

From: Vice Chancellor & Dean, Claudia Mitchell-Kernan

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Subject: Policies and Procedures Governing Graduate Admissions - Contributions to Diversity

UCLA *Graduate Division*

December 9, 2008

Dear UCLA Faculty,

As you begin your annual review of applicants to your graduate programs, we would like to call your attention to the **Codification of the Policies and Procedures Governing Graduate Admissions**, revised by the Graduate Council in June 2008. This document, available in its entirety at <http://www.gdnet.ucla.edu/gasaa/library/gccodific.pdf>, outlines the policies and procedures governing admissions into UCLA's graduate programs. In particular, we want to call attention to the new guidelines to help departments and units evaluate applicants on the basis of their contributions to diversity for both admissions and funding decisions. Please review a brief summary of those guidelines below:

University policy states that an applicant's race or gender may not be considered in selection for student or faculty appointments. However, to attract excellent graduate students who will contribute to the University's diversity imperative, departments may give special consideration to the following factors in selecting graduate students for admission (and financial support):

1. Applicants who have engaged in service efforts or programs to increase participation in science, education, humanities, fine arts, or social sciences by groups historically underrepresented in higher education (e.g., participation as an undergraduate in programs designed to remove barriers to students from underrepresented groups, record of mentoring other students from groups underrepresented in their field).
2. Applicants who have the potential to contribute to their graduate program through their understanding of the barriers facing women, domestic minorities, students with disabilities, and other members of groups underrepresented in higher education careers, as evidenced by life experiences and educational background (e.g., attendance at a minority-serving institution).
3. Applicants who display drive and motivation to persist and succeed in their careers in spite of barriers in higher education that disproportionately disadvantage them.
4. Applicants with the potential to bring to their research the creative critical discourse that comes from their non-traditional educational background or experience as a member of a group underrepresented in higher education.
5. Applicants who, in addition to their primary field of interest, have the potential to make research contributions to understanding the barriers facing women and domestic minorities in science and other academic disciplines.
6. Applicants who have research interests in subjects that will contribute to diversity and equal opportunity in higher education.

(Source: *500.13 Guidelines for Evaluating Contributions to Diversity for Graduate Admissions*)

I encourage you to incorporate these guidelines in your upcoming admissions process and invite any questions that you may have.

Sincerely,

Claudia Mitchell-Kernan
Vice Chancellor Graduate Studies
Dean, Graduate Division

Janice L. Reiff
Chair, Graduate Council