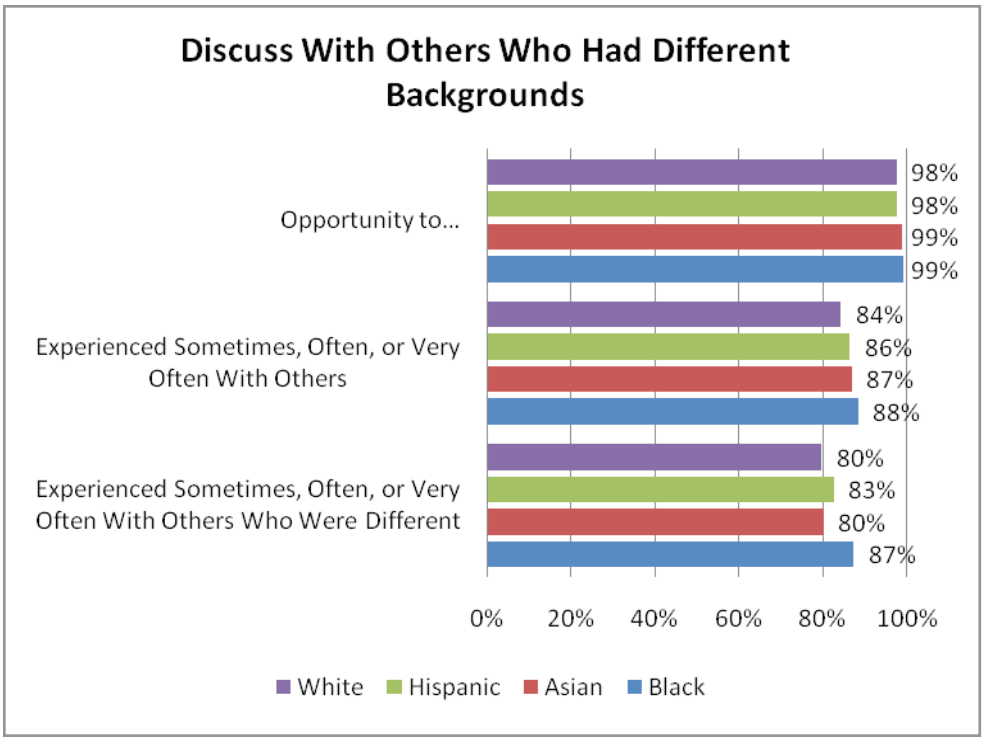


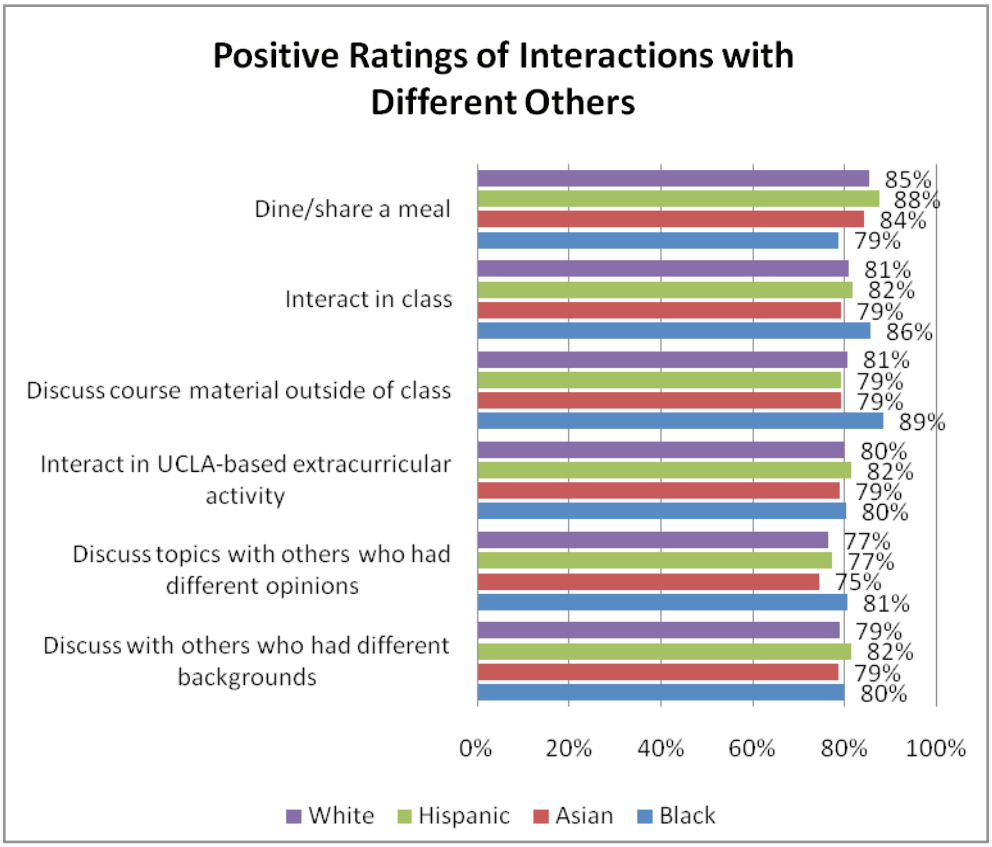
Source: 2009 Senior Survey



Source: 2009 Senior Survey



Source: 2009 Senior Survey



Source: 2009 Senior Survey

Nature of Diverse Interactions by Race/Ethnicity

Interactions engaged in "sometimes" or more often:	African American	Asian	Chicano/ Latino	White	Inter-national
Meaningful/Honest	69%	80%	77%	76%	77%
Cautious/Guarded	55%	52%	46%	39%	57%
Tense/Somewhat Hostile	31%	20%	13%	14%	28%
Threatening/Insulting because of my Race/Ethnicity	43%	21%	22%	16%	23%

Source: 2008 Senior Survey

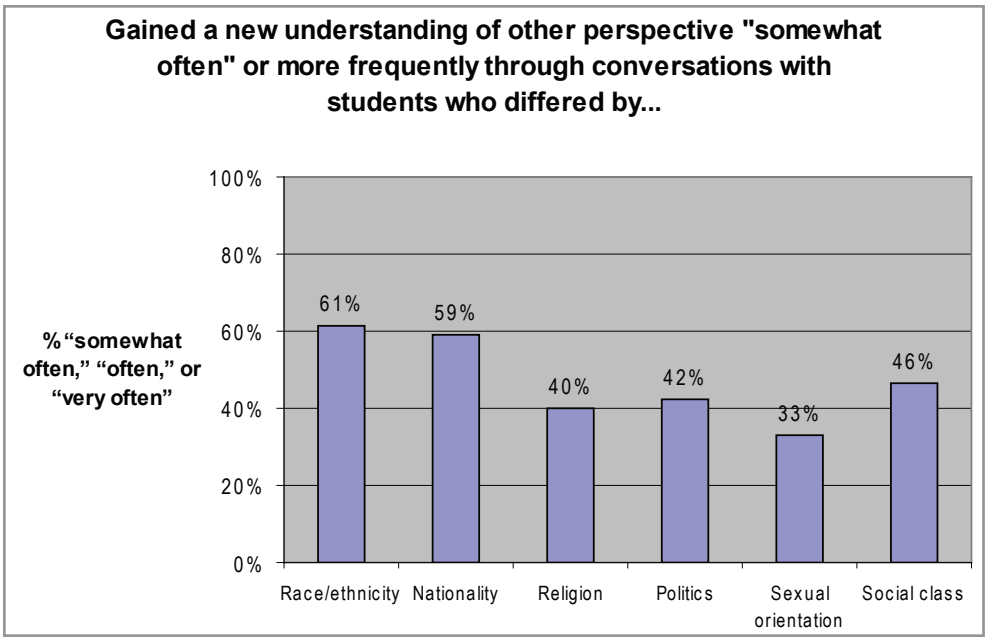
Sources of Negative or Stereotypical Views

In this academic year, heard "somewhat often" or more frequently negative views about…	From Students	From Faculty	From Staff
Race/Ethnicity	29%	4%	4%
Gender/Sexual identity	22%	3%	4%
Political beliefs or affiliations	35%	13%	7%
Religion	28%	8%	5%
Sexual orientation	25%	3%	4%
Socio-economic status	17%	4%	4%
Immigrant background	19%	4%	4%
Disabilities	10%	2%	3%

Source: 2008 UCUES

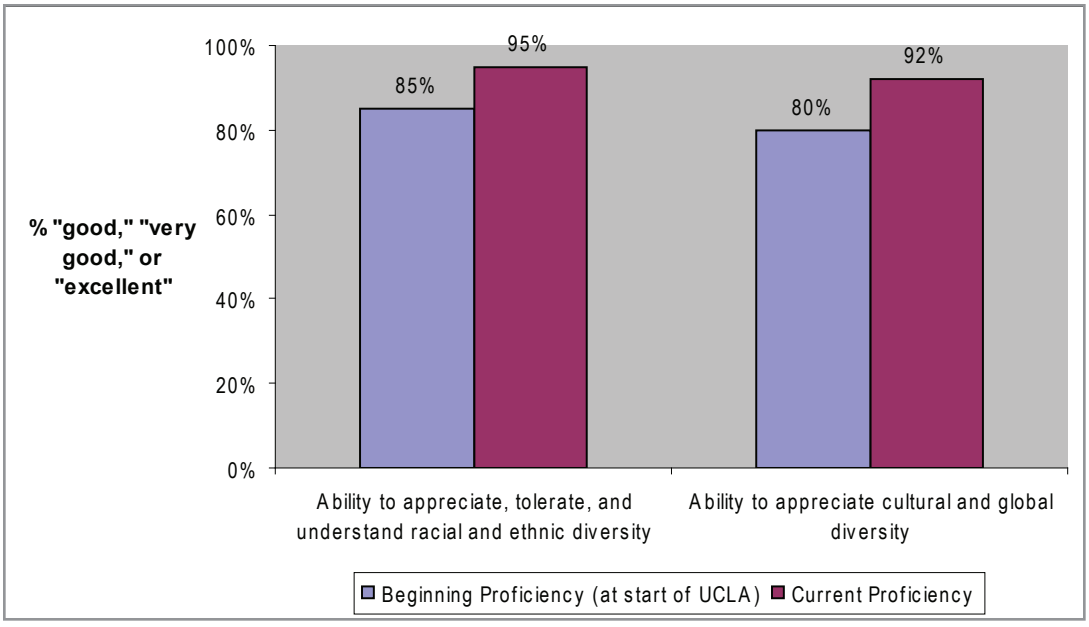
Outcomes of Interactions

- Students report growth in understanding as a result of interaction across differences.
- Students show self-reported growth in understanding and appreciation of diversity while at UCLA.



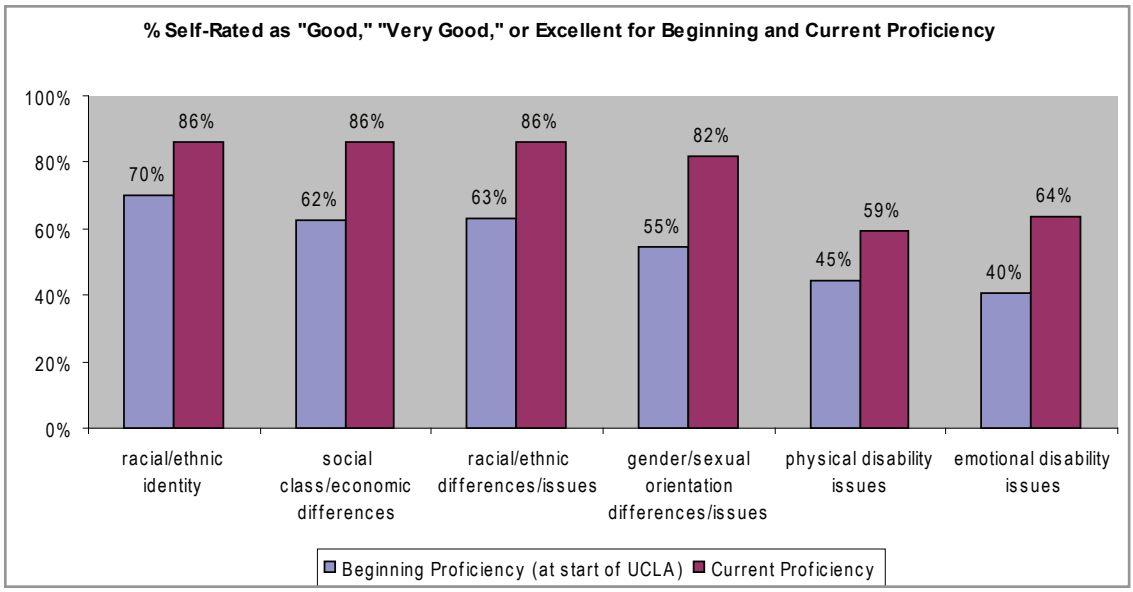
Source: 2008 UCUES

Self Assessed Growth in Diversity Areas

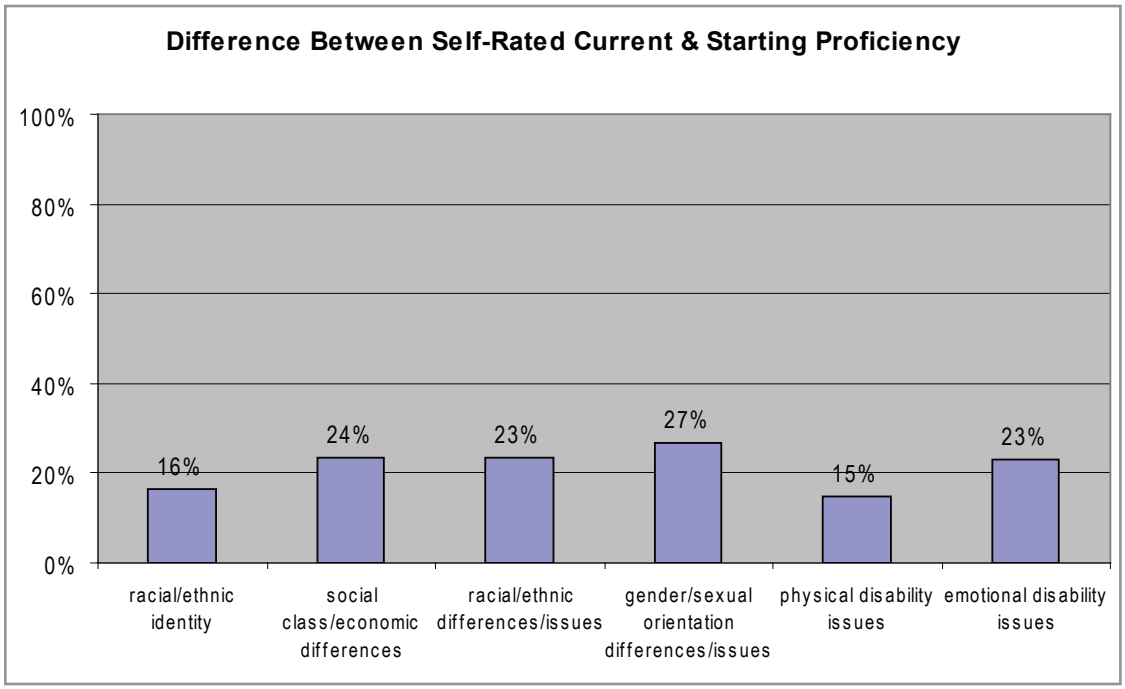


Source: 2008 UCUES

Growth in Understanding Specific Areas of Diversity



Source: 2008 UCUES



Source: 2008 UCUES

UCLA First-year-college Admissions
All Colleges, Fall 2005 - Fall 2009

	Apps					Admits					SIRs					Enrolled				
	Fall 05	Fall 06	Fall 07	Fall 08	Fall 09	Fall 05	Fall 06	Fall 07	Fall 08	Fall 09	Fall 05	Fall 06	Fall 07	Fall 08	Fall 09	Fall 05	Fall 06	Fall 07	Fall 08	Fall 09
Native American	212	274	259	298	318	44	51	45	43	57	18	16	14	13	23	18	16	14	11	23
African American	1,844	2,173	2,460	2,821	2,770	280	249	407	453	417	126	103	210	233	198	125	100	204	230	193
Latino	1,879	2,098	2,380	2,567	2,759	371	359	418	449	450	165	143	191	194	190	163	141	185	192	188
Chicano	4,931	5,552	6,384	7,731	7,931	1,037	1,044	1,056	1,235	1,227	484	511	456	568	582	478	508	451	558	576
Underrepresented sub-total	8,866	10,097	11,483	13,417	13,778	1,732	1,703	1,926	2,180	2,151	793	773	871	1,008	993	784	765	854	991	980
Chinese	6,051	7,444	7,475	7,553	7,707	2,116	2,665	2,368	2,216	2,250	712	964	783	702	703	709	963	779	697	699
Korean	2,380	2,508	2,645	2,747	2,861	667	689	683	645	638	268	270	228	215	200	267	270	224	215	199
Filipino	1,937	2,081	2,271	2,416	2,318	347	339	378	398	413	183	174	204	218	215	183	173	203	218	213
Vietnamese	1,722	2,040	2,083	2,210	2,247	547	584	445	473	509	239	270	203	206	249	238	270	203	206	245
East Indian/Pakistani	1,446	1,608	1,684	1,703	2,327	471	530	537	498	604	159	164	181	158	190	157	161	178	157	189
Japanese	848	832	878	989	1,035	229	238	240	264	273	93	104	105	105	129	93	104	105	104	128
Pacific Islander	156	166	161	197	139	26	26	27	33	27	11	12	14	16	11	11	11	14	15	10
Other Asian	1,102	1,303	1,379	1,396	981	307	319	297	295	190	119	127	119	102	73	119	127	118	100	73
Asian sub-total	15,642	17,982	18,576	19,211	19,615	4,710	5,390	4,975	4,822	4,904	1,784	2,085	1,837	1,722	1,770	1,777	2,079	1,824	1,712	1,756
White	13,345	14,468	15,450	16,405	15,995	3,723	3,791	3,860	3,995	3,738	1,464	1,500	1,481	1,574	1,395	1,445	1,484	1,472	1,549	1,380
Other	774	805	818	881	757	161	143	148	140	152	80	61	64	64	55	78	61	64	64	54
Unknown	2,124	2,218	2,242	2,672	1,990	752	783	711	896	605	251	259	225	279	171	245	259	225	277	171
Total Domestic	40,751	45,570	48,569	52,586	52,135	11,078	11,810	11,620	12,033	11,550	4,372	4,678	4,478	4,647	4,384	4,329	4,648	4,439	4,593	4,341
International	1,476	1,747	2,186	2,851	3,573	283	379	343	627	629	97	163	131	144	136	93	161	125	142	131
Total	42,227	47,317	50,755	55,437	55,708	11,361	12,189	11,963	12,660	12,179	4,469	4,841	4,609	4,791	4,520	4,422	4,809	4,564	4,735	4,472

Source: Fall 2005 Fall 2009 Undergraduate Admissions Official files.

Source: UCLA Admissions Files
fall 09 FR AS app_adm_reg_Official_3rd_Week_09F

UCLA First-year-college Admissions
All Colleges, Fall 2005 - Fall 2009

Percentage of Domestic Cohort	Apps					Admits					SIRs					Enrolled				
	Fall 05	Fall 06	Fall 07	Fall 08	Fall 09	Fall 05	Fall 06	Fall 07	Fall 08	Fall 09	Fall 05	Fall 06	Fall 07	Fall 08	Fall 09	Fall 05	Fall 06	Fall 07	Fall 08	Fall 09
Native American	0.5%	0.6%	0.5%	0.6%	0.6%	0.4%	0.4%	0.4%	0.4%	0.5%	0.4%	0.3%	0.3%	0.3%	0.5%	0.4%	0.3%	0.3%	0.2%	0.5%
African American	4.5%	4.8%	5.1%	5.4%	5.3%	2.5%	2.1%	3.5%	3.8%	3.6%	2.9%	2.2%	4.7%	5.0%	4.5%	2.9%	2.2%	4.6%	5.0%	4.4%
Latino	4.6%	4.6%	4.9%	4.9%	5.3%	3.3%	3.0%	3.6%	3.7%	3.9%	3.8%	3.1%	4.3%	4.2%	4.3%	3.8%	3.0%	4.2%	4.2%	4.3%
Chicano	12.1%	12.2%	13.1%	14.7%	15.2%	9.4%	8.8%	9.1%	10.3%	10.6%	11.1%	10.9%	10.2%	12.2%	13.3%	11.0%	10.9%	10.2%	12.1%	13.3%
Underrepresented sub-total	21.8%	22.2%	23.6%	25.5%	26.4%	15.6%	14.4%	16.6%	18.1%	18.6%	18.1%	16.5%	19.5%	21.7%	22.7%	18.1%	16.5%	19.2%	21.6%	22.6%
Chinese	14.8%	16.3%	15.4%	14.4%	14.8%	19.1%	22.6%	20.4%	18.4%	19.5%	16.3%	20.6%	17.5%	15.1%	16.0%	16.4%	20.7%	17.5%	15.2%	16.1%
Korean	5.8%	5.5%	5.4%	5.2%	5.5%	6.0%	5.8%	5.9%	5.4%	5.5%	6.1%	5.8%	5.1%	4.6%	4.6%	6.2%	5.8%	5.0%	4.7%	4.6%
Filipino	4.8%	4.6%	4.7%	4.6%	4.4%	3.1%	2.9%	3.3%	3.3%	3.6%	4.2%	3.7%	4.6%	4.7%	4.9%	4.2%	3.7%	4.6%	4.7%	4.9%
Vietnamese	4.2%	4.5%	4.3%	4.2%	4.3%	4.9%	4.9%	3.8%	3.9%	4.4%	5.5%	5.8%	4.5%	4.4%	5.7%	5.5%	5.8%	4.6%	4.5%	5.6%
East Indian/Pakistani	3.5%	3.5%	3.5%	3.2%	4.5%	4.3%	4.5%	4.6%	4.1%	5.2%	3.6%	3.5%	4.0%	3.4%	4.3%	3.6%	3.5%	4.0%	3.4%	4.4%
Japanese	2.1%	1.8%	1.8%	1.9%	2.0%	2.1%	2.0%	2.1%	2.2%	2.4%	2.1%	2.2%	2.3%	2.3%	2.9%	2.1%	2.2%	2.4%	2.3%	2.9%
Pacific Islander	0.4%	0.4%	0.3%	0.4%	0.3%	0.2%	0.2%	0.2%	0.3%	0.2%	0.3%	0.3%	0.3%	0.3%	0.3%	0.3%	0.2%	0.3%	0.3%	0.2%
Other Asian	2.7%	2.9%	2.8%	2.7%	1.9%	2.8%	2.7%	2.6%	2.5%	1.6%	2.7%	2.7%	2.7%	2.2%	1.7%	2.7%	2.7%	2.7%	2.2%	1.7%
Asian sub-total	38.4%	39.5%	38.2%	36.5%	37.6%	42.5%	45.6%	42.8%	40.1%	42.5%	40.8%	44.6%	41.0%	37.1%	40.4%	41.0%	44.7%	41.1%	37.3%	40.5%
White	32.7%	31.7%	31.8%	31.2%	30.7%	33.6%	32.1%	33.2%	33.2%	32.4%	33.5%	32.1%	33.1%	33.9%	31.8%	33.4%	31.9%	33.2%	33.7%	31.8%
Other	1.9%	1.8%	1.7%	1.7%	1.5%	1.5%	1.2%	1.3%	1.2%	1.3%	1.8%	1.3%	1.4%	1.4%	1.3%	1.8%	1.3%	1.4%	1.4%	1.2%
Unknown	5.2%	4.9%	4.6%	5.1%	3.8%	6.8%	6.6%	6.1%	7.4%	5.2%	5.7%	5.5%	5.0%	6.0%	3.9%	5.7%	5.6%	5.1%	6.0%	3.9%
Total Domestic	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Source: Fall 2005 Fall 2009 Undergraduate Admissions Official files.

Source: UCLA Admissions Files
fall 09 FR AS app_adm_reg_Official_3rd_Week_09F

UCLA Transfer Admissions
All Colleges, Fall 2005 - Fall 2009

	Apps					Admits					SIRs					Enrolled				
	Fall 05	Fall 06	Fall 07	Fall 08	Fall 09	Fall 05	Fall 06	Fall 07	Fall 08	Fall 09	Fall 05	Fall 06	Fall 07	Fall 08	Fall 09	Fall 05	Fall 06	Fall 07	Fall 08	Fall 09
Native American	76	84	94	110	129	29	36	34	28	35	19	19	25	17	22	19	18	24	17	22
African American	472	509	548	547	654	130	162	176	155	148	86	108	126	97	95	85	103	124	92	93
Latino	585	614	581	636	761	215	226	215	204	241	169	149	138	137	154	163	146	132	132	151
Chicano	1,384	1,420	1,475	1,588	1,795	514	582	583	547	584	362	383	380	348	374	354	373	374	344	359
Underrepresented sub-total	2,517	2,627	2,698	2,881	3,339	888	1,006	1,008	934	1,008	636	659	669	599	645	621	640	654	585	625
Chinese	1,445	1,354	1,422	1,582	1,744	591	572	620	617	583	321	319	365	368	339	315	314	360	357	333
Korean	617	690	723	775	831	235	256	271	253	247	165	182	197	182	183	164	176	192	180	180
Filipino	373	370	362	382	450	140	118	137	118	127	95	79	91	78	82	94	76	91	77	81
Vietnamese	438	417	406	500	565	203	196	166	185	202	95	82	75	99	109	94	80	72	97	108
East Indian/Pakistani	347	308	354	388	479	118	133	111	101	127	73	80	66	52	73	72	76	64	51	72
Japanese	184	162	169	228	199	75	71	72	78	78	53	39	39	51	50	52	39	38	50	47
Pacific Islander	60	41	51	42	39	18	13	14	11	10	13	10	6	9	6	13	10	6	9	6
Other Asian	300	256	282	328	282	97	77	115	107	79	61	38	72	68	55	58	37	70	66	55
Asian sub-total	3,764	3,598	3,769	4,225	4,589	1,477	1,436	1,506	1,470	1,453	876	829	911	907	897	862	808	893	887	882
White	4,374	4,394	4,362	4,901	5,109	1,784	1,905	1,807	1,701	1,693	1,134	1,257	1,175	1,101	1,103	1,093	1,230	1,151	1,065	1,080
Other	369	381	333	359	452	149	153	126	127	147	110	109	85	79	95	110	107	82	79	94
Unknown	835	838	821	900	856	331	344	361	327	282	194	231	227	193	169	190	223	223	188	165
Total Domestic	11,859	11,838	11,983	13,266	14,345	4,629	4,844	4,808	4,559	4,583	2,950	3,085	3,067	2,879	2,909	2,876	3,008	3,003	2,804	2,846
International	1,330	1,299	1,468	1,809	2,242	447	506	522	641	678	285	295	329	425	404	274	278	318	416	389
Total	13,189	13,137	13,451	15,075	16,587	5,076	5,350	5,330	5,200	5,261	3,235	3,380	3,396	3,304	3,313	3,150	3,286	3,321	3,220	3,235

Source: Fall 2005 Fall 2009 Undergraduate Admissions Official files.

Source: UCLA Admissions Files
fall 09 FR AS app_adm_reg_Official_3rd_Week_09F

UCLA Transfer Admissions
All Colleges, Fall 2005 - Fall 2009

Percentage of Domestic Cohort	Apps					Admits					SIRs					Enrolled				
	Fall 05	Fall 06	Fall 07	Fall 08	Fall 09	Fall 05	Fall 06	Fall 07	Fall 08	Fall 09	Fall 05	Fall 06	Fall 07	Fall 08	Fall 09	Fall 05	Fall 06	Fall 07	Fall 08	Fall 09
Native American	0.6%	0.7%	0.8%	0.8%	0.9%	0.6%	0.7%	0.7%	0.6%	0.8%	0.6%	0.6%	0.8%	0.6%	0.8%	0.7%	0.6%	0.8%	0.6%	0.8%
African American	4.0%	4.3%	4.6%	4.1%	4.6%	2.8%	3.3%	3.7%	3.4%	3.2%	2.9%	3.5%	4.1%	3.4%	3.3%	3.0%	3.4%	4.1%	3.3%	3.3%
Latino	4.9%	5.2%	4.8%	4.8%	5.3%	4.6%	4.7%	4.5%	4.5%	5.3%	5.7%	4.8%	4.5%	4.8%	5.3%	5.7%	4.9%	4.4%	4.7%	5.3%
Chicano	11.7%	12.0%	12.3%	12.0%	12.5%	11.1%	12.0%	12.1%	12.0%	12.7%	12.3%	12.4%	12.4%	12.1%	12.9%	12.3%	12.4%	12.5%	12.3%	12.6%
Underrepresented sub-total	21.2%	22.2%	22.5%	21.7%	23.3%	19.2%	20.8%	21.0%	20.5%	22.0%	21.6%	21.4%	21.8%	20.8%	22.2%	21.6%	21.3%	21.8%	20.9%	22.0%
Chinese	12.2%	11.4%	11.9%	11.9%	12.2%	12.8%	11.8%	12.9%	13.5%	12.7%	10.9%	10.3%	11.9%	12.8%	11.7%	11.0%	10.4%	12.0%	12.7%	11.7%
Korean	5.2%	5.8%	6.0%	5.8%	5.8%	5.1%	5.3%	5.6%	5.5%	5.4%	5.6%	5.9%	6.4%	6.3%	6.3%	5.7%	5.9%	6.4%	6.4%	6.3%
Filipino	3.1%	3.1%	3.0%	2.9%	3.1%	3.0%	2.4%	2.8%	2.6%	2.8%	3.2%	2.6%	3.0%	2.7%	2.8%	3.3%	2.5%	3.0%	2.7%	2.8%
Vietnamese	3.7%	3.5%	3.4%	3.8%	3.9%	4.4%	4.0%	3.5%	4.1%	4.4%	3.2%	2.7%	2.4%	3.4%	3.7%	3.3%	2.7%	2.4%	3.5%	3.8%
East Indian/Pakistani	2.9%	2.6%	3.0%	2.9%	3.3%	2.5%	2.7%	2.3%	2.2%	2.8%	2.5%	2.6%	2.2%	1.8%	2.5%	2.5%	2.5%	2.1%	1.8%	2.5%
Japanese	1.6%	1.4%	1.4%	1.7%	1.4%	1.6%	1.5%	1.5%	1.7%	1.7%	1.8%	1.3%	1.3%	1.8%	1.7%	1.8%	1.3%	1.3%	1.8%	1.7%
Pacific Islander	0.5%	0.3%	0.4%	0.3%	0.3%	0.4%	0.3%	0.3%	0.2%	0.2%	0.4%	0.3%	0.2%	0.3%	0.2%	0.5%	0.3%	0.2%	0.3%	0.2%
Other Asian	2.5%	2.2%	2.4%	2.5%	2.0%	2.1%	1.6%	2.4%	2.3%	1.7%	2.1%	1.2%	2.3%	2.4%	1.9%	2.0%	1.2%	2.3%	2.4%	1.9%
Asian sub-total	31.7%	30.4%	31.5%	31.8%	32.0%	31.9%	29.6%	31.3%	32.2%	31.7%	29.7%	26.9%	29.7%	31.5%	30.8%	30.0%	26.9%	29.7%	31.6%	31.0%
White	36.9%	37.1%	36.4%	36.9%	35.6%	38.5%	39.3%	37.6%	37.3%	36.9%	38.4%	40.7%	38.3%	38.2%	37.9%	38.0%	40.9%	38.3%	38.0%	37.9%
Other	3.1%	3.2%	2.8%	2.7%	3.2%	3.2%	3.2%	2.6%	2.8%	3.2%	3.7%	3.5%	2.8%	2.7%	3.3%	3.8%	3.6%	2.7%	2.8%	3.3%
Unknown	7.0%	7.1%	6.9%	6.8%	6.0%	7.2%	7.1%	7.5%	7.2%	6.2%	6.6%	7.5%	7.4%	6.7%	5.8%	6.6%	7.4%	7.4%	6.7%	5.8%
Total Domestic	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Source: Fall 2005 Fall 2009 Undergraduate Admissions Official files.

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Appendix 5: What is Cultural Competence?

Cultural competence is a developmental process occurring at individual and system levels that evolves over an extended time period. Cultural competence encompasses multicultural awareness, knowledge and skills. Cultural competence requires that individuals and organizations:

a) Have a defined set of values and principals, demonstrated behaviors, attitudes, policies and structures that enable them to work effectively in a cross-cultural manner;

b) Demonstrate the capacity to

1) Value diversity,

2) Engage in self-reflection,

3) Manage the dynamics of difference,

4) Acquire and institutionalize cultural knowledge, and

5) Adapt to the diversity and the cultural contexts of the communities they serve;

c) Incorporate and advocate the above in all aspects of leadership, policy making, administration, practice, and service delivery while systematically involved with customers, key stakeholders, and communities.

Cultural competence begins with a strong presence of culturally diverse individuals with the credibility, skills, and expertise to further the causes of equity, diversity, and inclusion. There is a need for a critical mass of executives, administrators, faculty, staff, and students of various backgrounds, in order to provide a diverse stream of talent, skills, opinions, and experiences. In order to recruit and retain such individuals, institutions must create an atmosphere and have in place incentives which will draw in a broad range of individuals. UCLA has the unique challenge and opportunity to become an institution with the reputation and resources to draw such talented individuals, and to further important research agendas such as cultural competence.

Cultural competence can only be achieved if individuals increase self awareness. This reaches far beyond "appreciating" or "valuing" diversity, and requires active as opposed to passive action. Self-reflection of this nature can be difficult at best; and careful, thoughtful exploration with trained facilitators as well as utilizing critically researched intervention strategies is needed.