DIVERSITY
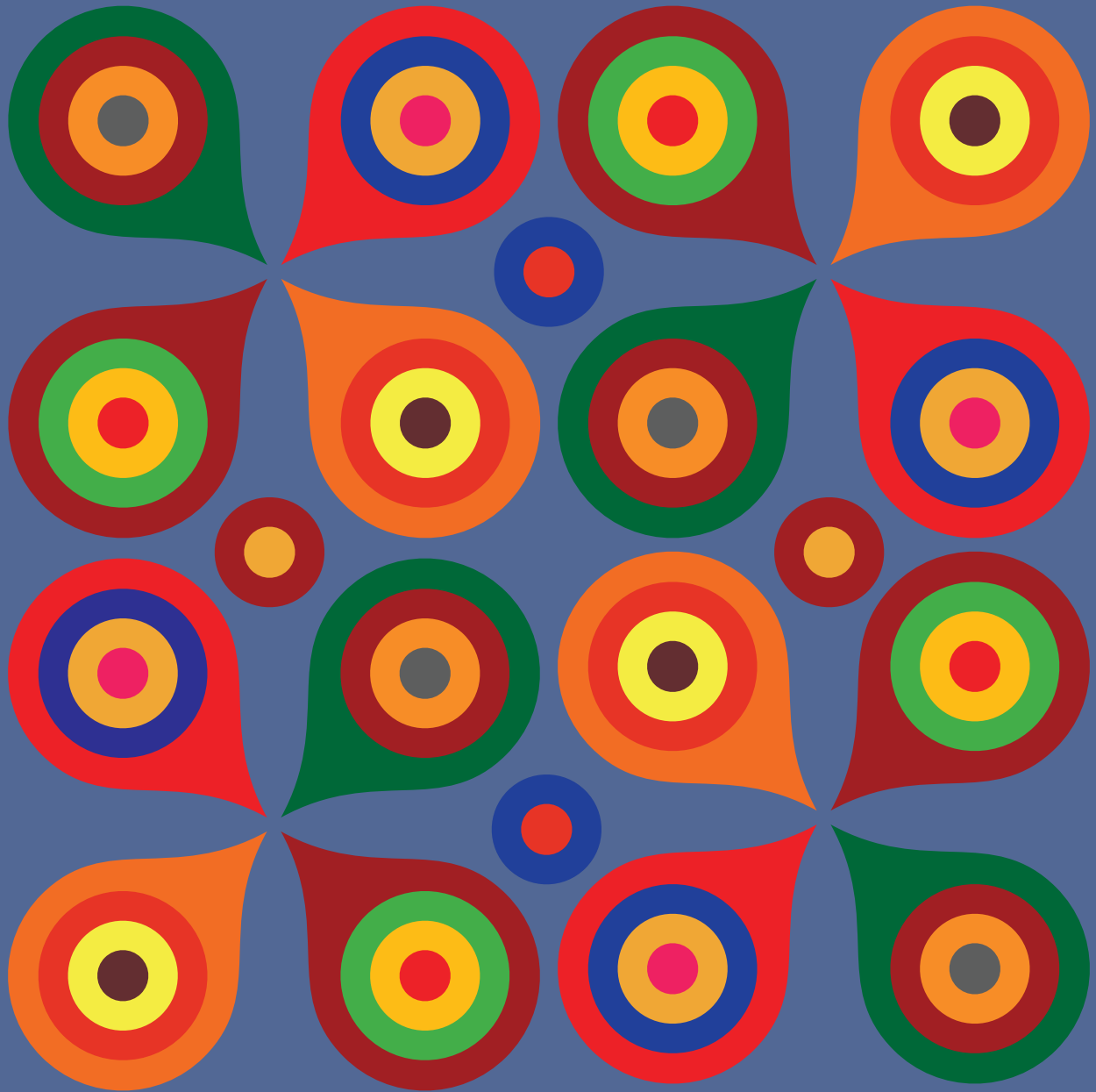# IN THE CLASSROOM

UCLA Diversity & Faculty Development

UCLA PRINCIPLES OF COMMUNITY

The "Principles of Community" statement was developed by the Chancellor's Advisory Group on Diversity, since renamed the UCLA Council on Diversity & Inclusion, which is comprised of representatives from administration, faculty, staff, students, and alumni. For more information or to download copies of the statement, please see www.diversity.ucla.edu

THE UNIVERSITY OF CALIFORNIA, LOS ANGELES 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. These Principles of Community are vital for ensuring a welcoming and inclusive environment for all members of the campus community and for serving as a guide for our personal and collective behavior.

- We believe that diversity is critical to maintaining excellence in all of our endeavors.

- We seek to foster open-mindedness, understanding, compassion and inclusiveness among individuals and groups.

- We are committed to ensuring freedom of expression and dialogue, in a respectful and civil manner, on the spectrum of views held by our varied and diverse campus communities.

- We value differences as well as commonalities and promote respect in personal interactions.

- We affirm our responsibility for creating and fostering a respectful, cooperative, equitable and civil campus environment for our diverse campus communities.

- We strive to build a community of learning and fairness marked by mutual respect.

- We do not tolerate acts of discrimination, harassment, profiling or other conduct causing harm to individuals on the basis of expression of race, color, ethnicity, gender, age, disability, religious beliefs, political preference, sexual orientation, gender identity, citizenship, or national origin among other personal characteristics. Such conduct violates UCLA's Principles of Community and may result in imposition of sanctions according to campus policies governing the conduct of students, staff and faculty.

- We acknowledge that modern societies carry historical and divisive biases based on race, ethnicity, gender, age, disability, sexual orientation, and religion, and we seek to promote awareness and understanding through education and research and to mediate and resolve conflicts that arise from these biases in our communities.
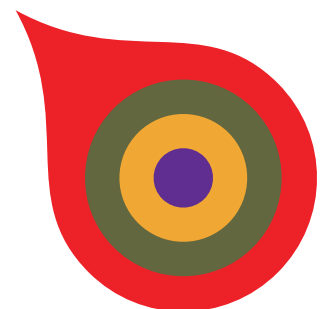
DIVERSITY
IN THE CLASSROOM

BY JUAN C. GARIBAY

UCLA'S PRINCIPLES OF COMMUNITY lay out the importance of teaching, diversity, and ensuring a welcoming and inclusive environment for all members of the campus community. As student bodies become increasingly diverse, it is important for faculty members to understand the dynamics associated with diverse campuses and how diversity can provide a rich social environment that can promote students' learning and development. How faculty members engage with diversity in the classroom can play a critical role in student experiences, satisfaction, and learning outcomes. This booklet summarizes empirical studies on the educational benefits of diversity, examines some of the challenges associated with diversity in the classroom, and presents research on microaggressions in order to help faculty members meet the needs of diverse students responsibly and create a classroom environment where all students feel safe, valued, and respected. Additionally, the booklet provides a discussion on how to engage in issues related to diversity and diverse perspectives in the classroom and offers additional resources for faculty seeking to bring forth the value of diversity in their teaching and curricular development.

CONTENTS

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Understanding the Educational Benefits of Diversity

MEANINGFUL ENGAGEMENT PREPARES STUDENTS FOR LIFE IN AN INCREASINGLY COMPLEX AND DIVERSE SOCIETY

AN INCREASINGLY DIVERSE campus increases the likelihood that students will engage with others who are from different backgrounds (Chang, 1999). As individuals are exposed to diverse groups or attend a highly diverse institution they are often exposed to experiences, perspectives, and opinions different from their own. This intergroup contact and exposure to diverse perspectives provides important opportunities for learning to occur. Psychological theories of minority influence indicate that having minority opinions present in groups stimulates cognitive complexity among majority opinion members (Gruenfeld et al., 1998). Scholars contend that this "discontinuity" from students' home environments provides students with a social and intellectual environment that challenges them in ways that enhances their cognitive and identity development (Milem et al., 2005). On the contrary, homogenous environments restrict learning opportunities across social and cultural lines (Hurtado et al., 1994). While the educational benefits of diversity are extensive, educators need to understand what the benefits associated with diversity are and how to realize the conditions required in order to achieve these benefits.

Psychological theories of minority influence indicate that having minority opinions present in groups stimulates cognitive complexity among majority opinion members.

EDUCATIONAL BENEFITS OF DIVERSITY

MEANINGFUL ENGAGEMENT with diverse peers and exposure to diversity issues in the curriculum prepares students for life in an increasingly complex and diverse society.

- *Brainstorming sessions* among diverse groups have been shown to generate ideas that are of higher quality in feasibility and effectiveness (McLeod et al., 1996).

- *Group discussions* that include viewpoints from diverse students have been shown to stimulate discussion of multiple perspectives and previously unconsidered alternatives showing a higher level of critical analysis of decisions and alternatives (Antonio et al., 2004; Nemeth, 1995, 1985; Schulz-Hardt et al., 2006; Sommers, 2006).

- *Students* who interacted with diverse peers both informally and within the classroom showed the greatest engagement in active thinking, growth in intellectual engagement and motivation, and growth in intellectual and academic skills (Gurin, 1999; Gurin et al., 2002). Meaningful engagement rather than casual and superficial interactions led to greater benefit from interaction with racially diverse peers (Espenshade and Radford, 2009).

- *Engagements with diversity* fosters students' cognitive and personal growth including their cultural knowledge and understanding, leadership abilities, and commitment to promoting understanding. Students develop more accurate knowledge, students learn to think more deeply, actively, and critically when they confront their biases and change erroneous information (Antonio, 2001a, 2001b; Antonio et al., 2004).

- *Completion* of a diversity course requirement reduces students' level of racial prejudice (Chang, 2002), and is associated with students' cognitive development (Bowman, 2010) and civic behaviors and dispositions (Bowman, 2011).

- *Individuals* who are educated in diverse settings are far more likely to work and live in diverse environments after they graduate (Hurtado et al., 2003).

DIVERSITY within the academy enriches scholarship and teaching.

- *Scholars from minority groups* have expanded and enriched scholarship and teaching in many academic disciplines by offering new perspectives and by raising new questions, challenges, and concerns (Antonio, 2002; Nelson and Pellet, 1997; Turner, 2000)

- *Women and faculty of color* are more frequently employing active learning techniques (for example, class discussion, student-selected topics, among others) or student-centered pedagogy in the classroom, encouraging student input, including perspectives of women and minorities in their coursework, and attending workshops designed to help them incorporate the perspectives of women and racial/ethnic minorities into their courses (Hurtado et al., 2012; Milem, 2003). Student-centered pedagogy has been shown to increase student engagement, particularly in STEM introductory courses (Gasiewski et al., 2012), while extensive lecturing has been found to negatively affect student engagement and achievement (Astin, 1993)

IN ORDER FOR underrepresented populations to thrive, a sufficient number of diverse students must be present.

- *A lack of diversity* can lead to tokenism of underrepresented students and being a part of an underrepresented group on a campus can produce negative social stigma (e.g., Fries-Britt, 1998; Fries-Britt and Turner, 2001, 2002; Steele, 1992, 1997, 1998; Steele and Aronson, 1995) and

other "minority status" stressors (Prillerman et al., 1989; Smedley et al., 1993) that adversely affect student achievement.

- *Underrepresented and marginalized groups* benefit educationally from intragroup contact. For example, students of color benefit from same-race interaction in ways that white students do not, as students of color create social and academic counterspaces to support their achievement against an often hostile campus climate (Solórzano et al., 2000).

- *It is especially important* that no single group of students—especially students of color and other marginalized populations—be unintentionally burdened as "the diversity" with whom all others should interact. Increasing the representation of these groups may provide a context that helps prevent this from occurring (Milem et al., 2005).

- *Increasing the representation* of historically marginalized groups in organizations that are largely dominated by a single social group is critical for others to overcome status leveling and stereotyped role induction. Status leveling occurs as individuals make adjustments in

Brainstorming sessions among diverse groups has been shown to generate ideas that are of higher quality in feasibility and effectiveness.

their perception of the token's (an individual from an underrepresented group) situational or professional status to be in line with the expected position of the token's social category (Kanter, 1977). For example, individuals tend to make their perception of the token woman in male-dominated organizations or fields fit their preexisting generalizations about women as numerical rarity provides too few examples to contradict the generalization. In addition, students of color on a predominantly white campus may often be followed by campus police and questioned on whether they are legitimate members of the campus community (Smith et al., 2007). Being mistaken in their professional or student roles forces tokens to spend much energy correcting others and has a detrimental impact on aspirations and achievement. ✦

FACILITATING DISCUSSIONS about diversity in the classroom can present a range of challenges for faculty members. The particular challenges will likely vary depending on whether one is a faculty member of a marginalized group in a classroom that is largely composed of students from a dominant group or one is a faculty member of a dominant group in a compositionally diverse classroom. For example, being a female professor in a classroom of nearly all male students may present particular challenges. Male students may, for example, attempt to undermine the professor's expertise and authority. This challenge can be further exacerbated when the faculty member is a woman of color (see Gutierrez y Muhs et al., 2012). Additionally, a faculty member from a dominant group may unintentionally undermine students from historically marginalized groups. This section will examine diversity challenges in the classroom with a particular focus on meeting the needs of diverse students.

MEETING THE NEEDS OF DIVERSE STUDENTS

THE CLASSROOM CLIMATE for diversity plays an important role in students' experiences and engagement in the classroom and course. Appearing reluctant or ambivalent to facilitate discussions about diversity or avoiding or halting discussions on diversity when they arise in the classroom can negatively impact the classroom climate, particularly for students from historically marginalized groups. For a faculty member, meeting the needs of diverse students and creating a classroom environment where all students feel safe, valued, and respected may require:

- *Promoting* an ethic of respect
- *Engaging* issues of diversity in the course.
- *Validating* the experiences of students from historically marginalized populations.
- *Changing* curriculum within one's discipline.
- *Avoiding* tokenization (for example, calling upon one student to speak for/represent a whole group) when limited numbers of students from particular groups are represented in one's classroom.
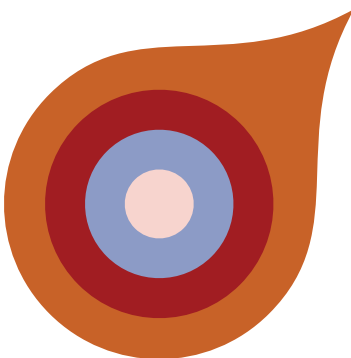
Additionally, meeting the needs of diverse students requires an understanding of marginality and oppression, and how manifestations of marginality, bias, prejudice, and discrimination have become much more covert in nature. While this may seem like a daunting task, the next sections provide important information and aim to help educators reach these goals.

Addressing Diversity Challenges in the Classroom

FACILITATING DISCUSSIONS ABOUT DIVERSITY IN THE CLASSROOM MAY PRESENT A RANGE OF CHALLENGES FOR FACULTY MEMBERS

Microaggressions are the everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, that communicate hostile, derogatory, or negative messages to target persons based solely upon their marginalized group membership.

PREVENTING MICROAGGRESSIONS

THE TERM "microaggression" was originally coined by psychologist Chester Pierce in the 1970s to describe "subtle, stunning, often automatic, and nonverbal…'put-downs' of blacks by offenders" (Pierce et al., 1978, p. 66). Research on microaggressions has been examined from the perspective of race and racism to explore the campus climate for African American (Solórzano et al., 2000) and Latina/o students (Yosso et al., 2009) and Chicana/o scholars (Solórzano, 1998), with increased scholarly attention on how microaggressions may target any marginalized group (that is, people of color; women; lesbian, gay, bisexual, and transgender people; people with disabilities; and religious minorities) in our society (Sue, 2010a, 2010b). Sue et al. (2007) define microaggressions as the everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, that communicate hostile, derogatory, or negative messages to target persons based solely upon their marginalized group membership. Thus, microaggresssions manifest in various ways (i.e., they are not just verbal) and in spite of intentionality (i.e., the offense occurs no matter the enactor's intentions).

Microaggressions are sometimes treated as trivial, but they are not trivial in their effects. The powerful, negative effects of frequent—or even chronic—microaggressions have been well documented for various target groups (see Sue, 2010b, for a review). The cumulative impact and stress from the chronic nature of microaggressions can trigger painful psychological stress responses and reduce students' sense of belonging on campus (Smith et al., 2007). Furthermore, microaggressions have been shown to assail the mental health of recipients (Sue et al., 2008),

MICROAGGRESSIONS IN EDUCATIONAL SETTINGS

RACE

A white student clutches her or his backpack tightly as a Black or Latino student passes her or him.

Hidden message: You and your group are criminals or dangerous.

An Indian American student born and raised in the U.S. is complimented by an instructor for speaking "good English."

Hidden message: You are not a true American. You are a perpetual foreigner in your own country.

DISABILITY

An instructor speaks with a student who uses a wheelchair as if the student were a young child.

Hidden message: People with disabilities are not adults.

An instructor raises her or his voice or speaks slowly when addressing a blind student.

Hidden message: A person with a disability is defined as lesser in all aspects of physical and mental functioning.

GENDER

In class, an instructor tends to call on male students more frequently than female ones.

Hidden message: The contributions of female students are less worthy than the opinion of male students. Female students are less capable than male students.

Labeling an assertive female committee chair or dean as a "bitch," while describing a male counterpart as a "forceful leader."

Hidden message: Women should be passive and allow men to be decision-makers.

SEXUAL ORIENTATION

A student uses the term "gay" to describe someone who is socially ostracized.

Hidden message: People who are weird, strange, deviant, or different are "gay."

A lesbian couple walk into class holding hands and several students look disgusted.

Hidden message: Same-sex attraction is abnormal and repulsive.

Examples adapted from Sue (2010a).

OVERCOMING MICROAGGRESSIONS

Because we live in a society where there are individual, institutional, and societal biases associated with race, gender, and sexual orientation, no one is immune from inheriting biases of our ancestors, institutions, and society (Sue, 2010b). Several approaches to overcoming one's own unconscious bias include:

- *Be alert to your biases and fears.*

- *In your everyday experiences, look for evidence that contradicts biases.*

- *Take personal action.*

- *Seek a more balanced perspective of historically marginalized groups.*

- *Learn from healthy and strong people in an unfamiliar group.*

create a hostile and invalidating campus climate (Solórzano et al., 2000), perpetuate stereotype threat (Steele et al., 2002), create physical health problems (Clark et al., 1999), and lower work productivity and problem solving abilities (Dovidio, 2001; Salvatore and Shelton, 2007).

Understanding microaggressions and their adverse effects may be difficult for some individuals given that many types of microaggressions can be mistakenly perceived as compliments. For example, a professor who calls on an Asian American student to solve a math problem while saying, "you people are really good at math," may perceive his or her own comment as a flattering remark towards Asian students. The ascription of intelligence that is associated with the model minority stereotype of Asian Americans, however, is problematic as Asian American students may feel extra pressure from being expected to know all the answers, may receive less attention and resources from the faculty member while also being held to a higher standard, and may be the targets of bullying or violence because of this stereotype. Also, Asian American students with learning disabilities may not be given the appropriate assistance to have success in the classroom.

Sue (2003) describes microaggressions as active manifestations of marginality and/or a reflection of a worldview of inclusion/exclusion, superiority/inferiority, normality/abnormality, and desirability/undesirability. Given that most people view themselves as good, moral, and decent human beings, unveiling their hidden biases, prejudices, and discriminatory behaviors may threaten their self-image. Threats to an individual's self-image may cause individuals to engage in defensive maneuvers to deny her or his biases, to personally avoid talking about racism or other forms of discrimination, and to discourage others from bringing up such topics. These maneuvers

are problematic in that they serve to preserve the self-image of oppressors, while silencing the voices of the oppressed (Sue, 2010b). In addition, the dynamics associated with denying or refusing to acknowledge a perceived microaggression have adverse consequences for the perpetrator also, including lowering empathic ability, dimming perceptual awareness, maintaining a false illusion, and lessening compassion for others (Bell, 2002; Spanierman et al., 2006; Sue, 2010b, 2005).

Because we live in a society where there are individual, institutional, and societal biases associated with race, gender, and sexual orientation, no one is immune from inheriting biases of our ancestors, institutions, and society (Sue, 2010b). Several approaches to overcoming one's own unconscious bias include:

- Be alert to your biases and fears.
- In your everyday experiences, look for evidence that contradicts biases.
- Take personal action.
- Seek a more balanced perspective of historically marginalized groups.
- Learn from healthy and strong people in an unfamiliar group. ✦

Engaging in Issues Related to Diversity in the Classroom

AS CLASSROOMS become increasingly diverse, it is critical for educators to create inclusive learning environments that promote learning outcomes for all students. But how can instructors create a learning environment that is inclusive of and engages with diversity? In their extensive review of diversity and education scholarship, Hurtado, Alvarez, Guillermo-Wann, Cuellar, and Arellano (2012) provide a comprehensive framework for understanding the various dimensions of diverse learning environments within institutions of higher education. Within the curricular sphere, Hurtado et al.'s (2012) model emphasizes four key areas that shape the diversity environment in classrooms: students' social identities, faculty identity, curricular content, and pedagogy/teaching methods. In other words, who we teach, who teaches, what is taught, and how it is taught (see Jackson, 1988; Marchesani and Adams, 1992) all play a critical role in the teaching-learning process of promoting diversity in college classrooms. The following subsections present the key areas within the classroom dimension of diverse learning environments in Hurtado et al.'s (2012) model.

STUDENTS' SOCIAL IDENTITIES

WHO STUDENTS are and their own social group identities, including race/ethnicity, socioeconomic class, gender, sexual orientation, and dis/ability, among others shape students' experiences within classrooms. Students bring their own multiple social group identities to the learning environment, to which the broader society has already ascribed meaning and given status and power (Johnson, 2005; Omi and Winant, 1994; Tatum, 2000). Within classrooms, interactions among students with various social group identities may easily replicate the normative power relations in society, which privilege certain groups over others (e.g., Adams et al., 2000; Johnson, 2005; Tatum, 2000). A hostile learning environment within the classroom for students from historically marginalized groups is created by not taking notice of and opposing such interactions. Thus, as instructors, it is essential to know more about students and understand the nature of student interactions in the classroom in order to create inclusive educational environments.

Making the curriculum more inclusive by including different racial and ethnic perspectives creates a more welcoming environment for diverse students.

INSTRUCTOR'S IDENTITY

AN INSTRUCTOR'S social group identity also plays a role in the diversity dynamics within a classroom. Faculty from historically marginalized groups often report challenges related to teaching and having to endure double-standards in various aspects of their professional lives. A study by Kardia and Wright (2004) pointed to the salience of gender identity for female faculty within classrooms, as 82% of female faculty participants in their study had experienced being challenged about their position, including being mistaken for graduate students or secretaries. Other studies have also highlighted the impact of race and dis/ability on teaching experiences for faculty of color and instructors with disabilities, respectively (see Gabel, 2001; Turner et al., 2008). In addition, research has shown that various social group identities may also intersect in ways that may further exacerbate these challenges. For example, Gutierrez y Muhs et al. (2012) acknowledge the intersection of gender and race identities for women of color faculty members and examine the particular challenges they face in academia.

In addition to faculty members' multiple social identities, their professional identities have an important influence on a classroom's diversity climate. How professors view themselves and their roles in the college classroom provide insight into the types of pedagogical practices faculty may engage in (Cohen & Brawer, 1972; Hurtado et al., 2012). While some faculty members may view their research and teaching as a means to achieve positive social change, others may pursue faculty positions solely to fulfill their personal quest for intellectual growth and enlightenment (Reybold, 2003). Additionally, many faculty members may prioritize research productivity over teaching proficiency (Reybold, 2003), which may in turn hinder student learning. Given that faculty members play an integral role in the classroom climate, it is critical for instructors to create inclusive learning environments in order to help attain equitable learning outcomes for all students and bring forth the educational benefits of diversity.

COURSE CONTENT

MAKING THE CURRICULUM more inclusive by including different racial and ethnic perspectives creates a more welcoming environment for diverse students (Mayhew et al., 2006). Including diverse perspectives in the content of the curriculum is associated with a variety of desirable educational outcomes. Meta-analytic studies on courses with diversity content demonstrate a consistent relationship between diversity coursework with students' cognitive development (Bowman, 2010) and civic behaviors and dispositions (Bowman, 2011). Students who take courses with diversity content also show significant change in the reduction of prejudice toward other racial/ethnic groups (Engberg, 2004; Denson, 2009) and LGBT peers (Engberg et al., 2007).

While it is important to make the curriculum more inclusive in both general education and the different departmental majors, it may be more difficult to achieve these goals in particular disciplines. For example, how can courses within science, technology, engineering, or mathematics (STEM) include content knowledge about diversity, justice, and social responsibility? Each major field should identify its own diversity challenges faced by practitioners within that discipline, make a concerted effort to discover examples of courses within their field that include diversity content,

PRINCIPLES OF INCLUSIVE PEDAGOGY

Inclusive pedagogy is described as teaching practices that embrace the whole student in the learning process and are engaged in a broader vision of social transformation (Tuitt, 2003). Tuitt identified several principles of inclusive pedagogy including:

- *Positive student-faculty interaction creates a welcoming environment for learning.*

- *Sharing power makes students and faculty equally responsible for constructing knowledge.*

- *Dialogical process of professor-student interaction increases trust and encourages risk-taking*

- *Activation of student voices makes sure that students are recognized and that no student remains invisible.*

- *Personal narratives are used to concretize subject matter and make connections between classroom and life experience.*

and provide courses for students to develop their diversity-related capacities and ensure that graduates are prepared to meet those challenges. For instructors in the STEM fields, many courses exist on various campuses that bridge complex social and diversity issues with scientific knowledge, including understanding genetics to promote human rights (Chamany, 2001), examining the role of science in the development of racial categories (McGowan, 2005), understanding the complex genetics of skin color (Schneider, 2004), as well as environmental issues in a civic context to encourage sustainability (McDonald and Dominguez, 2005; Pratte and Laposata, 2005; Walsh et al., 2005).

PEDAGOGY/TEACHING METHODS

BECAUSE teaching practices can have an impact on student learning, behavior, and achievement, the types of teaching practices faculty utilize can create or inhibit a welcoming learning environment for diverse students. Inclusive pedagogy is described as teaching practices that embrace the whole student in the learning process and are engaged in a broader vision of social transformation (Tuitt, 2003). Tuitt (2003) identified several principles of inclusive pedagogy including: positive student-faculty interaction creates a welcoming environment for learning; sharing power makes students and faculty equally responsible for constructing knowledge; dialogical process of professor-student interaction increases

trust and encourages risk-taking; activation of student voices makes sure that students are recognized and that no student remains invisible; and personal narratives are used to concretize subject matter and make connections between classroom and life experience. The inclusive pedagogy scholarship generally involves students in a process of knowledge construction and connects content to students' lives, values the experience and voice of the learner, focuses on consciousness raising, and helps students become active citizens. Several types of inclusive pedagogy include, "critical pedagogy" (see Darder et al., 2009), "education for critical consciousness" (Freire, 1970, 1983), feminist pedagogy (see Weiler, 1991), critical race pedagogy (Lynn, 1999; Ochoa et al., 2013; Solórzano & Yosso, 2001), "engaging pedagogy" (hooks, 1984), "equity pedagogy" (Banks & McGee, 1997), and "culturally relevant pedagogy" (Ladson-Billings, 1995). Some teaching practices that faculty may incorporate into their courses in order to help students bridge theory and practice and gain a better understanding of themselves and the world include, project-based and experiential learning, research projects, class discussions, using student inquiry to drive learning, reflective writing, cooperative learning and group projects, student presentations, and allowing students to select topics for course content.

CONCLUSION

ENGAGING in issues of diversity in the classroom is critical toward creating a welcoming classroom environment for diverse students. The most structured approach to engaging in diversity topics in the classroom is through the inclusion of diverse perspectives into the content of the curriculum. However, including diverse perspectives into the course content addresses only one aspect of creating inclusive learning environments (Hurtado et al., 2012). In order to create inclusive learning environments that promote learning outcomes for all students, it is best to take a comprehensive approach and address student and faculty identities, curricular content, and pedagogy/teaching methods. The institutional policies and procedures described in Hurtado et al.'s (2012) article should also be considered, given that institutional factors can also have an influence on the diverse learning environment in the classroom. ✦
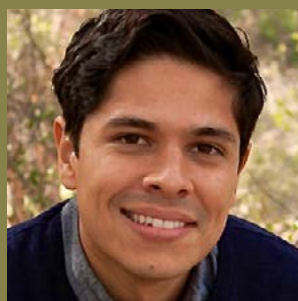
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WEBSITES

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Diverse Issues in Higher Education: http://diverseeducation.com/

Diversity @ UCLA: https://diversity.ucla.edu

Chronicle of Higher Education (Diversity in Academe 2013): http://chronicle.com/section/Diversity-in-Academe/163/

Human Rights Watch: http://www.hrw.org/home

UCLA Council on Diversity and Inclusion (CODI): https://diversity.ucla.edu/about-codi/ucla-council-on-diversity-and-inclusion-codi

UCLA Diversity & Faculty Development

OUR MISSION

The office of Diversity & Faculty Development provides academic leadership for achieving and sustaining faculty diversity as an indispensable element of UCLA's academic excellence. We fulfill our mission through educating, communicating, and collaborating with the faculty and administrators of the campus on all aspects of faculty diversity.

We seek to:

- *Create* a climate that is welcoming and inclusive.

- *Build* partnerships with the academic leadership of the campus and the relevant committees and offices.

- *Make* resources available to promote faculty development and diversity.

- *Identify* and address non-salary issues in individual recruitment and retention cases (childcare, housing, schooling, partner employment, and so on).

- *Make* information available across campus to increase awareness and understanding about developing a culture of inclusiveness.

PUBLICATIONS INCLUDE

UCLA Diversity Statistics

Faculty Search Committee Toolkit

Balancing Work and Life as an Assistant Professor

Chairing the Department

UCLA Academic Affirmative Action Plan

OUR PROGRAMS

FACULTY CAREER DEVELOPMENT AWARD

Faculty Career Development Awards for assistant professors provide research support at a critical time in the pre-tenure stage.

COUNCIL OF ADVISORS

Made up of former members of the Academic Senate Council on Academic Personnel and professors from all areas of the campus, the Council of Advisors is a group of experienced faculty members who provide career advising to assistant professors.

DEPARTMENT CHAIR FORUMS

Quarterly information and discussion forums for department chairs are sponsored in collaboration with the EVC/Provost's office. In addition, an annual new dean and department chair orientation is cosponsored with the Vice Chancellor for Academic Personnel.

FACULTY SEARCH COMMITTEE BRIEFINGS

Members of faculty search committees are invited to attend a faculty search committee briefing that covers the search process, research findings on unconscious bias, and practices to promote an equitable search process.

REGENTS' LECTURERS AND PROFESSOR

This program permits the appointment, on a visiting basis, of distinguished leaders from nonacademic fields to enrich UCLA's instructional program.

WORK•LIFE RESOURCES OFFICE

This office provides information on relocating; options for childcare, schooling, and other family support; and navigating resources on campus.

DEVELOPMENT OPPORTUNITIES

Each year, we sponsor a number of development and networking opportunities incuding events on such topics as advancing to tenure, making the most of mentoring, managing conflict, and balancing work and life.

As student bodies become increasingly diverse, it is important for faculty members to understand the dynamics associated with diverse campuses and how diversity can provide a rich social environment that can promote students' learning and development. *Diversity in the Classroom* summarizes empirical studies on the educational benefits of diversity, examines some of the challenges associated with diversity in the classroom, and presents research on microaggressions in order to help faculty members meet the needs of diverse students responsibly and create a classroom environment where all students feel safe, valued, and respected. Additionally, the booklet provides a discussion on how to engage in issues related to diversity and diverse perspectives in the classroom and offers additional resources for faculty seeking to bring forth the value of diversity in their teaching and curricular development.

This publication was developed by:

UCLA Diversity & Faculty Development