

Executive Summary: Divisionwide Vote on Divisional Regulation A-458(C)(6) to establish an Undergraduate Diversity Requirement in the College of Letters and Science

When is the vote? March 30 - April 10

Who is eligible to vote? UCLA Academic Senate members

What are we voting on? Establishing an undergraduate diversity requirement in the College of Letters and Science

How do we vote? Log into: <https://atmysenate.ucla.edu>

Who is running this divisionwide vote? The Academic Senate. Go to senate.ucla.edu for more information.

Where can we find information about the College undergraduate diversity requirement? Visit votediversity.ucla.edu

Background and rationale. Starting in April 2014, a committee that included faculty and students from across the College of Letters and Science developed a proposal to require a four-unit diversity-focused course as part of the College undergraduate curriculum. The purpose of this requirement is to improve students' understanding and appreciation for complex cultural differences in the United States and around the world, better preparing our students to function, thrive, and lead in today's and tomorrow's world. Numerous high profile events at UCLA in the past year (Moreno Report, Black Bruins, etc.) combined with a campus climate survey that indicates 24% of UCLA faculty, staff and students have experience exclusionary, offensive or hostile conduct based on race, gender or sexual orientation highlights the critical need for diversity education at UCLA. Extensive peer reviewed research, including studies by world-renowned UCLA faculty, shows that diversity-focused courses can reduce discrimination and increase civic behaviors. Because of the clear value and impact of diversity education, all UC schools (other than UCLA and Merced), the vast majority of top U.S. research universities, and the UCLA School of Arts and Architecture all have diversity course requirements.

Previous Votes. This requirement was adopted through an open, democratic process within the College and Academic Senate. The Undergraduate Council and Faculty Executive Committee unanimously approved the proposal. College faculty approved the proposal 332 to 303, as did the Legislative Assembly, 85-18.

Fulfilling the requirement. The diversity requirement may be fulfilled with existing General Education requirements, electives or upper division major or minor requirements. Diversity courses can count both towards the diversity requirement as well as GE, major/minor or elective requirements, ensuring that students do not have to take additional courses. Independent analysis by Bob Cox, Director of Office of Academic Planning and Budget, indicates *more than sufficient seat capacity* to adopt the requirement. Independent analysis by Corey Hollis, Director of Academic Advising, further indicates that there will be *no impact on time to degree*. More than 150 courses from a range of departments are being considered for fulfillment of the requirement, ensuring *ample student choice* from a wide range of topics, perspectives, and disciplines.

Financial Support for the requirement. The Chancellor and EVC have indicated in letters to the campus dated Sept. 10, 2014 and Feb. 3, 2015 that they are fully committed to supporting any new costs for the requirement (e.g. new course development, faculty development, TA support, TA training, etc.) through supplemental funds, and that funding the diversity requirement will have no impact on any other aspects of undergraduate education.

Reason for Division-wide vote. A positive vote by the Legislative Assembly is typically the final step in approving curricular changes at UCLA. This new ballot initiative is the result of a petition action filed by 64 faculty, *including 17 from outside the College*, invoking a rarely used senate bylaw that has never been applied to a curriculum change.

A vote to **approve Regulation A-458(C)(6) to establish the diversity requirement for undergraduates in the College of Letters and Science** is the most effective means to demonstrate support for (1) the will of the undergraduates to receive an education that promotes their responsibilities as global citizens by increasing their knowledge of the diverse communities around them; (2) the positive vote of the College Faculty to provide an education that prepares its undergraduates to meet the challenges of a complex and diverse world; (3) the positive vote of the Undergraduate Council, (4) the positive vote of the Legislative Assembly, and (5) the principle of curricular autonomy for the College and Schools, and will send an important message to our students and community that UCLA values diversity.

The Diversity Requirement proposal, implementation committee report, letters from the administration, and other materials are available on CCLE (<https://ccle.ucla.edu/course/view/college-diversity-initiative> or use the shortcut votediversity.ucla.edu).

Frequently Asked Questions: Divisionwide Vote on Divisional Regulation A-458(C)(6) to establish an Undergraduate Diversity Requirement in the College of Letters and Science

Q. Does the proposed undergraduate diversity requirement apply to all students at UCLA?

A. No. The requirement is specifically for undergraduates in the College of Letters and Sciences.

Q. Did this curriculum change go through an approval process?

A. Yes. This College undergraduate diversity requirement has been discussed, voted on and approved at four levels over the past year: the College Faculty Executive Committee, the College faculty, the Undergraduate Council, and the Legislative Assembly. *Typically, the Legislative Assembly vote is the final step in the process to approve such curriculum changes.*

Q. Isn't this new Divisionwide vote simply the next step in the standard curriculum approval process?

A. No. This vote is the result of a special petition action of a small group of faculty that has never been invoked in a curricular matter. Having the entire UCLA faculty vote on curriculum changes in the College is extraordinary, and calls into question the autonomy of UCLA Faculties to determine the curriculum for their own students.

Q. How do you explain the “sudden” interest in getting this College Diversity Requirement passed? Is this just political expediency?

A. The College Diversity Requirement builds upon a **long history of effort** towards the implementation of a College undergraduate diversity requirement at UCLA. The number of recent high profile climate related issues at UCLA underscores the need for a commitment to diversity initiatives on our campus. This requirement addresses College undergraduate education because research indicates that exposing students to courses with diversity content leads to a reduction of prejudice, an increase in civic behaviors, and greater cognitive gains.

Q. Why is this curriculum change needed?

A. Simply stated: To better prepare UCLA students for the increasingly diverse and interdependent campus and world that they inhabit and will lead. In an increasingly diverse and interconnected society, it is essential that students learn how to navigate this new reality and acquire skills to be tomorrow's leaders. A large body of literature indicates that students can achieve this understanding both by casual interaction with people who are different from themselves *and* by being introduced to pedagogy and curricula that provides a broader context to these interactions. Examples of literature that analyzes the value and impact of such curricula can be found at <https://ccle.ucla.edu/course/view/college-diversity-initiative>

There is ample evidence of a need for such curricula at UCLA.

The recent campus climate survey (http://campusclimate.ucop.edu/_common/files/pdf-climate/ucla-full-report.pdf) demonstrates a need for better preparation for our UCLA students. For example, 24% of respondents (n = 3,946) believed that they had personally experienced exclusionary, intimidating, offensive and/or hostile conduct. Significantly, a higher percentage of ethnic and racial minority respondents and LGBTQ respondents reported experiencing this conduct as compared to their majority counterparts. In addition, underrepresented minority respondents and multi-minority respondents were less comfortable than white respondents and other people of color respondents with the overall climate and the workplace climate. White respondents were more comfortable with the climate in their classes than other racial groups.

Peer reviewed research, including work done by renowned UCLA scientists Mitch Chang and Sylvia Hurtado, indicates that exposing students to courses with diversity content leads to a reduction of prejudice, an increase in civic behaviors, and greater cognitive gains. This College diversity initiative is a step towards furthering UCLA values and improving campus climate, equality, and social justice.

Q. Is there evidence that shows that learning about diversity promotes a more inclusive and tolerant environment?

A. Yes. An extensive literature supporting the value of learning about diversity formed the basis of this requirement and the proposed amendment submitted to the Legislative Assembly in November. Over 25 articles, including works by UCLA scientists who are national and international leaders in their fields, have been available for review since summer 2014 at <https://ccle.ucla.edu/course/view/college-diversity-initiative>.

Q. Is there evidence that UCLA undergraduates support a diversity course requirement?

A. Yes. In 2011, the Undergraduate Students Association Council held a vote to encourage UCLA administration to consider adopting a diversity requirement. In total, 62.9 percent of students voted in favor (5,337 of 8,480 student votes) of introducing a diversity general education requirement to promote students' responsibilities as global citizens by increasing their knowledge of diverse communities around them.

http://dailybruin.com/2011/05/06/majority_of_students_favor_proposal_to_create_ge_diversity_requirement_in_cue_initiative_advisory_vo/

Q. Who benefits from the College Diversity Requirement?

A. Although this College Diversity Requirement focuses on College undergraduate curriculum, undergraduates are not the sole beneficiaries of this initiative. By providing the pedagogical framework for better understanding diversity and the roles that it plays in society, the benefits accrued to thousands of College undergraduates each year will extend to the UCLA campus community as a whole and to future colleagues and employers of UCLA College undergraduates.

Q. Do other schools have a diversity course requirement?

A. Yes. All UC campuses, other than UC Merced, and the majority of top research universities across the country have a diversity requirement. In addition, the UCLA School of Arts and Architecture has a diversity requirement for its undergraduates.

Q. What was the composition of the committee that developed the diversity requirement proposal?

A. The committee was composed of faculty members from all four College divisions and students. To ensure broad representation of students, a student advisory group of 16 students from USAC and the Mother Orgs (student advocacy groups) was convened. The student advisory group worked alongside the faculty proposal development group to craft the diversity initiative proposal. The committee welcomed all ideas about this diversity initiative.

Q. How is diversity defined?

A. For the purposes of this requirement, diversity is viewed broadly and incorporates frames of difference based on race, ethnicity, gender, socioeconomic status, sexual orientation, religion, disability, age, language, nationality, citizenship status, and/or place or origin. Input from faculty and students helped to inform this broad definition.

Q. What are the criteria for a course to count for this curriculum change?

1. Course must substantially address conditions, experiences, perspectives, and/or representations of at least two groups using difference frames that include but are not limited to race, ethnicity, gender, socioeconomic status, sexual orientation, religion, disability, age, language, nationality, citizenship status and/or place of origin.
2. Course must incorporate analytical skills needed to develop critical and reflective perspectives on difference within domestic and/or global spheres. The course should include a focus on the structures, processes, and practices that promote inequities or conflicts as well as those that support fairness and inclusiveness.
3. minimum of 4 units

Q. Are students expected to fulfill the Diversity Requirement in their first year?

A. No. This requirement may be fulfilled at any point during their undergraduate career.

Q. Will this curriculum change extend the time-to-degree for students?

A. This requirement was designed with time-to-degree in mind. Corey Hollis, Director of Academic Advising, has determined that students will be able to satisfy the diversity course requirement without taking additional courses beyond what is already required, unless they wish to do so or do not plan their courses to overlap. All students in the College, regardless of major, are required to take General Education courses, including courses in the Humanities and Social Sciences, from which a substantial number of diversity courses will likely be drawn. Also, College students are required to complete 60 units of upper division coursework, including the major courses. Since most majors are approximately 45-50 units, leaving 10-15 units of elective coursework, students could also take diversity courses that overlap with the upper division requirement. Moreover, there will be assistance and resources available if there is interest in developing specific course(s) within a department that fulfills the criteria for a diversity-related course. Student behavior has shown that students are always looking to maximize their courses to overlap with multiple requirements.

Q. If this requirement can be met without increasing time to graduation then what is new or important about implementing it?

A. This College Diversity Requirement is exciting and innovative because it includes structural and institutional commitment that enables it to go beyond simply a list of classes from which to choose. For this initiative:

1. Courses will have to meet a common set of content and perspective standards (this is currently lacking),
2. Training on diversity-related issues, including the management of sensitive topics in the classroom, will be developed for TAs and faculty,
3. There will be assessment of the influence of the requirement on student skills relating to interacting in a diverse community and on UCLA campus climate.

Q. Would only courses in the College count toward fulfilling this College Diversity Requirement?

A. No. Faculty from any unit on the UCLA campus may offer courses that have been approved to fulfill the College Diversity Requirement. This is no different than choosing to offer any undergraduate course outside of the College.

Q. Was feasibility of the proposed curriculum change assessed?

A. Yes. An ad hoc implementation committee assessed the feasibility of implementing the proposed diversity requirement for Fall 2015 incoming freshmen. This committee considered: (1) Lessons learned from implementation of similar requirements throughout the UC system, (2) whether courses could be identified to fulfill this requirement without adding to the units required for graduation, (3) whether these courses would provide students with sufficient choices, and finally (4) what resources would be required to grow and sustain the curricula over time. This committee was made up of a subset of the faculty on the College Diversity Initiative committee, thereby ensuring continuity between proposal concept and assessment of feasibility to implement the proposal for Fall 2015 incoming freshmen.

Q. What kind of data did the committee need in order to assess the feasibility of implementing the requirement in Fall 2015?

A. They analyzed course syllabi submitted by faculty and departments, and information provided by the office of Enrollment Planning and Academic Performance Analysis on seat capacity. Importantly, as identified in the report, courses were submitted from a range of departments and disciplines which was extremely useful both for articulating a course evaluation process that can be used across disciplines, and for identifying areas where new course development could be considered.

Q. Are there sufficient seats to implement this College of Letters and Science curriculum change for 2015 incoming freshmen?

A. Yes. More than 150 syllabi, spanning a wide range of diversity topics and disciplines, were submitted over the summer and more continue to come in. An ad hoc implementation committee reviewed 122 of these syllabi, which was sufficient for determining that there is seat capacity to launch the requirement (considered a minimum estimate because more syllabi continued to be submitted). As described in the Implementation Committee report (September 19, 2014), there was sufficient capacity among the 110 courses reviewed *at that point* and determined likely to satisfy the diversity requirement or likely to satisfy pending additional information/minor changes to implement this requirement for incoming freshmen class of 2015. Additional syllabi from across the campus continue to be submitted. According to recent analyses performed by Bob Cox, the Director of Enrollment Planning and Academic Performance Analysis, there is more than sufficient capacity to implement the requirement in the Fall without causing any immediate problems or predisposing to bottleneck problems further down the line (March 9, 2015, memo on votediversity.ucla.edu). Of note, the initial number of UCLA courses is several fold higher than the initial courses available when similar requirements were adopted at other UC campuses. On those campuses the courses continued to grow and evolve as we expect will happen at UCLA as well.

Q. How will transfer students fulfill the diversity requirement?

A. If a transfer student has taken a course at another institution that articulates as the equivalent of any approved diversity course at UCLA, that course will automatically satisfy the requirement if the requisite grade is earned. In addition, we expect that there will be courses from other institutions that do not articulate as direct equivalents and which would be appropriate, and all students will be able to petition such courses with the College. Students who transfer from another UC and who have taken a course approved for a diversity requirement at that campus can be approved by petition to have satisfied the College's diversity requirement. Finally, students can take appropriate courses at UCLA which can also be used to satisfy prep, major, or elective requirements.

Q. Can UCLA successfully adopt and implement a diversity course requirement?

A. Yes. Every other UC campus, other than UC Merced, has successfully adopted an undergraduate diversity course requirement, and EVC Waugh has pledged his support to ensure UCLA can accomplish the same.

Q. Will funding for the new diversity course requirement come at the expense of other general education foundational knowledge requirements, such as Arts and Humanities, Society and Culture or Scientific Inquiry?

A. No. EVC Scott Waugh has indicated in his Feb 3, 2015 memo to the College FEC Chair that this curriculum change "will have *no impact* on any other...GE requirements. No element of the undergraduate curriculum will be adversely affected by the diversity requirement. We will not re-direct funding from one educational program or unit to another; instead we will supplement funding for undergraduate education."
(<https://ccle.ucla.edu/course/view/college-diversity-initiative>)

Q. Are courses that satisfy the diversity course requirement limited to existing courses or courses in specific departments?

A. No. Any faculty member in any UCLA department or program can include a diversity component in her/his course, and submit that course for approval to fulfill the diversity requirement. Course submissions are expected to be on-going.

Q. Is there a committee to review and approve courses as fulfilling the diversity-course criteria?

A. Yes, course approvals will occur through a specific Undergraduate Council subcommittee charged to do so.

Q. Is there a list of courses under review for approval to count as a diversity-related course?

A. Yes. You can view these syllabi at www.uei.ucla.edu/ge_archive.aspx?type=diversity. Courses range from Molecular, Cell and Developmental Biology to History to French to Psychology to Urban Planning and the Institute for Environmental Sciences, giving students a wide breadth of course options. Approval determinations are made by careful review of course syllabi using a rubric described in the implementation report.

Q. Do courses that include topics focused on diversity tell students what to think about diversity?

A. No. The goal of the diversity requirement is to prepare our students to negotiate and thrive in increasingly diverse and complex communities, schools and workplaces. Courses at UCLA teach students how to think, not what to think.

Q. Has there been sufficient open debate on the proposed curriculum change?

A. Yes. This curriculum change has been debated and approved through votes by the College Faculty Executive Committee, College of Letters and Science Faculty, Undergraduate Council, and the Legislative Assembly.

Q. Were College faculty and students consulted on the proposal for this curriculum change?

A. Yes. There was an exhaustive consultation process with College faculty and students. College Faculty Executive Committee (FEC) heard updates, discussed, and gave feedback on the College diversity requirement and topics related to it at four separate meetings; College Diversity Initiative Committee members spoke of the proposal at numerous meetings including a College FEC meeting, five Student Advisory Board Meetings, the Executive Vice Chancellor/Provost's Diversity meeting for faculty on May 2, 2014, and at an open faculty town hall meeting on May 8, 2014; Students were provided with numerous opportunities to openly discuss the merits of a diversity requirement and to contribute to proposal development: The Undergraduate Student Association Council (USAC) held a Town Hall for all undergraduate students on April 23, 2014; a Student Advisory Committee for the CDI Committee was formed based on nominations from both USAC and the *Mother Orgs* (an affiliation of student advocacy groups) and met regularly with the CDI co-chairs and FEC chair and contributed significantly to all proposal drafts. All College faculty were informed in writing of the College Diversity Initiative to develop a proposal for a diversity course requirement on May 2, 2014; All college faculty were invited to attend an open faculty town hall meeting on May 8, 2014 to discuss the matter; College faculty were invited in writing on June 12, 2014 and again on July 23, 2014 to submit syllabi to be considered for the diversity course requirement. Faculty outside of the College were invited to consider submitting syllabi on June 12, 2014 as well. A faculty collaboration site was set up to keep college faculty up-to-date on the proposal and included a link to log into a discussion forum on the main page of the website, where any college faculty could supply comments, questions, and con and pro statements. Faculty were notified on May 2 that the CCLE website was being set up and invited/reminded to participate in the process and dialog on at least five occasions: June 12, July 23, Aug 15, Sept 12, and Oct 9, 2014; Faculty were twice notified (on Sep 12, 2014 and Oct 9, 2014) of their opportunity to vote for or against the proposed diversity course requirement; The College Diversity Requirement ballot process was "in clear conformance with the spirit of Senate Bylaw 95" and there was "clear evidence that the College has issued substantial information about this ballot" (CR&J Nov 7, 2014).