And now this:

UCI
First Gen Faculty News
UCI’s First Gen Faculty Initiative Goes Systemwide!
#I’mFirst Day

Oct. 4, 2017
11-2 p.m.
UCI Student Center Terrace

Sponsored by UCI Student Success Initiatives Center (SSI), UC First Gen Staff and Faculty

Thank you First Gen Faculty and Staff for turning out!!!!
FGFQ: Year 2

School of Social Sciences
First Generation First Quarter Challenge ...or as we call it, the “FGFQ.”

FGFQ Co-Directors,
Anita Casavantes Bradford
Associate Professor
(Chicano/Latino Studies & History)
Davin Phoenix, Assistant Professor,
Political Science
FGFQ Student Leaders: “We know our way around, we know the rules and we speak the language.” 
A New FGF Project for 2017/2018:
First Gen Faculty Coffee Hours

- Monthly informal coffee hour; share your journey to higher education with first gen/TRIO Scholars program students at the Student Success Initiatives Center

- Interested in signing up? Contact Joanna Hernandez, Project Director, TRIO Scholars: joanna.hernandez@uci.edu
Introducing our newest member of the UCI First Gen Team...

Lizette Espino Bardales
Program Coordinator, First Generation Student Programs
Student Success Initiatives Center
E-mail: lespinob@uci.edu
...and the new First Gen Faculty Assistant Director!

Dr. Pavan Kadandale,
PhD (Rutgers University)
Assistant Teaching Professor
Molecular Biology and
Biochemistry

School of Biological Sciences
pavan.k@uci.edu
Setting the Stage: Understanding how Undocumented Status impacts Academic Success

- UCI has 600+ undocumented undergrads; hundreds (thousands?) more from mixed-status families
  - These students are a uniquely vulnerable population within our diverse first gen population
Number of Undocumented Students by UC Campus (2015-2016 AY)

- San Diego: 250
- Santa Barbara: 315
- Merced: 318
- Davis: 336
- Berkeley: 370
- Riverside: 391
- Santa Cruz: 400
- Irvine: 548
- Los Angeles: 600

Approx. 3,528 total
Immigration status impacts academic performance

- 78% of UCI respondents agree that they have been distracted in class because of issues related to their immigration status
  - 49% of these reported it happened once a month or more
- 72% of UCI respondents agree that they have lost needed study hours
  - 58% of these reported that it happened once a month or more
- 58% of UCI respondents agree that they did poorly on an exam
- 44% of UCI respondents agree that they have missed class
57% of UCI respondents reported having to educate a staff person about their eligibility to receive a resource.

67% of UCI respondents reported being given inaccurate or incorrect information about how to complete a university procedure.

Many students go with course materials or support because of financial hardship or difficulty accessing campus resources.

- “I’m taking LARC right now for Physics 3A. It’s been really helpful. I didn’t know about the scholarship.”
- “When I went to the students center to borrow books and the clicker, it was a struggle because they didn’t know what to do since I’m undocumented.”
41% of UCI respondents reported experiencing microaggressions in classroom lectures and discussions
33% of UCI respondents reported experiencing microaggressions from classmates
16% of UCI respondents reported experiencing microaggressions from faculty
29% of UCI respondents reported experiencing microaggressions from campus administration
20% of UCI respondents reported experiencing microaggressions from staff
Limited resources for post-graduate preparation

- Fear about the future drives undocumented students high levels of perceived stress
- Only 31% of UCI respondents agreed that they feel prepared to achieve their career goals
- 82% of UCI respondents were thinking about attending graduate school
  - Only 14% have participated in research opportunities
  - Only 3% have participated in a graduate school preparation program
- Most UCI respondents do not have strong ties to faculty for mentoring or letters of recommendation
  - Only 20% of UCI respondents reported strong relationships with faculty
  - 40% of UCI respondents reported weak relationships with faculty
54% of UCI respondents agreed that their limited financial aid hurts their academic performance.

63% of UCI respondents experienced food insecurity in the 2015-2016 academic year.

51% of UCI respondents experienced housing insecurity in the 2015-2016 academic year.
Resources and Support for Undocumented Students at UCI

- Students Advocating for Immigrant Rights and Equity (SAFIRE) (undergraduate/graduate*)

- Student Affairs: Dreams Resource Center/Center for Educational Partnerships/ SOAR Center  
  (Dreamers Coordinator: Ana Miriam Barragan)

- Academic Affairs: DUE/Student Success Initiatives Center

- Faculty and Staff Allies: Committee for Equity and Inclusion for Undocumented Students (CEIUS)
Panelist #1:

Valerie Gomez, Transfer Counselor and Co-Coordinator of Dream Scholars; Student Success Initiatives (DUE)

Email: Gomezv@uci.edu | Phone: (949) 824-9836
Panelist #2:

Oscar Teran, Esq.
Director, DREAM Center

(949) 824-8225
terano@uci.edu
Panelist #3:

Laura E. Enriquez Ph.D.
Assistant Professor
Dept. of Chicano/Latino Studies
Faculty in Residence, UCI DREAM Center
Faculty Chair, Committee for Equity and Inclusion of Undocumented Students
Questions for our Speakers...

- In what capacity do you work with UCI's undocumented students and what training/experience do you have or this role?

- What have you observed about the (academic) strengths of UCI undocumented students? What challenges do they face in their pursuit of academic success?

- What resources do you/your campus unit offer to support undocumented students?

- Is UCI doing a good job of supporting undocumented students? What more could/should we be doing?

- What suggestions do you have for faculty in supporting academic success for undocumented students—in their classrooms, as mentors, as campus advocates?
Supporting academic success

- Inform students about campus academic resources, how to access them, availability of fee waivers
- Be aware that students may be denied access to resources, especially in the beginning of the quarter. Plan accordingly/exercise discretion
  - Assign readings from journal articles in the first weeks, instead of textbooks
  - Do not require clickers for the first weeks or excuse these missed activities
- State in your syllabus your policy about absences or late work due to immigration related issues
  - “In the event that you experience a medical emergency, family situation, immigration crisis, or other serious event, please let me know as soon as you are able. I will excuse your attendance and we will jointly develop a reasonable plan for extending assignment deadlines and/or receiving an incomplete, rather than a failing grade, for the course.”
Foster a respectful classroom environment
  - Use appropriate terminology: undocumented/unauthorized, NOT ‘illegal’
  - Allow students space to speak back but do not spotlight them
  - Be prepared to intervene/check in after with students

Advise students before discussing immigration issues, esp. if not listed on class syllabus/agenda

Be aware a wide range of people are affected by the complicated nature of immigration policies
  - It is not just a Latina/o issue
  - 16.6 million live in mixed status families
  - There is not a clear pathway to legalization

Continuously signal to students that you are supportive, especially if you are not likely to be seen as an ally
  - Canvas message; signs/art in your office; email signature; class statements; ally training sticker
Provide resources to mediate financial instability

- Pay attention to the number and price of books you require
  - Assign articles or book chapters and post PDFs
  - Put multiple copies of books on course reserve or in dept. library
- Provide snacks during office hours/meetings
- Donate to scholarship efforts
- Donate to UCI Fresh Hub
Conclusion

- View allyship as a continual process
- Ask students what they need and how you can help
- Recognize your limitations, do not provide inaccurate information
- Get involved
  - Join the Committee for Equity and Inclusion for Undocumented Students
Relevant resources available at:
http://sites.uci.edu/undocumentededequityproject/

- “How to Support Students Facing Immigration Crises: Suggested Policies and Best Practices for UCI Departments/Faculty.” Anita Casavantes Bradford, Laura Enriquez and Susan Bibler Coutin

- “10 Ways to Support Students Facing Immigration Crises.” Inside Higher Ed. Susan Bibler Coutin, Laura Enriquez, and Anita Casavantes Bradford