UCLA Student Affairs – Selected diversity and inclusion programs and initiatives

I. Recruitment and admissions

**UCLA Undergraduate Admission—Holistic Review of Applications** *(http://www.admissions.ucla.edu/prospect/adm_fr/fradms.htm)*

The mission of the UCLA Undergraduate Admission is to support and achieve student enrollment goals through recruitment, admission, and yield practices consistent with the mission and values of the university. We seek to recruit and enroll high-achieving, talented students from diverse backgrounds from throughout California, the US, and abroad to both benefit from and contribute to one of the leading research universities in the world. Our goal is to educate students, counsellors, campus and community partners, family members and mentors on the qualities we offer as a university, as well as on the qualities we seek in our incoming students, and to implement an admission process that treats each applicant as an individual. This process reflects the thoughtful and continuous evaluation of our faculty and staff to ensure that we maintain the highest ethical standard, adhere to University of California policy, and demonstrate best practices established in the greater admission community. In all of these efforts, we endeavor to provide service of the highest quality to our constituencies.

**Campus yield events—Bruin Day** *(http://www.bruinday.ucla.edu)*

The campus hosts Bruin Day during a Saturday in mid-April for over 15,000 admitted students and family members; the student cultural organizations host a 2-3 day visit to the campus during the Bruin Day weekend for hundreds of admitted students with a focus on the community experience. The effort continues to be successful because of a strong collaboration between Student Affairs, the Academic Advancement Program, and Campus Events. The effort includes an overnight program for out of state students called the Bruin Overnight Experience. The College, cultural student organizations, Student Affairs and Special Events launched efforts to coordinate university yield events into an umbrella all-campus event, Bruin Day.

Beginning in May 2014, the campus began hosting Welcome Event for admitted transfer students and family members. As with Bruin Day, student cultural organizations host a 2-3 day visit to the campus over the Bruin Day Weekend for admitted students with a focus on community experience.

**Student-Initiated Yield Events**

Through UCLA Undergraduate Admission, concerted efforts are made to yield underrepresented students who are admitted to UCLA. Specific student-driven initiatives which support overall yield efforts are outlined below.

Seven student organizations host weekend overnight programs to provide opportunities for admitted students to be integrated into the student community, experience life on campus,
connect with resources aimed at supporting student success, and meet current and admitted students who are members of the community. The student organizations hosting events are:

- Afrikan Student Union (ASU)
- American Indian Student Association (AISA)
- Movimimento Etudiantil Chicano de Aztlan (MEChA)
- Pacific Island Student Association (PISA)
- Pilipino Recruitment and Enrichment Program (PREP)
- Southeast Asian Student Organization (SEA)
- Queer Alliance

II. Academic Preparation and community advocacy groups

Advocacy Groups

Initiatives related to diverse Native American student outreach, recruitment and retention

Undergraduate Admissions (recruitment) has increased access to their services to staff and students who work with American Indian communities. Initial efforts have been fruitful and have begun to establish a smoother path to effective collaborations. For example:

- The Native American community and students have on-going access to UARS staff for planning college informational programs.
- Native American students and alumni participate in yield planning meetings with the Vice Chancellor of Student Affairs.
- UARS presenters are available for recruitment events and workshops on the application process, UC policies, and the UCLA Supplemental Review process.
- UC and UCLA publications are made available for community and school outreach programs.
- Since 2006, the Chancellor and Vice Chancellor-Student Affairs meet quarterly with the UCLA American Indian Undergraduate Admissions Task Force to review issues related to enrollment, outreach, and campus climate for American Indian students.
- The Community Programs Office (CPO) houses the American Indian Recruitment (AIR) and Retention of American Indians Now! (RAIN) Programs.

Samples of collaborative efforts:

- UARS information table at the UCLA Pow Wow
- Several UARS presentations featured at Basketball tournament and Youth Conference
- Southern California School visits
- Native American Student Advocacy Institute (NASAI)-National Conferences (Arizona, Oklahoma)
- Campus presentations for RAIN (Retention of American Indians Now) and AIR (American Indian Recruitment) projects, including the Sherman Indian School, and involvement of the student organizations in all campus recruitment and informational programs.
• Invitations to all American Indian prospects (from purchased College Board lists) to UARS sponsored recruitment events e.g. application workshops, Bruin Academic Experience, College Week Live—online chats & virtual booth, campus tours, etc.
• In collaboration with The College Board, Student Affairs hosted the national NASAI conference on campus in May 2012. Over 200 scholars and practitioners focused on Native American culture and student success attended the conference.

Initiatives related to African American student outreach, recruitment and retention
AEOE (Alliance for Equal Opportunity in Education)
• Since 2006, the Chancellor and Vice Chancellor-Student Affairs meet regularly with the Alliance for Equal Opportunity in Education (AEOE) to review issues related to enrollment, outreach, and campus climate for African American students.
• Members include African American Collaborative, Assembly Speaker Karen Bass 47th District, Brotherhood Crusade, Community Call to Action and Accountability, Ecumenical Congress, First AME Church, Queens Historical Society, Los Angeles Urban League, NAAACP Los Angeles, Southern Christian Leadership Conference of Southern California, The Nation of Islam, UCLA Afrikan Student Union, UCLA Black Alumni Association

Initiatives related to other diverse student group outreach, recruitment and retention
The following Access/Outreach and Retention programs are housed with the Community Programs Office (CPO).
• Higher Opportunity Program for Education (HOPE)
• MEChA Xinachtli
• Mentors for Academic and Peer Support
• Pacific Islander Education and Retention (PIER)
• Samahang Pilipino Advancing Community Empowerment (SPACE)
• Students Heightening Academic Performance through Education (SHAPE)
• Academic Supports Program
• MEChA Calmécac
• Samahang Pilipino Education and Retention (SPEAR)
• Southeast Asian Campus Learning Education and Retention (SEA CLEAR)
• Writing Success Program

Early Academic Outreach Program (EAOP) (http://www.eaop.ucla.edu/)
The Early Academic Outreach Program (EAOP) is an academic preparation program established in 1976 by the University of California to expand post-secondary education opportunities for California’s educationally disadvantaged students. EAOP provides services to nearly 20,000 economically disadvantaged middle and high school students and their families to develop college-bound motivation and the skills needed to become eligible for a UC or other four-year institutions. EAOP is designed to help increase the number of these students who are college-ready and admissible upon high school graduation. UCLA EAOP works with school partners to help students prepare to be competitively eligible applicants for college admission by providing an individualized academic plan, academic advising, test prep and academic enrichment
activities, all while promoting and cultivating a college-going culture within the schools and community. We prepare students to have options.

EAOP has also developed action plans to help the program increase the numbers of African American and American Indian students in EAOP including working with and building a working relationship with community-based organizations that work with these students. At the request of former Interim Chancellor Abrams, EAOP implemented outreach efforts in the Pasadena Unified School District working with the four comprehensive high schools (Blair, Muir, Pasadena and Marshall). The district has a high concentration of African American students.

The Parent Ambassadors Program is an innovative program developed by EAOP that trains parents in target schools in early academic preparation work. Participants advise students and other parents on early preparation for college eligibility, the application process, financial aid options, etc., and become “education advocates” within their communities.

 BruinCorps (http://www.bruincorps.ucla.edu)
BruinCorps is a community service learning program of UCLA Student Affairs consisting of a tutoring program and AmeriCorps VISTA (VISTA College Advising of Educationally Disadvantaged Youth). BruinCorps programs prepare pre-college students for educational success by enhancing their academic skills and guiding youth to eligibility for college admission while fostering a lifelong commitment to community service in Corps members. With the goal of providing equal access to educational opportunities, UCLA students tutor K-12 students in under-resourced communities in East, West, and South Los Angeles, offering literacy skills for K-5 students and math and science for middle school students. The AmeriCorps VISTA sponsors a College Career Center project in middle schools, high schools and community-based organizations in these communities, working with both students and parents.

 Community Engagement and Strategic Partnerships
The Community Engagement and Strategic Partnerships unit has been established within the Division of Enrollment Management as a multi-faceted program to enhance the relationship between UCLA and its community stakeholders, including community organizations and local schools. By offering a variety of programs, special events and educational resources, this office seeks to build strategic partnerships and improved communication across Los Angeles, the Inland Empire and in other geographies to facilitate college access and matriculation, particularly in underrepresented and under-resourced communities.

 Connecting Communities to UCLA (CCU) (http://www.ccu.ucla.edu/)
Connecting Communities to UCLA (CCU) was created in 2008 to establish a multi-faceted program that would enhance the relationship between UCLA and its community stakeholders, including community organizations and local schools, to support a college-going culture. By offering a variety of programs, special events, and educational resources, CCU looks to build strategic partnerships and improved communications across Los Angeles, the Inland Empire and in other areas to facilitate college access and matriculation amongst local youth and high school students, including those from low income, first generation, foster, or underserved
communities. This program provides an opportunity for community organizations, students, teachers, non-profits, care-givers, mentors and counselors to visit UCLA and participate in grade-appropriate college going programs. CCU is committed to creating opportunities for the community by focusing its efforts around three core values:

1. College Matriculation
2. Youth Leadership
3. Community Outreach

The CCU program includes outcomes such as:
- Increase awareness of educational opportunities for students
- Increase parental involvement in their child’s education
- Improve participants’ academic achievement and enthusiasm for learning
- Provide opportunities for participants to join in new recreational, social, and cultural activities
- Increase awareness of the college experience and setting for underrepresented and disadvantaged students
- Decrease apprehensions and uncertainties regarding college
- Create a welcoming and enjoyable college environment to decrease anxiety and make it clear that attending college is an accomplishable goal.

Community participants include community-based groups, faith based organizations, and local schools. Examples of programs:
- Tours and admissions information for 100 8th graders from Palms Middle School
- Academy of Business Leadership – 6-week intensive summer business institute for high school youth from disadvantaged backgrounds
- College-Bound San Diego – UCLA provided a college preparation workshop that included student speakers from the Afrikan Student Union for 50 predominantly African American high school scholars from San Diego
- Young Black Scholars – a community organization focused on college preparation participated in a three-part Saturday Speaker’s series on medicine, law and business at UCLA
- Los Angeles Hispanic Youth Leadership Symposium – the Hispanic College Fund brings 200 Latino/Chicano high school students from LAUSD for a 4-day residential program on the college application process, college life, and public service.

CCU has two signature programs designed as preparatory strategies for breaking down barriers to access; CODE to College and Bruin Weekend. Both programs focus on providing information to students about the requirements to access higher education. The programs are completely free for the participants; they stay in a UCLA residence hall for three days, and participate in a variety of enrichment workshops. These include writing strategies, information on becoming a competitive student for the UC system, and setting academic goals. The weekend is filled with information and academic skill-building activities; it also includes team building exercises, a challenge course, and
student panels with current UCLA students who are former foster youth or from low-income, first-
generation, or underrepresented minority backgrounds.

- **CODE to College**: a University Community Engagement grant-funded by UCOP provides a
college preparatory residential program for 40 rising 9th graders foster youth. A three
day intensive summer program designed to provide foster youth with information regarding higher education and an opportunity to preview the collegiate experience. This project is a collaboration with FETCH (Fostering Education through Community Help) community partners: United Friends of the Children and Para los Niños.
http://today.ucla.edu/portal/ut/college-foster-youth-163878.aspx
- **Bruin Weekend**: targets high performing students (rising 10th graders) from low-income, first-generation, or underrepresented minority backgrounds. Bruin Weekend is a residential program for 40 rising 9th graders from underserved communities with a focus on UC admissions information and on student life on a college campus.

**Student-Initiated Outreach Committee (SIOC) and Center**

Found within the Community Programs Office (CPO), the SIOC oversees multiple student organizations that offer mentorship, cultural enrichment, college-preparatory services, and activities that connect youth from surrounding communities with the UCLA campus. (For a full list of CPO programs, see page 13).

The Student-Initiated Outreach Center provides an alternative to traditional university outreach efforts. The center’s projects accept all students who seek to participate by encouraging students from the most challenging backgrounds to participate. The program works to the student’s individual levels to empower them to take their academic and life goals into their own hands. There are seven projects in the Center which administer services to over a thousand service recipients in the Los Angeles metropolitan region. The project receives funding through successful referendum measures approved in 1999, 2005, and 2009. SIOC administers funding, evaluates projects, and oversees operations for the center.

**Parent & Family Programs** (http://parents.ucla.edu)

The mission of the Parent & Family Program is to offer UCLA parents/caregivers and family members opportunities for involvement in campus and regional activities that promote the University and enrich their students’ college experience; to provide a formal link to the University; and to make the college experience as positive for parents as it is for students. The Bruin Parent & Family Program has been able to meet a variety of needs arising from the increasingly active involvement of parents and caregivers in many areas of their students’ lives. Key initiatives include:

- Printed Parent Handbook (English and Spanish version)
- Parent Community Socials to network families
- Bruinlink, an electronic newsletter for parents distributed across campus, has been revised to be more parent-family centered; it is quickly becoming known as the hub of information-sharing on parent-family related issues.
• Parent Council presentations at yield events and at parent-family coffee events across the state are reaching larger and more diverse segments of UCLA’s parent/family population.

• The Program collected close to $100K for programs and support for students who are former foster-youth through a creative engagement approach that provides the Parent Council with mechanisms for fundraising.

Programs to support foster youth in the school system
Student Affairs at UCLA has developed a variety of programs in support of foster youth and former foster youth. A very high percentage of foster youth are from economically disadvantaged communities, and our aim is to support and enhance access to broad educational opportunities for former foster youth at UCLA and for those students are still in the foster care system.

• *Fostering Education through Community Help (FETCH)* is a group of community stakeholders that work with current and former foster youth and focuses on supporting these students’ aspirations and improving their preparation for college admission.

• *United Friends of the Children (http://www.unitedfriends.org/)*, a community organization that works with foster youth, brought 50 students, 7-11th grade to campus. The UCLA program included a tour, an admissions presentation, and a student panel made up of UCLA students who were former foster youth.

• Student Affairs, in collaboration with the *First Star Foundation*, developed a grant proposal to implement a four to five week rigorous, selective residential academic program for 30 rising 9th grade foster youth. The *Bruin Guardian Academy* offers the students college credit-bearing courses as well as instruction in life-skills and college preparation workshops during the summer program. During the academic year, the youth come back to campus monthly to attend a variety of programs designed to support them academically and personally. The *Academy* takes place every summer for the rising 9th graders and they come back for the second summer as rising 10th graders and again as rising 11th graders and the program includes a greater focus on college applications. ([http://articles.latimes.com/2011/aug/07/local/la-me-bruin-academy-20110807](http://articles.latimes.com/2011/aug/07/local/la-me-bruin-academy-20110807); [http://newsroom.ucla.edu/portal/ucla/foster-youth-get-a-taste-of-college-211612.aspx](http://newsroom.ucla.edu/portal/ucla/foster-youth-get-a-taste-of-college-211612.aspx))

• *Code to College* is an additional summer program designed to support foster youth. See page 5 for more details.

Youth conferences
Student groups at UCLA, in collaboration with Student Affairs advisors, host Youth Conferences on topics ranging from world peace to business and science to a variety of community-specific outreach programs. In total, these events serve over 4,000 students. Examples include:

• Lambda Theta Nu: Latina Youth Leadership Conference for 400 middle school students.

• AISA American Indian Youth Conference hosts approximately 250 students.

• MEChA Raza Youth Conference normally hosts about 1,000 students.

• Muslim Student Association High School Youth Conference brings about 350 students.

• National Society of Black Engineers: Women in Science and Engineering Day normally has over 250 participants.
• IDEAS: Youth Empowerment Conference is among the largest with more than 1,200 participants.

III. Campus Initiatives: diversity, campus climate, and student needs

**Intergroup Dialogue Program** ([http://www.igr.ucla.edu/](http://www.igr.ucla.edu/))

Intergroup Dialogues are 2-unit academic seminars that bring together students from differing social identity groups with a history of conflict or with potential for conflict. Each dialogue involves identity groups defined by race, ethnicity, religion, socioeconomic class, gender, sexual orientation, or national origin, and strives to maintain an approximately equal number of student participants from each identity group. In dialogue, students explore and share their own personal histories in various social and institutional contexts with the intent to expand self-awareness and identity development, learn from others’ perspectives and promote understanding across differences. Students also explore ways of taking action to create change and bridge differences at the interpersonal and social/community levels.

Student Affairs, in collaboration with Sylvia Hurtado in GSE&IS 1) provides three academic training courses to prepare undergraduate and graduate students to facilitate intergroup dialogues; 2) conducts intensive training in the dialogue process for eleven staff members in academic and student affairs; and 3) offers over ten intergroup dialogue courses - focused on race and ethnicity, on sexual orientation, on national origin and immigration status, or on gender. Student and participant feedback has been consistently positive and enthusiastic. The program is housed in the Bruin Resource Center (BRC).

Within the Intergroup Dialogue Program is the Olive Tree Initiative (OTI), which is a university-based program that promotes conflict analysis and resolution through rigorous academic preparation, experimental education and leadership development. OTI provides students, faculty and community participants with the education, training and experiences needed to better understand, negotiate and resolve conflicts.

**Office of the Dean of Students** ([http://www.deanofstudents.ucla.edu/](http://www.deanofstudents.ucla.edu/))

The mission of the Office of the Dean of Students (DOS) is to serve as a portal to understanding the UCLA experience, and we are committed to the personal and intellectual growth and development of our students. Whether DOS is the first office students visit for assistance or the last resort, the DOS staff is prepared to help our students maximize the benefits and the enjoyment of their UCLA experience.

The DOS oversees the campus and UC reporting of bias incidents – “Report Hostile Climate Incidents” – and is also developing a Restorative Justice program for bias-related instances. The position of Assistant Dean of Students for Campus Climate & Inclusion supports climate and inclusion programs, leads incident-response efforts, and helps coordinate campus collaborations and initiatives. The position was implemented in the 2011-12 academic year as Assistant Dean Christine Mata joined UCLA in the summer of 2011.
Specific programmatic efforts related to diversity and climate:

- **True Bruin Program** ([http://www.truebruin.ucla.edu](http://www.truebruin.ucla.edu))
- On the True Bruin Respect webpage, the *Report Hostile Climate Incidents* has been implemented to help community members report instances of bias. UCLA Procedure 230.1 ([http://www.adminpolicies.ucla.edu/app/Default.aspx?id=230-1](http://www.adminpolicies.ucla.edu/app/Default.aspx?id=230-1)) explains the process for Student Grievances Regarding Violations of Anti-Discrimination Laws or University Policies on Discrimination. Students can file grievances under this procedure if they have been discriminated against by the University on the basis of race, color, national origin, religion, sex, gender identity, pregnancy, physical or mental disability, medical condition (cancer related or genetic characteristics), ancestry, marital status, age, sexual orientation, citizenship, or service in the uniformed services. Grievances are to be submitted in writing to the Office of the Dean of Students, which coordinates the response. The response process begins with an attempt at informal resolution, and if that is unsuccessful, can lead to a formal hearing. The procedure gives decision-making authority to the Vice Chancellor-Student Affairs. The Chancellor hears all appeals. The Schools of Law, Dentistry, and Medicine have been delegated the right to publish their own procedures for handling grievances. If they were to do so, then those would supersede this procedure for their students. To date, we are not aware of any published grievance procedures from any of these three schools, so procedure 230.1 applies. Staff in the Office of the Dean of Students are available to assist these schools in drafting their own procedures should they wish such assistance.

- An Assistant Dean is devoted to programming and outreach in regards to campus climate and responsiveness to issues of bias and offensive speech that negatively impact the community. Sample initiatives:
  - Sessions on micro-aggressions and bystander intervention strategies, “Beyond True Bruin Values,” focus on actual scenarios that have occurred and then, with the audience, process the impact those scenarios have on our community.
  - Counseling and Psychological Services (CAPS) and DOS partner in a two-part session where facilitated conversation occurs on identifying bias, and micro-aggressions and CAPS follows up on the potential impact these incidents have on mental health.
  - UCPD and DOS have collaborated on identifying the differences between “hate crimes and bias incidents.”

- An additional Assistant Dean works with the Black Male Institute (BMI).

**Office of Residential Life Programs** ([https://www.orl.ucla.edu/](https://www.orl.ucla.edu/))
The Office of Residential Life provides on-campus housing for more than 12,000 undergraduates. The mission of the office is to create safe, supportive and inclusive living-learning communities that engage residents in order to foster their academic success, leadership development, personal growth, and responsible citizenship. Programming connects and engages both students and staff in a variety of critical diversity-related areas:

- Social Justice Coordinator position as a dedicated staff member working on diversity issues.
• First Year Experience student programming that targets specific communities and explores race, cross-cultural communication, and issues related to transition to college.
• Major Large Scale Programming Efforts – Martin Luther King oratorical contest, ISMs, Cultural Week, Tunnel of Oppression, support for WorldFest, Black Extravaganza, etc.
• Support of diversity-based Theme communities (Health Sciences, African Diaspora Studies, Sustainability, and Chican@/Latin@ Studies themes) and relocation into one large residence hall.
• Common Book Program: *Pedro & Me*: a graphic novel, was chosen as UCLA’s 2013-2014 Common Book, which provides a platform to discuss relationships, sexual orientation, health education, loss and love, immigration, and other topics relevant to the experience of young adults.
• Support for student-initiated “yield” and outreach events sponsored by the Afrikan Student Union, MEChA, Pacific Islander Student Association, South East Asian Students, etc.
• Faculty-in-Residence programs designed to assist with academic linkage between race and community.
✓ Faculty-in-Residence and professional ORL staff facilitate dialogues and workshops and provide a supportive, structured environment to process and discuss on- or off-campus incidents that may affect our student communities.
✓ Social justice training for all staff (National Social Justice Institute Training).

**Programs through Counseling and Psychological Services (CAPS) for Student Populations with Specialized Needs** ([http://www.counseling.ucla.edu/](http://www.counseling.ucla.edu/))

In the broadest terms, the mission of Counseling and Psychological Services (CAPS) is to promote academic achievement and reduce attrition and impediments to academic success. In carrying out this charge, our mission is three-fold and reflects the needs of a diverse campus community:

1. To promote positive personal growth and self-management by UCLA students.
2. To assist students in coping with increasingly complex and stressful emotional crises, trauma, and mental health issues which may interfere with academic and personal functioning.
3. To enhance the psychological well-being and safety of the campus community.

The increasing prominence of students with mental health issues as part the campus community has prompted major expansion of programs and services offered by CAPS to assist these students in completing their education. Services include:
• Individualized counseling
• Urgent counseling
• Computer-based self-diagnosis tools
• Therapy groups for eating disorders, mixed anxiety, recovery from depression, learning disabilities, and substance abuse
CAPS also provides students with the opportunity to work with others sharing common concerns in a group counseling format. Groups have an average of eight students and two CAPS counselors. They generally meet weekly, for 60 or 90 minutes, for a fixed period each quarter. Groups with a diversity focus include

- Asian American Graduate Support Group; Asian Pacific Islander support group; Entre Mujeres; Gay/Bi Men’s Psychotherapy Group; Gender Identity Spectrum Group; Graduate Students of Color Support Group; Healing in the Black Family; Military Deployment Support Group; OEF/OIF Readjustment Group; International Students Dialogue and Support Group; and a variety of groups for the general graduate student population (dissertation writing, time management, life management skills, etc.).

**Lesbian Gay Bisexual Transgender (LGBT) Resource Center** ([http://www.lgbt.ucla.edu](http://www.lgbt.ucla.edu))

The UCLA Lesbian Gay Bisexual Transgender (LGBT) Campus Resource Center provides a comprehensive range of education, information and advocacy services and works to create and maintain an open, safe, and inclusive environment for lesbian, gay, bisexual, intersex, transgender, queer, questioning, and same-gender-loving students, faculty, and staff, their families and friends, and the entire campus community. The Center provides a wide variety of counseling, support, academic resources, and referral services for LGBT students, staff, and faculty at UCLA. In addition, the Center has been a primary resource for outreach to campus departments not only in LGBT issues, but on issues of diversity and social justice in general. Primary programming includes counseling and support, outreach, education and awareness. Example programming initiatives are:

- LGBTQ Student Leadership Council meeting of twenty student organizations
- Peetership Program: an innovative student-led initiative geared to provide support and leadership development for younger LGBTQ students on campus
- Queer Admit Weekend- student initiated yield event hosted over Bruin Day
- “Crossroads: Exploring the Intersections of LGBTQ and Identity”: a monthly series geared to utilize campus-wide networks to engage diverse communities in open dialogue about the complexity of identities intersecting with LGBTQ identities.
- Rainbow Connection Online Chat Program: online portals designed to meet students where they are by providing opportunities to have confidential and anonymous conversations.
- The Graduate and International LGBTQ Students Graduate Intern conducts assessment and addresses critical concerns of these underserved populations. This graduate student developed and presented “LGBTQ 101 for International Students” as an opportunity to provide basic information on LGBTQ identities in the US context and demonstrate the global struggle for LGBTQ rights.

Note: The LGBT Resource Center and its programs are available to all students. While their work supports the diversity and complexity of our campus, students from culturally and ethnically diverse backgrounds are naturally represented.

**Bruin Resource Center** ([http://www.brc.ucla.edu/](http://www.brc.ucla.edu/))
The Bruin Resource Center (BRC) was established as an information resource for the campus and as a contact point for referral and assistance for student populations with unique or other types of specialized needs. The BRC's mission is to promote student health, well-being, and personal/academic success by providing skills and tools to navigate the institutional structure and climate. The three main functions of the BRC are as follows:

1. Offer personal success and academic persistence programs to support undocumented students, current and former foster youth students, student veterans, transfer students, and students with dependents.
2. Provide health education to the campus community that promotes awareness of positive behaviors regarding stress management, emotional intelligence, body image, food/nutrition, and alcohol.
3. Address principles of community and campus climate through identity development and dialogue between diverse groups.

The Bruin Resource Center works with the following student groups:

- Parenting Students: The Students with Dependents program provides caring and personalized support to UCLA students who are parents, guardians, and caregivers at the undergraduate, graduate and professional school level. The mission of the program is to promote the success, well-being, and personal development of UCLA students with children and their families. With a network of over 350 student parents, the program helps the student with dependents navigate the university system and access resources within the university and larger community.

- Student Veterans: The Veterans Resource Office (VRO) provides caring and personalized support for undergraduate and graduate student veterans in their transition from military services to civilian and college life. The VRO helps student veterans navigate UCLA and provide them with a welcoming space, mentoring from other student veterans, guidance on educational benefits, and tools to succeed academically and personally. The VRO values the skills, assets, and experiences veterans bring to the UCLA community and are committed to helping them achieve their goals and aspirations. The VRO also increases campus awareness of student-veteran issues and fosters a sense of belonging, community, and well-being for all student veterans on campus.

- AB 540 (undocumented) Students: The Undocumented Student Program offers caring and personalized support to undergraduate and graduate undocumented students by providing a welcoming and safe space to help students navigate UCLA. The BRC offers mentoring and encouragement, guidance on educational strategies and financial opportunities, and tools to succeed academically and personally. Additional services for AB 540 students are: drop-in sessions with the program coordinator or student intern; information about campus and community resources; connect with other AB540 students and student support groups; workshops and events throughout the year; program newsletter with new and pertinent information.

- Former Foster Youth: Services for are provided through the Bruin Guardian Scholars Program, (http://www.guardianscholars.ucla.edu), a collaboration between Student Affairs and former foster youth at UCLA. This program launched in 2009 and has quickly
become an effective advocacy and support group. The Guardian Scholars Program provides support to UCLA students who are current or former foster youth. Through individual mentoring and referral to campus resources, the Guardian Scholars Program works to support students’ academic achievement and personal development and promote the realization of students’ educational and career goals.

- **Transfer Students**: The Bruin Transfer Program (BTP) supports transfer students at UCLA achieve personally, academically, and socially. The BTP works with students upon acceptance to UCLA on individual, population, and institutional levels. The BTP aims to help students graduate on time, access extra-curricular programs and activities, leadership roles, and challenge students to expand their sense of self and even have fun.

At the programmatic level, the BRC provides students with services, workshops, programs, and academic curriculum that develop skills around self-empowerment, decision making, leadership, stress and conflict management, understanding diversity, and creating support networks.

- **Life Skills for College Students** is a 4-unit seminar that engages students in a theory and research-based exploration of emotional, social, and identity development in college, examining these issues through the lenses of gender, race, ethnicity, culture, and sexual orientation in order to help students understand, appreciate, and respect the diversity of experiences that influence their own and others’ development. 7-8 sections are offered each quarter with an enrollment cap of 20-25 students per section.

- **The Beyond the Checkbox (BCB)** project is an art initiative that explores the diverse social identities – race, nationality, ethnicity, culture, sexual orientation, class, spirituality/religion, gender and others – that thrive at UCLA. By juxtaposing headshots above individual responses to the question: “Who are you?”, this project provides students, staff, and faculty with the opportunity to tell their stories, learn about others’ diverse experiences, uncover connections, and recognize the richness of “True Bruins” within our UCLA community. The BCB is available for visual display in digital form via IGR’s website, www.igr.ucla.edu, and as a physical exhibit. Since 2010, BCB has been exhibited in a variety of campus settings, and portions of the exhibit are displayed during IGR workshops and campus programs.

- **IDEAS (Improving Dreams, Equality, Access, and Success) at UCLA** ([http://ideasla.org/index/](http://ideasla.org/index/)) IDEAS is a very active student organization that supports the work of the BRC by supporting AB 540 students at UCLA and throughout the UC system. Their programs include a variety of support services, fund-raising, and major efforts in advocacy on behalf of undocumented students in post-secondary education. IDEAS recently worked with UCLA’s administration to develop an “installment plan” for payment of student fees, and is working at the system-wide level to allow undocumented students access to institutional financial aid. The Academic Advancement Program (AAP), the Bruin Resource Center (BRC), the Community Programs Office (CPO), Undergraduate Education, and Student Affairs support the organization and the students in a number of ways to protect as best as possible the quality of their academic and campus experience.
• **Learning, Leading, Healing: The UCLA Race Dialogues and Community Partnership Initiative**: Funded April 27, 2010 by Kellogg Foundation for $300,000 over two years (July 1, 2010 – June 30, 2012). The initiative is collaboration between the UCLA School of Public Affairs (SPA) and the Office of the Vice Chancellor-Student Affairs. The proposed initiative aims to transform the university experience and maximize its potential to be a key change agent for racial healing in marginalized communities, with a three-pronged approach: 1) institutionalization of racial equity programs in the UCLA School of Public Affairs’ curriculum through courses, dialogues, and workshops; 2) Intergroup Relations (IGR) training for UCLA students to conduct on-campus dialogues that aid in fostering racial healing; and 3) community engagement strategies that will provide mutual learning opportunities between UCLA students and youth from Los Angeles’ most underserved schools and communities (Crenshaw High School).

**Dashew Center for International Students and Scholars** ([http://www.internationalcenter.ucla.edu/](http://www.internationalcenter.ucla.edu/))
The Dashew Center offers a variety of programs intended to bring visiting international students together with domestic UCLA students. These include the Host “Sibling” Program, Couch-surfing Home Stays, Language Circles, Conversation Partners, International Coffee Breaks, and many more.

**Graduate Student Resource Center** ([https://gsrc.ucla.edu/](https://gsrc.ucla.edu/))
The Graduate Student Resource Center (GSRC) addresses the non-academic needs of UCLA’s graduate student population. Programs include writing workshops for a variety of needs, career planning workshops, personal development workshops and resources, and activities to bring graduate students together socially. In addition, the GSRC collaborates with the Graduate Students Association to sponsor the Graduate Student Diversity and Inclusion Orientation program.

The Center annually holds an Equity, Inclusion, and Diversity Welcome Day. At this program, new graduate students have the opportunity to learn about resources, to network, and to become acquainted with the university in a supportive environment. The goal of the Welcome Day is to help new graduate students make personal connections and to promote and inclusive campus climate, personal well-being, and academic success.

**Office for Students with Disabilities** ([http://www.osd.ucla.edu/](http://www.osd.ucla.edu/))
The philosophy and mission of the Office for Students with Disabilities (OSD) is to encourage independence, assist students in realizing their academic potential, and to facilitate the elimination of programmatic and attitudinal barriers. OSD’s services are designed to meet the unique educational needs of regularly enrolled students with documented permanent and temporary disabilities. Services include note-taking, transcription, interpreting/captioning, “alternative format” materials, adaptive equipment, and other services.
Note: OSD and its programs are available to students who identify a disability. While their work supports the diversity and complexity of our campus, students from culturally and ethnically diverse backgrounds are naturally represented.

Community Programs Office (http://www.uclacommunityprograms.org/)
As stewards of student-initiated, student-run access, community service, and retention projects, the mission of the Community Programs Office is to increase the number of underserved youth who enroll in colleges and universities, provide on-going services that directly address the economic and social circumstances facing the communities we serve, improve UCLA graduation rates, and promote cross-cultural student and professional interactions. By engaging in these efforts, students and staff acquire the knowledge and tools necessary to become more effective, empowered leaders and social actors.

- **CPO Student Association** – The CPO serves as the umbrella organization for 23 community service and outreach programs working throughout the city (see http://www.cpo.ucla.edu/cposa/).
  - The 23 organizations fall under three main caucuses
    - **Education Caucus**
      - Academic Careers in Engineering and Science (ACES)
      - Adelante Tutorial Project
      - African Education Project (AEP)
      - Barrio Youth Alternatives (BaYA)
      - Latinas Guiding Latinas
      - Leadership and Educational Advancement Program (LEAP)
      - Mentors Empowering and Nurturing through Education (M.E.N.T.E.)
      - Projecting Minds
    - **Health Caucus**
      - Asian Pacific Health Corps (APHC)
      - Black Hypertension Project (BHP)
      - Black Latino Aids Project (BLAIDS)
      - Dental Education Outreach (DEO)
      - Donation of Tissues and Organs (DoT Org)
      - Inglewood Clinic Group (ICG)
      - Latino Student Health Project (LSHP)
      - UMMA Volunteer Project (UVP)
    - **Social Justice**
      - AB540 Project
      - Bruins Movin’
      - IMHOME
      - Incarcerated Youth Tutorial Project (IYTP)
      - Proyecto de Jornaleros
      - Raza Youth Empowerment Project (RYEP)
      - Social Awareness Network for Activism through Art (SANAA)
• **The CPO Food Closet** ([http://www.theuclafund.ucla.edu/yourimpact/gifsatzwork/food-closet.aspx](http://www.theuclafund.ucla.edu/yourimpact/gifsatzwork/food-closet.aspx)) Responding to a student idea, the CPO developed the Food Closet into a university service, providing critically needed non-perishable foods, donated primarily by faculty and staff, for students who face severe economic crises or are unable to afford essential needs. This initiative received considerable national media attention and inquiries from other institutions as well as donations from UCLA alumni, parents, and other friends of the university.

• **Student Retention Center** ([http://www.cpo.ucla.edu/src/](http://www.cpo.ucla.edu/src/)) The Student Retention Center (SRC) at UCLA’s CPO is the first student-run, student-initiated, student-funded retention project in the nation. Created through student activism, the SRC is the only student center on campus directly accountable to students. The projects and services within the SRC are designed to assist undergraduate students with academic difficulties and cultural and social transitions. Programs include peer counseling, mentorship, study hall, the Writing Success Program, and SRC internships for students interested in more proactive involvement.

**Economic Crisis Response Team (ECRT)** ([http://www.studentincrisis.ucla.edu/](http://www.studentincrisis.ucla.edu/)) The ECR Team is a multidisciplinary group of UCLA staff that identifies and assists students in severe financial difficulty. The team continues to expand its efforts and has served over 600+ undergraduate and graduate students. Many of the hardest hit students come from economically disadvantaged families.

Note: This initiative is available to all students. While their work supports the diversity and complexity of our campus, students from culturally and ethnically diverse backgrounds are naturally represented.

**Student leadership development programs**

**Student Organizations, Leadership, and Engagement (SOLE)**

• **General advisement and leadership development** – The Main Office advises about 1000 campus organizations. While over 200 of these student groups are classified under “community service,” we have found that participation in any type of student organization can support both personal development and leadership development. Services to groups include registration of new and continuing organizations, programming assistance, organization development, fundraising approval and guidelines, funding proposal consultation, and advisement on rules and regulations. The Main Office also approves time, place, and manner for the campus activities of registered organizations.

• **Bruin Leaders Project** – [www.bruinleaders.ucla.edu](http://www.bruinleaders.ucla.edu) The Bruin Leaders Project is a hands-on seminar-based program in which students are challenged to develop their strengths as leaders. The project is based on the Social Change Model of Leadership Development. This model, along with the consideration of other leadership models, will challenge student participants to enhance their leadership skills. The goal is to train students to pursue leadership opportunities at UCLA and in the broader community.
• **Program Activities Board (PAB)**– The Program Activities Board (PAB) provides student representation and participation in the administration and apportionment of Registration Fees for student programming. The Board has three distinct functions: 1) to allocate funds designated for student programming; 2) to evaluate and regulate this programming in cooperation with the University Administration; 3) to provide a forum for soliciting student views on Board allocations and funding priorities. The representatives are appointed from both the Graduate Students Association (GSA) and the Undergraduate Student Association Council (USAC) with one Student Affairs administrative appointee.

**LeaderShape** ([http://alumni.ucla.edu/leadership/leadershape/](http://alumni.ucla.edu/leadership/leadershape/)) Through a collaboration with Alumni Affairs and Student Affairs, a campus-based session has occurred at UCLA each year since 2010. The LeaderShape Institute annually brings together 60 diverse students at an off-site retreat venue during Spring Break to experience the established curriculum. LeaderShape is a not-for-profit organization that strives to enable college students to lead with integrity. They encourage students to have a “healthy disregard for the impossible” in shaping their visions for a better future.

**Posse** – The concept of a Posse works for both students and college campuses and is rooted in the belief that a small, diverse group of talented students—a Posse—carefully selected and trained, can serve as a catalyst for increased individual and community development. Posse started in 1989 because of one student who said, “I never would have dropped out of college if I had my posse with me.” The Posse Foundation identifies public high school students with extraordinary academic and leadership potential that may be overlooked by traditional college selection processes. The Foundation extends to host institutions and these identified students the opportunity to pursue personal and academic excellence by placing them in supportive, multicultural teams—Posses—of 10 students. UCLA supports the Posse program with dedicated staff support and programmatic funds.

**Student Conferences**
UCLA supports our students’ activism and hosts system wide conferences on a rotating schedule. UCLA Student leaders hosted a system-wide conference for students of color and allies to convene on campus to advocate, organize, unify and educate one another.

- **Students of Color Conference** ([http://www.soccatucla.com/](http://www.soccatucla.com/))
- **MSA (Muslim Student Association)**
- **All Black Conference**
- **MEChA Conference**
- **Jackie Robinson Scholars**

**Principles of Community**
The following initiatives, projects and programs have been supported by UCLA Student Affairs and support our goals to improve campus climate:
- Faculty Dinner Dialogue Series: As an informal means of engagement, we will offer a Faculty Dinner Dialogue series. On a monthly basis, we host informal dinners for 3-5 faculty members and 20-25 students to discuss current issues of diversity, conflict, and community. The mix of scholarly context and personal experiences will foster relationships and connections with research and academic programs.
- Staff Development: Through information sharing, skills-building and experience-based learning, we are expanding our diversity training curriculum for Student Affairs staff and campus partners that work closely with perspective and current students. The first step was to host roundtable discussions on “what diversity means to you.” 400 Student Affairs staff participated.
- Diversity Symposium: 1st Annual UCLA Diversity Symposium, Our Stories: Recognizing and Embracing our Differences. A week-long symposium addressing climate and diversity at UCLA moving forward was hosted in Spring Quarter 2013.
- Develop Bias Response Team—To respond to incidents of bias and incidents affecting campus climate.

IV. Research: campus climate, diversity, and the student experience

Diversity Research
The Student Affairs Information Research Office (SAIRO) is the research and assessment office within UCLA’s Student Affairs organization (http://www.sairo.ucla.edu/). SAIRO’s mission is to support the learning and development of the whole student by:
- Providing reliable, timely, and useful information about students and their experiences.
- Developing the capacity of Student Affairs and other stakeholders to collect, interpret, and utilize data to enhance the quality of students’ educational experience and environment.
- Helping Student Affairs units assess and document the effectiveness of their programs and practices.

SAIRO plays an instrumental role in developing and administering surveys, analyzing data, and preparing reports on diversity-related topics and issues. Specific SAIRO research initiatives that impact campus climate are:
- The Graduating Senior Survey surveys students’ satisfaction with their overall UCLA experience, the extent to which UCLA experiences have provided opportunities to interact with other UCLA students, patterns and ratings of interaction with diverse others, perceptions of student groups and the educational environment, and views about the campus social climate.
- SAIRO also reports on diversity issues for the whole undergraduate population through the UC Undergraduate Experiences Survey (UCUES) (see http://www.sairo.ucla.edu/data/UCUES%20-%202008%20-%20Climate%20&%20Diversity%20Special%20Report.pdf). Findings from UCUES have been instrumental in helping ensure an educationally productive and supportive campus climate.
• Further, in collaboration with the Graduate Division and various Student Affairs departments, SAIRO developed and implemented in the Spring quarter the Student Affairs Graduate and Professional Student Survey, which will allow us to examine aspects of campus climate among graduate students.

• Diverse Learning Environments Survey (DLE) Campus climate assessment (http://www.heri.ucla.edu/dleoverview.php): a comprehensive assessment of campus climate for our undergraduates. Developed by Sylvia Hurtado and her colleagues at the Higher Education Research Institute (HERI), the DLE instrument was designed to evaluate the campus climate, institutional practices, and a set of outcomes related to skills for lifelong learning, competencies for a multicultural world, and retention and achievement. The DLE is the first national survey to provide an integrated assessment of campus climate, institutional diversity practices within and outside the classroom, outcomes associated with educating a diverse student body, along with outcomes related to skills for lifelong learning, competencies for a multicultural world, and retention and achievement. The survey was administered to all undergraduate students. SAIRO is analyzing the data and has made several presentations to students, faculty and staff.

• Student research project on “Exclusion.” SAIRO works with six undergraduates to design and implement a research project that explores students’ experiences within the UCLA community, specifically the impact of “exclusion” among student groups and ways of promoting inclusiveness (http://www.sairo.ucla.edu/srp.html). Every year the theme of the survey alters based on the group of students; for 2012-2013, the theme was LGBT-focused. Students presented preliminary findings and recommendations for creating a more inclusive campus to our Council of Student Affairs Directors.