

**2015 ADEA DIVERSITY
WORKSHOP SERIES:**

**SETTING THE STANDARD FOR DIVERSITY AND
ACCREDITATION**

**SHERATON HOTEL AND TOWERS
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LEADERSHIP AND THE MISSION-DRIVEN DIVERSITY PLAN

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DIVERSITY AT UCLA

Principles Of Community

The University of California, Los Angeles (UCLA) is an institution that is firmly rooted in its land-grant mission of teaching, research and public service. The campus community is committed to discovery and innovation, creative and collaborative achievements, debate and critical inquiry, in an open and inclusive environment that nurtures the growth and development of all faculty, students, administration and staff.

SENATE OF THE UNIVERSITY OF CALIFORNIA


Adopted by the Assembly of the Academic Senate May 10, 2006

Endorsed by the President of the University of California June 30, 2006

Adopted as Amended by the Assembly of the Academic Senate April 22, 2009

Endorsed as Amended by the President of the University of California August 17, 2010

The diversity of the people of California has **been the source of innovative ideas and creative accomplishments** throughout the state's history into the present. Diversity – a defining feature of California's past, present, and future – **refers to the variety of personal experiences, values, and worldviews that arise from differences of culture and circumstance.** Such differences include race, ethnicity, gender, age, religion, language, abilities/disabilities, sexual orientation, gender identity, socioeconomic status, and geographic region, and more.



Because the **core mission of the University of California** is to serve the interests of the State of California, **it must seek to achieve diversity among its student bodies and among its employees.** The State of California has a compelling interest in making sure that people from all backgrounds perceive that access to the University is possible for talented students, staff, and faculty from all groups.

The knowledge that the University of California is open to qualified students from all groups, and thus serves all parts of the community equitably, helps sustain the social fabric of the State.



WHY VALUE DIVERSITY?

It broadens and deepens both the **educational experience** and the **scholarly environment**, as students and faculty learn to interact effectively with each other, preparing them to participate in an increasingly complex and pluralistic society.

It promotes **mutual respect** and makes possible the full, effective use of the talents and abilities of all to foster innovation and **train future leadership**.

It is a source of **innovative** ideas and **creative** accomplishments.

THE DIVERSITY “BONUS”

“Substantial evidence suggests that functional and identity diverse groups are more **innovative**...studies also suggest that groups whose members have diverse preferences are more **creative**.”

Scott Page, *The Difference*, 2007
Princeton University Press, p. 327

“The diverse group almost always outperforms the group of the best by a substantial margin.”

See Lu Hong and Scott Page
Proceedings of the National Academy of Sciences (2002)

MOST CRITICAL ISSUES FACING HIGHER EDUCATION IN THE 21ST CENTURY

- **Projected Demographics**
- **Emerging Economic Imperatives**
- **Turbulent Political and Legal Challenges**

MAJOR PROBLEM

Inability to implement good ideas successfully

- Most strategic plans for diversity consist of:
 - New Senior Administrative Structures
 - Inclusive admissions policies
 - Funding sources designed to enhance Campus Climate

MAJOR PROBLEM

Plans are quickly forgotten, shelved, or abandoned as the realities of implementation short-circuit the change process.

MAKING EXCELLENCE INCLUSIVE

Campuses must create synergy within and across organizational systems through:

- The alignment of structures
- Politics
- Curricular frameworks
- Faculty development policies
- Resources symbols
- Cultures

MAKING EXCELLENCE INCLUSIVE

Successful change calls for a sophisticated approach that attends to all of these organizational complexities.

INCLUSIVE EXCELLENCE CHANGE MODEL

(WILLIAMS, BERGER, AND MCCLENDON)

Diversity is a key component of a comprehensive strategy for achieving institutional excellence.

ELEMENTS THAT WILL DRIVE ORGANIZATIONAL CHANGE

- Senior Leadership and Accountability
- Vision and Buy -in
- Capacity Building
- Leveraging Resources

INCLUSIVE EXCELLENCE “SCORECARD”

A Diversity Scorecard is a mechanism to drive and measure the organizational diversity change process in higher education.

(Bensimone , 2004)

FOUR MAJOR AREAS TO ENACT AND ASSESS CHANGE

- Access and Equity
- Campus Climate
- Diversity in the Formal and Informal Curriculum
- Learning and Development

DIVERSITY AT UCLA

- Holistic Admissions Policy
- Faculty Hiring Process
- Diversity Tenure and Promotion Standard
- UC Climate Survey
- UC Diversity Requirement (November 2014)



DIVERSITY AT UCLA

- Rules to protect workers from discrimination based on sexual orientation and gender identity
- Office of Equity, Diversity and Inclusion
- Discrimination Prevention Officers
- Equity Advisors/Diversity Specialists (Schools/Program)



WHY DIVERSITY PLANS FAIL

- Insufficient integration into core goals for educational excellence
- A lack of a comprehensive and widely accepted assessment framework
- Inability to translate the vision for change
- Failure to establish accountability processes
- Low level of support from senior leaders
- Resistance to allocating sufficient resources

SUMMARY



