New Faculty Workshop
“Teaching a Diverse Classroom”

Dawn Takaoglu, M.A.
International and Academic English Director
Undergraduate Education

Mikael Villalobos, Ed.D.
Associate Chief Diversity Officer
Office of Campus Community Relations

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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
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.
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
<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>International</td>
<td>10%</td>
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<tr>
<td>US Citizens and Immigrants</td>
<td>90%</td>
</tr>
<tr>
<td>Black / African American</td>
<td>3%</td>
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<tr>
<td>Native American / American Indian</td>
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<td>Asian / Asian American</td>
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<td>Chicano / Latino / Hispanic</td>
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<td>28%</td>
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<tr>
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Source: UC Davis Undergraduate Admissions, Fall 2015.
## UCD UNDERGRADUATE STUDENTS

<table>
<thead>
<tr>
<th>Category</th>
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<tbody>
<tr>
<td>Average Age</td>
<td>21</td>
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<tr>
<td>Over age 25</td>
<td>6%</td>
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<tr>
<td>First-Generation</td>
<td>42%</td>
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<tr>
<td>Female</td>
<td>59%</td>
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<tr>
<td>Male</td>
<td>41%</td>
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<tr>
<td>Receiving some form of financial aid</td>
<td>74%</td>
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<tr>
<td>CA Resident Tuition, R&amp;B, Fees</td>
<td>$34,323</td>
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</table>

Sources: UC Davis Undergraduate Admissions and UC Info Center, Fall 2015.
<table>
<thead>
<tr>
<th>UCD GRADUATE &amp; PROFESSIONAL STUDENTS</th>
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## UCD INTERNATIONAL STUDENTS

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<tr>
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<tr>
<td><strong>New Undergraduate</strong></td>
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<td>1st year (degree-seeking)</td>
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<td>484</td>
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<td><strong>Transfer</strong></td>
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<td>255</td>
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<td><strong>Exchange (non-degree)</strong></td>
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<td>80</td>
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<td><strong>New Graduate (degree-seeking)</strong></td>
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<td><strong>New Professional</strong></td>
<td>55</td>
<td>33</td>
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<td><strong>Total New International Students</strong></td>
<td>1817</td>
<td>1155</td>
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</table>

Source: UC Davis Services for International Students & Scholars.
# UCD New International Undergraduate Students

## Top 5 Majors

1. Economics  
2. Mathematics  
3. Computer Science  
4. Statistics  
5. Undeclared-Social Sciences

## Top 10 Countries of Origin

1. China  
2. South Korea  
3. India  
4. Indonesia  
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

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<th>Last</th>
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<th>Middle</th>
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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](https://www.ucdavis.edu/calendar/diversity-inclusion/multicultural-calendar).

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.

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
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.
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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dmtakaoglu@ucdavis.edu

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