

APPENDIX A.

Charge Letter from the Executive Vice Chancellor at UCLA

UCLA *Office of the Executive Vice Chancellor and Provost*

January 13, 2015

Professor Sylvia Hurtado
Dean Victoria Sork

Dear Sylvia and Victoria:

As you know, we are renewing our commitment to improving student academic success, reducing time to degree and increasing graduation rates at UCLA. The classroom experience is at the heart of this endeavor, so it is essential that we carefully examine the classroom environment and disparities between URM and non-URM students in academic attainment and a sense of belonging. All instructors have a responsibility to establish a positive climate for diversity and demonstrate sensitivity to the diverse backgrounds of our student body.

Effective faculty, who successfully help students achieve success and acquire essential skills for the 21st century, make use of evidence-based pedagogical practice to create conditions of an inclusive classroom. As Sylvia has written, diversity is in “who we teach (student identities), who teaches (instructor identities), what is taught (content), and how it is taught (pedagogies/teaching methods).” The Division of Life Sciences has been a campus leader in attending to these issues.

So that UCLA can further benefit from your knowledge and experience, I would like you to lead a process of assessing campus needs related to improving the classroom climate. More specifically, please provide a proposal and recommendations based on:

1. Identifying current faculty and graduate student training or development efforts ongoing across campus, as well as those in effect elsewhere.
2. Consultation with others across campus about programs and best practices that show promise of advancing diverse students through their course of study.
3. Ascertaining and analyzing the “bottleneck” courses that produce the most difficulty for student success, and/or disparities in progress, in order to identify the interventions needed (e.g., faculty training or student support).
4. Analyzing data on bottleneck courses in terms of who teaches them, their grading policies, and nature of discussion sections.

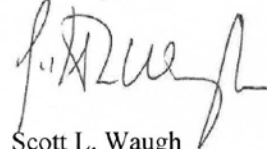
Your project has my complete support and I will ask key deans and vice provosts, as well as the office of Academic Budget and Planning, to cooperate with your efforts as you identify areas where their support will be critical.

*Professor Sylvia Hurtado & Dean Victoria Sork
January 13, 2015
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Assuming that you have access to the necessary data to complete a report this quarter, please share a preliminary draft of your recommendations by mid-March for our discussion. Your draft should include options for improving faculty development in the areas of inclusive education and teaching in a diverse learning environment. Ideally, you will be able to submit a final report and recommendations in April 2015.

Thank you for agreeing to work on this important initiative. I look forward to your proposal.

Sincerely,



Scott L. Waugh
Executive Vice Chancellor and Provost

cc: Associate Vice Chancellor Glyn Davies
Dean Vijay Dhir
Dean Alessandro Duranti
Dean and Vice Provost Robin Garrell
Vice Chancellor Carole Goldberg
Senior Dean Joseph Rudnick
Dean David Schaberg
Dean and Vice Provost Patricia Turner