

# New Faculty Workshop

## “Teaching to an International and Diverse Classroom”

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# Why is this important in our work?

- 2020 Initiative – creating a diverse community of scholars
- 5,000 new students by 2020
- Steady and significant growth in international undergraduate student population

# Campus Climate Survey (2013)

- Some members of the community experience exclusionary conduct:
  - 24% of respondents (n=4,371) believed that they had personally experienced exclusionary, intimidating, offensive and/or hostile conduct;
  - 8% of respondents (n=1,538) indicated that the conduct interfered with their ability to work or learn.
  - Differences emerged based on various demographic characteristics including position status, ethnic identity, racial identity, and discipline of study.
- Forty-six percent of Students, Trainees, and Post-Docs (n = 4,105) did not see enough faculty/staff with whom they identified.
- Thirty-six percent (n = 3,259) felt faculty pre-judged their abilities based on their perception of students' identities/backgrounds.
- Transgender and genderqueer respondents were more likely to feel “uncomfortable”/“very uncomfortable” than were other respondents





# Diversity in the Local Context

# UCD Undergraduate Student Population

- African American: 3%
- Asian/Asian American: 39%
- Chicano/Latino: 19%
- Native American: < 1%
- White: 29%
- Other/Unknown: 2%
  
- Average age: 21
  - 6% of Undergraduates are age 25 and up
  
- Female: 57%
- Male: 43%
  
- UC Overall: 21% of students were born outside United States; 40% of students are US-born with at least one parent born outside US



# UCD Graduate/Professional Students

- Black/African-American 3%
  - Asian/Asian-American 16%
  - Chicano/Latino/Hispanic 11%
  - Native American/American Indian 2%
  - White/Caucasian 62%
  - Other/Unknown 6 %
- 
- Women 50%
  - Men 50%

# UC Davis International Students

Total number of International Students: 3,890

New UCD Admits Fall 2014	
UG 1 <sup>st</sup> Year & Transfer	930
New Grad & Professional	433
New Non-Degree Seeking	96
Grand Total - new	1459

## New Student Top 5 Majors:

1. Economics
2. Statistics
3. Computer Science
4. Mathematics
5. Electrical & Computer Engineering

## Points of Origin:

1. China
2. India
3. South Korea
4. Hong Kong
5. Indonesia
6. Taiwan
7. Japan
8. Canada
9. United Kingdom
10. Brazil



# Your Roster

Name (click to view profile)				Level	Units	Class	Major
Last	First	Middle	PreferredName				
<a href="#">Farias</a>	<a href="#">Cristal</a>	<a href="#">Vargas</a>	Cristal	UG ⓘ	0	FR ⓘ	LMAT ⓘ
<a href="#">Li</a>	<a href="#">Stella</a>		Stella	UG ⓘ	0	FR ⓘ	LENL ⓘ
<a href="#">Rivera</a>	<a href="#">Dianna</a>	<a href="#">Priscilla</a>	Dianna	UG ⓘ	0	FR ⓘ	LUHU ⓘ
<a href="#">Alas-Viana</a>	<a href="#">Sarah</a>	<a href="#">Noelle</a>	Sarah	UG ⓘ	0	FR ⓘ	LMAT ⓘ
<a href="#">Dominguez</a>	<a href="#">Mary</a>	<a href="#">Lupe</a>	Mary	UG ⓘ	0	FR ⓘ	LASD ⓘ
<a href="#">Hong</a>	<a href="#">Kristi</a>	<a href="#">Yoon Jung</a>	Kristi	UG ⓘ	0	FR ⓘ	LUSS ⓘ
<a href="#">Pinon</a>	<a href="#">Jenelle</a>	<a href="#">Veronica</a>	Jenelle	UG ⓘ	0	FR ⓘ	AANS ⓘ
<a href="#">Aguirre</a>	<a href="#">Sarai</a>	<a href="#">Nicole</a>	Sarai	UG ⓘ	0	FR ⓘ	AANS ⓘ
<a href="#">Proshak</a>	<a href="#">Angelina</a>		Angelina	UG ⓘ	0	FR ⓘ	ANSC ⓘ
<a href="#">Hernandez-Lopez</a>	<a href="#">Amaris</a>	<a href="#">Jocelyn</a>	Amaris	UG ⓘ	0	FR ⓘ	AANM ⓘ
<a href="#">Prasad</a>	<a href="#">Priscilla</a>	<a href="#">Payal</a>	Priscilla	UG ⓘ	0	FR ⓘ	BNPB ⓘ
<a href="#">Tweedy</a>	<a href="#">Carolina</a>	<a href="#">Elena</a>	Carolina	UG ⓘ	0	FR ⓘ	BBIS ⓘ
<a href="#">Liang</a>	<a href="#">Anthony</a>	<a href="#">Lin</a>	Anthony	UG ⓘ	0	FR ⓘ	BULS ⓘ
<a href="#">Singh</a>	<a href="#">Anushka</a>		Anushka	UG ⓘ	0	FR ⓘ	ECOM ⓘ
<a href="#">Roy</a>	<a href="#">Althea</a>	<a href="#">Balingit</a>	Althea	UG ⓘ	0	FR ⓘ	ECOM ⓘ
<a href="#">Uribe</a>	<a href="#">Olaf</a>		Olaf	UG ⓘ	0	FR ⓘ	EEEL ⓘ
<a href="#">Gonzalez</a>	<a href="#">Logan</a>	<a href="#">Andrew</a>	Logan	UG ⓘ	0	FR ⓘ	ECSE ⓘ
<a href="#">Atmadja</a>	<a href="#">Stanford</a>	<a href="#">Soendoro</a>	Stanford	UG ⓘ	0	FR ⓘ	ECML ⓘ
<a href="#">Valdovinos</a>	<a href="#">Jaime</a>		Jaime	UG ⓘ	0	FR ⓘ	BNPB ⓘ
<a href="#">Hernandez</a>	<a href="#">Paola</a>		Paola	UG ⓘ	0	FR ⓘ	AEXP ⓘ
<a href="#">De Leon</a>	<a href="#">Ramon</a>	<a href="#">Agustin</a>	Ramon	UG ⓘ	0	FR ⓘ	AANS ⓘ
<a href="#">Carcamo</a>	<a href="#">Luis</a>	<a href="#">Eduardo</a>	Luis	UG ⓘ	0	FR ⓘ	LMUS ⓘ
<a href="#">Jiang</a>	<a href="#">Chaohao</a>		Chaohao	UG ⓘ	0	SO ⓘ	EEEL ⓘ
<a href="#">Garcia</a>	<a href="#">Edna</a>	<a href="#">Jasmin</a>	Edna	UG ⓘ	0	FR ⓘ	LUSS ⓘ
<a href="#">Covarrubia</a>	<a href="#">Jennifer</a>		Jennifer	UG ⓘ	0	FR ⓘ	BBIS ⓘ



## Domestic ESL

U.S. citizens, permanent residents or refugees with varying amounts of time and ESL instruction in U.S. schools.

Some common characteristics:

- Good communicators with the ability to mask other language deficiencies
- Often have undeveloped writing skills and may struggle with reading
- Familiar with U.S. classroom culture
- First generation college students
- Have jobs or have work experience.

## International

Have F-1 visas or non-immigrant visas

Some common characteristics:

- High-performing students often with great pressure from family abroad
- Better at reading than writing; better at listening than speaking.
- Hold instructors in high esteem and seek their advice
- Unfamiliar with U.S. classroom culture and concepts of plagiarism
- Unaccustomed to having counseling or academic support services
- Unaccustomed to the demands of living independently and often lacking in local networks of family and friends
- Rarely have work experience and have limited access to jobs in USA.

# UC Davis Diversity

- Various religious and spiritual backgrounds
- Receiving long-term and short-term services for disability
- Identify as gay, lesbian, bisexual, transgender, intersex
- Speak English as a second language
- International scholars representing more than 100 countries
- Across three generations



# Principles of Community

Reaffirmed, April 28, 2015

“We affirm the dignity inherent in all of us, and we strive to maintain a climate of equity and justice demonstrated by respect for one another...

“We promote open expression of our individuality and our diversity within the bounds of courtesy, sensitivity and respect...

“We recognize that each of us has an obligation to the UC Davis community of which we have chosen to be a part.”

# Case Study

- A student informs you that an examination is scheduled on a day of religious observance. He requests for consideration to take the examination on a different day.



# Case Study

- A student has come to your office hours to discuss his work in your course. On the first major assignment, he submitted a paper that clearly indicates he is struggling with English. Now, he wants to know if he can have additional time and/or a bilingual dictionary when he takes the upcoming midterm exam.

# Case Study

- Two days before a scheduled mid-term, a student, citing disability, requests for accommodation to extend the time to complete the examination.



# Creating an Inclusive Learning Environment

- POC in syllabus – sets the tone for discourse and expected behavior in class.
  - Serves as a guide when having difficult conversations and facilitating conversations about controversial topics.
- Consider needs of diverse student population
  - learning styles
  - preferred names
  - encouraging participation
  - identify resources available to students in syllabus
  - consult calendar to avoid scheduling conflicts with regard to religious observance

# Engaging International and ESL Students

Learn students' names and tell them how to address you

- Chinese Names – Wes Young in SISS [wryoung@ucdavis.edu](mailto:wryoung@ucdavis.edu)

Be friendly, patient and encouraging :

- you may be one of the first professors on campus a student meet

Make language accessible:

- Review your syllabus for jargon, acronyms and idioms
- Avoid, or teach, UC Davis jargon
  - The Glossary - [http://iae.ucdavis.edu/z\\_docs/ucdavis\\_glossary\\_full.pdf](http://iae.ucdavis.edu/z_docs/ucdavis_glossary_full.pdf)



# Be explicit:

Communicate your expectations:

- Your Teaching Methods
- Participation & Engagement
- Acceptable times and types of “help” and “group work”
- Plagiarism & Citation –
  - Library - <http://guides.lib.ucdavis.edu/citations>
  - Student Judicial Affairs - <http://sja.ucdavis.edu>
- Preview and encourage students to pre-read

# ESL resources on campus

- Student Academic Success Center – Dutton Hall
  - Tutoring & workshops in writing and ESL
- Entry Level Writing
  - Intensive writing tutoring
- International and Academic English
  - Partners in the Acquisition of Languages (PAL)



# Directive 97-124

“UC Davis seeks to accommodate any student who, in observance of religious creed, encounters an unavoidable conflict with a test or examination schedule...” (Academic Senate resolution, 1997-98)

# Religious Observances

- UC Davis seeks to accommodate any student who, in observance of a religious creed, encounters an unavoidable conflict with a test or examination schedule.
- The student is responsible for providing, in writing no later than the beginning of the quarter, notification of a potential conflict.
- Instructors will consider such requests on a case-by-case basis and determine whether such conflicts can be resolved.
- Instructor will determine, in consultation with the student, a time during which the student can take the test or examination without incurring a penalty or violation to the student's religious creed.

Source: <http://registrar.ucdavis.edu/UCDWEBCATALOG/academicinfo/exams.html>  
Directive 97-124, Academic Senate Resolution, 1997-1998



# Students with Disabilities

- Students with documented disabilities may be entitled to in-class accommodations.
- The student shall provide the instructor with a letter from the Student Disability Center (SDC) recommending those academic accommodations.
- Students must request accommodation as soon as possible, to allow the university reasonable time to evaluate the request and offer necessary adjustments.

Source: <http://registrar.ucdavis.edu/UCDWEBCATALOG/academicinfo/exams.html>

# Students still mastering English

## Discussion points:

- More time? ESL is an accomplishment, not a disability
- Dictionaries? Possibly. . Be cautious of electronic dictionaries. Paper dictionaries you provide can be helpful.

## Ways you can help:

- Provide testing terminology and sample questions with very similar wording.
- Consider providing rubrics with separate criteria for content knowledge and language use; weight them according to learning outcomes.



# Resources

AB540 & Undocumented Student Resource Center

Academic Affairs

Center for Educational Effectiveness (Undergraduate Education)

Counseling and Psychological Services

Cross Cultural Center

Entry Level Writing Program (Undergraduate Education)

Harassment and Discrimination Assistance and Prevention Program

International and Academic English

Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, Asexual Resource Center

Office of Campus Community Relations

Ombuds Office

Services for International Students and Scholars

Student Disability Center

Student Judicial Affairs

Student Recruitment and Retention Center

Veterans Affairs Office – Student Success Center

Women's Resources and Research Center

“Inclusive, good-quality education is a foundation for dynamic and equitable societies.”

~Desmond Tutu



# Thank You!

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