New Faculty Workshop
"Teaching a 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. This percentage was higher among transgender, genderqueer, Multi-Minority, Underrepresented Minority, and Other People of Color individuals.

- Fifty-two percent (n = 347) with Other Religious Spiritual Affiliations did not see enough faculty/staff with whom they identified.

Campus Climate Survey (2013)

- Thirty-six percent (n = 3,259) of Students, Trainees, and Post-Docs felt faculty pre-judged their abilities based on their perception of students' identities/backgrounds.

- Twenty-seven percent of Students, Trainees, and Post-Docs (n = 4,994) have seriously considered leaving UC Davis. When asked to elaborate, several students indicated that they considered leaving because:
  - "Tuition was too high"
  - UC Davis was "too far from home"
  - They were overwhelmed by their course loads
  - They felt faculty and advisors were disinterested in students

Diversity
in the Local Context

OUR STUDENT COMMUNITY

UCD UNDERGRADUATE STUDENTS

International	10%
US Citizens and Immigrants	90%
Black / African American	3%
Native American / American Indian	1%
Asian / Asian American	37%
Chicano / Latino / Hispanic	19%
White / Caucasian	28%
Other / Unknown / Unspecified	2%

Source: UC Davis Undergraduate Admissions, Fall 2015.

UCD UNDERGRADUATE STUDENTS

Average Age	21
Over age 25	6%
First-Generation	42%
Female	59%
Male	41%
Receiving some form of financial aid	74%
CA Resident Tuition, R&B, Fees	$34,323

Sources: UC Davis Undergraduate Admissions and UC Info Center, Fall 2015.

UCD GRADUATE & PROFESSIONAL STUDENTS

International	25%
US Citizens and Immigrants	75%
Black / African American	3%
Native American / American Indian	1%
Asian / Asian American	12%
Chicano / Latino / Hispanic	8%
White / Caucasian	47%
Other / Unknown / Unspecified	4%
Female	50%
Male	50%

Source: UC Davis Graduate Studies, 2014-2015.

UCD INTERNATIONAL STUDENTS

	Fall 2015	Fall 2013
New Undergraduate		
1st year (degree-seeking)	923	484
Transfer	370	255
Exchange (non-degree)	90	80
New Graduate (degree-seeking)	379	303
New Professional	55	33
Total New International Students	1817	1155
Total UCD International Students	4166	2723

UCD NEW INTERNATIONAL UNDERGRADUATE STUDENTS

Top 5 Majors	Top 10 Countries of Origin
1. Economics	1. China
2. Mathematics	2. South Korea
3. Computer Science	3. India
4. Statistics	4. Indonesia
5. Undeclared-Social Sciences	5. Taiwan
	6. Vietnam
	7. Canada
	8. Brazil
	9. Japan
	10. Thailand

Sources: UC Davis Services for International Students & Scholars and UC Info Center, 2015.

Your Roster

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

- Familiar with U.S. classroom culture.
- Good communicators – can mask other language deficiencies.
- Undeveloped writing and reading skills common.
- Often first generation college students.

International

Have F-1 visas or non-immigrant visas

Some common characteristics:

- High-performing students often under great pressure from family abroad.
- Hold instructors in high esteem and seek their advice.
- Unaccustomed to having counseling or academic support services.
- Often are still in the process of learning English.
- Unfamiliar with U.S. classroom culture and concepts of plagiarism.

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.

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

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.

- The UC Davis Multicultural Calendar and Recommended Accommodations is available as a resource: https://www.ucdavis.edu/calendar/diversity-inclusion/multicultural-calendar.

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

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.

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.
- Preview and encourage students to pre-read

Engaging International and ESL Students

Learn students' names and tell them how to address you

- Chinese Names – Wes Young in SISS 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

Communicate your expectations.

Be explicit:

- Participation & Engagement
- Acceptable times and types of "help" and "group work"
- Plagiarism & Citation –Why & what you can do
  - Define plagiarism
  - Help estimate the time commitment
  - Provide appropriate actions to time constraints
  - Create new, tightly focused, current topics.
  - Require an intermediary step: an outline, a draft, a working bibliography, a pop quiz on the paper content.
  - Know Resources - Library - http://guides.lib.ucdavis.edu/citations & Student Judicial Affairs - http://sja.ucdavis.edu

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

Resources

AB540 & Undocumented Student Resource Center

Academic Affairs

Center for Educational Effectiveness (Undergraduate Education)

Cross Cultural Center

ESL and Writing Resources

- Entry Level Writing Program (Undergraduate Education)
- Student Academic Success Center
- International and Academic English
- Partners in the Acquisition of Languages

Harassment and Discrimination Assistance and Prevention Program

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 Health and Counseling Services

Student Support and Judicial Affairs

Student Recruitment and Retention Center

Veterans Affairs Office – Student Academic Success Center

Women's Resources and Research Center

UC Davis Multicultural Calendar

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

~Desmond Tutu

Thank You!

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