

Fostering a diverse campus

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Background

- Social condition of Hong Kong and our campus – is it a “homogeneous” group of people?
- What are some implications in teaching and learning?

My beliefs

- No one should be denied of resources, rights, goods and services, and the inability to participate in the normal relationships and activities, available to the majority of people in society.
- Policies / practices in organizations should cater for a diverse group of people regardless of race, class, gender, sexual orientation, religion, political leanings, and national origins.

Teaching strategy

- Lecture – concept of social exclusion and diversity (Week 3) and discussion of these two concepts in various lectures on social policies (like education, housing, health care)
- Experiential learning: Students' exploration (Week 4-7)
- Synthesizing: Students' summarizing results and uploading them to the “diversity website” (Week 8):
<http://diversity.ied.edu.hk/wordpress/>
- Consolidating: Students' discussions among themselves (Week 9 – 13)
- Articulating: Group project presentation & my feedback (Week 11)

Students' tasks

A brief introduction

Hong Kong, China, and Taiwan become increasingly diverse and people of different race, class, gender, sexual orientation, religion, political leanings, and national origins come together. Yet welfare and social policies in many societies is not inclusive. Being sensitive to the current situation, this project requires you to investigate whether policies and the practices have catered for a diverse group of people in these societies. How can different countries/regions borrow examples from one another?

Step 1 (Outside classroom learning)

You may:

- 1) observe HKIEd and other campuses to see if the university practices and policies cater for diversities. Collect evidence by observing/ interviewing students and staff members (not professor please). Take a picture of your observation/ video-record those interviews.
- 2) Interview leaders in NGO(s) and/or members of the NGO to understand how policies in Hong Kong exclude some people's rights. Video-record those interviews.

Step 2 (Presentation and report)

Based on the issue you investigate in step 1, summarize the findings. Explain in light of the theoretical understanding about welfare, social justice, equality, differences and diversities, and people's well-being. Evaluate the political, economic, and social impacts for all of the relevant stakeholders, assess the obstacles to adoption and implementation. Finally, suggest whether there are policies in other societies that might help improve the situation and the extent to which those strategies are applicable to Hong Kong. Good reports will be uploaded to the online platform and a bonus point for the whole course will be given.

You are expected to cite readings from the class in a meaningful way, as well as to use other sources.

Students' mini-research

- Questionnaire surveys
- In-depth interviews
- Observations
- Social experiments

☺ Positive comments about HKIEd's care for diversities

1) Support for students with special needs:

SAO (from Amy, a staff member)

- Their role is like a coordinator to seek new resources for SEN students
- The Registry will invite him /her to have an interview with the aims of understanding specific need
- then SAO will contact with relevant department to explore the possibility of installing the facilities or purchasing the equipment such as software which is suitable for him/her and also communicate with the faculty for the academic support

- Registrar's Office mainly has four supports to SEN students.
 - 1) They can extend exam duration to SEN students or provide some breaks for them.
 - 2) Provide ancillary aids like allowing the student to use a computer to read and adjust the word size to an appropriate level.
 - 3) They have special arrangements for questions papers and answering questions such as enlarge the answer book to A3 papers.
 - 4) Seating arrangement- arrange a venue to avoid other students' distraction.

(Group 15: Chow Lau Ching, Lau Wing Ka, Lee Ka Wing, Wong Hiu Man)

Yet,

- SEN faced difficulties in practice.
- How do students in general treat SEN?

“No one is willing to do group work with me because they realize that I am not as smart as other people. In the first two years here, I didn’t have an issue. But coming to the third year, the groupmates realize that I am not as competent. They start teasing me and isolating me.”

-- Susan (a pseudonym)

2) Exchange students' cultural adaptation (Chloe, an exchange student from Korea)

- “For the question “Does HKIEd provide enough assistance on your learning?” Her answer was yes. *She especially found the language workshops offered by the International Tutors useful for her to learn more English. Moreover, she has also joined the Buddy Program provided by the International Office (IO). She was thankful that her buddy was very willing to help and she appreciated the efforts IO has paid.”*



Group 8: Lai Ching Yi, Liu Hao, Lee Man Ching, Man Po Yan

- *“She has joined the “Chinese Valentine’s Day” celebration on 22 Feb 2016, organized by IO. She was glad that she got a chance to make and taste traditional sweet rice dumplings soup with local and inbound exchange students.”*



Concerns about the lack of diversity on HKIEd campus

1) Non-Chinese students – problem of the medium of instruction:

“Aink felt that there are some EMI GE courses available, but for the areas he is interested (in), such as drama and musical, (they) are offered in Chinese only. Thus, he could not join any Drama or Musical courses in Year 2 and 3.”

(Group 4: Cheng Hei Yiu, Yeung Lap Yin, Yeung Ming Chi, Yiu Yan Yee, Wong Rano)

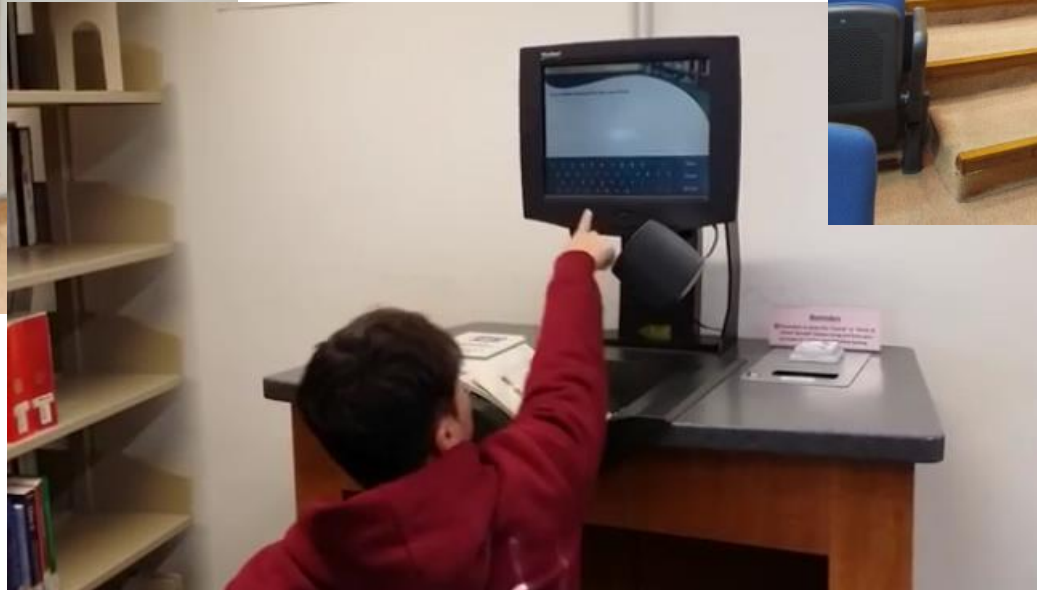


Video: 2:36- 4:48

2) Physically-challenged students:



Entrance of the lecture hall



Library



Lecture Hall



JCSQ

3) Food choices

Lina is an Indian Professor who has taught in HKIEd for 3 years. She has been to Hong Kong for 19 years. As a vegetarian because of the personal reasons, she finds difficulties to buy food in HKIEd. She claimed that there was more vegetarian food served in the old café. However, there is no vegetarian dishes provided after setting up of new restaurant.



4) Restroom issues: discrimination against males?/ transsexual people?

- “Some male students think that the location of male restrooms is too far away”
- “Some of them think that some male restrooms in G/F are hidden, which are difficult to be found. The restrooms in LP/F are comparatively well-located; while female restrooms in P/F are too densely built-up.”
- Half of them think that it is unfair the number of female restrooms is more than male restrooms – although they also recognize that HKIEd has a lot more female students than male students; they argue that the differences between the number of female and male restrooms should not be too big and professors and guests should be counted as users as well.



Professional development

- (Formal channel) Emails were sent to APS faculty members to let them know about the website, and to make students' voices known.
- Today's presentation
- (Informal channel) Students' discussions with many APS faculty members about their projects.