



The College embraces diversity and excellence. We recognize that excellence cannot be achieved without inclusion. We are committed to promoting the principles of equal opportunity, affirmative action, and multiculturalism where all individuals are valued, respected, provided the opportunity to flourish, and experience themselves as valued members of our community.

Our goal is to create an inclusive workplace and learning environment that promotes academic excellence, leverages diversity in its many expressions and is free of intolerance and coercive behaviors. Multiculturalism promotes an understanding that the human experience includes, but is not limited to race, color, creed, religion, national origin, sex, age, marital status, disability, public assistance status, veteran status, or sexual orientation.

*We define diversity as the fact of human difference with particular emphasis on those differences that make a difference in how we interact with one another, our communities, institutions and ourselves (relative to developing and respecting human potential, creating a supportive, nurturing climate and environment, and acknowledging legal and moral responsibilities to historical inequities).*

# CFANS Office for Diversity and Inclusion

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## *2013-14 Activities and Impacts Report*

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The CFANS Office for Diversity and Inclusion (CFANS-ODI) is responsible for building a collegiate culture that values the importance of difference in the productivity, capacity for innovation and social expression of our shared organizational culture. Building an inclusive culture is the act of putting this goal into practice. The report below outlines our major accomplishments and ongoing initiatives in pursuit of diversity and inclusion for 2013-14.

In the contemporary context of higher education, institutional excellence can only be realized by integrating inclusion and diversity as core values throughout organizational practices, policies, skill building and investments. A national consensus has emerged under the theme of *inclusive excellence* that recognizes the importance of developing and leveraging the positive value of our many differences to support our creative capitol and position difference to matter. Peer Institutions of global and national stature acknowledge that making excellence inclusive is requisite to maintaining leadership and demonstrating ongoing relevance to the complex issues central to our time. As warp and weft interweave across a loom to create a tight, functional fabric, so too effective integration of diversity and inclusion across institutional practices forms the foundational platform for maximizing creativity, global and equity mindedness and innovative potential.

*The central premise of Inclusive Excellence holds that ... colleges and universities need to intentionally integrate their diversity efforts into the core aspects of their institutions—such as their academic priorities, leadership, quality improvement initiatives, decision-making, day-to-day operations, and organizational cultures—in order to maximize their success.*

([http://www.wisconsin.edu/vpacad/Inclusive\\_Excellence](http://www.wisconsin.edu/vpacad/Inclusive_Excellence))

To realize this goal, a vigorous effort is required that engages the multicultural reality of our institution, the diverse constituencies we connect with and serve, and the international scope of scholarly concerns that CFANS routinely participates in. As the example of Golden Rice demonstrates, exciting science without intercultural awareness and skill may net little in return and as the wild rice case demonstrates, ultimately cause greater harm than good.

For the College to meet its obligations and support the University in attaining national ranking as a premier public research institution, we must value and incorporate the many, diverse talents and perspectives of our academic and extended community. That requires the creation of policies, programs, professional development opportunities, training and effective partnerships that build momentum, encourage commitment, strengthen capacity and guide the process.

Meaningful, diversity-led change is transformational in its impact ([OED plan, Reimagining...](#)), but the developmental needs of the College - and the organic community it represents - must be identified and carefully nurtured through a multi-layered, intentionally staged course of action. We need to create opportunities to share our successes, while building new institutional structures to sustain change and deepen impact.

CFANS-ODI is committed to pursuing systemic approaches to integrating diversity, equity and inclusion in the formal and informal structures of the College. We aim to build diversity competency into programs, curriculum, research, recruitment and retention of faculty, staff and students and positively influence campus climate.

The current effort of CFANS-ODI, exemplified in the *Working Across Difference Initiative*, provides an important example of how this can be accomplished. This key undergraduate initiative demonstrates how the systemic incorporation of a diversity agenda in a complex, interwoven fashion reinforces student learning outcomes, engages faculty development and furthers curricular innovation. The relevance of this approach is recognized at the highest levels of the University. We are pleased to have a central role in conceptualizing and developing this initiative and will continue to remain deeply involved as it moves to full implementation. We believe that we have made a difference and will continue to do so.

The office maintains an “open door” policy and invites all members of the community to stop in, seek advice, share concerns-ideas-resources or simply to find a friendly, understanding, inclusive and safe space.

## New Programmatic Initiatives

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### *Developing Intercultural Competency in Short-Stay Study Abroad Programs*

This collaborative opportunity between CFANS-ODI and the Global Studies Program in the Office for International Programs emerged as a result of shared research concerns around the effectiveness of short-stay (three week) study abroad programs. Through this partnership we undertook to determine if it was possible to demonstrate sustained intercultural competency development in a three-week short course format. Under pressure for increased student travel abroad, to meet college commitments for graduating a “global ready” workforce, short-stay programs grown increasingly popular on campus and in the college. These programs offer more students the opportunity to travel abroad (international mobility), but their efficacy in providing real opportunities for intercultural growth and sustained learning across difference was not borne out once this assumption was tested.

Through our research, we demonstrated that sustained intercultural growth was achievable, but only with the addition of intentionally structured programming integrated into the study travel experience. Developing intercultural skill is readily translated to domestic diversity concerns around difference once the students return from international experiences if provided appropriate scaffolding. CFANS-ODI developed a reproducible pedagogical model that demonstrated significant growth for most students. That was in marked contrast to the control population that showed no growth and even regression. The results have been presented at several national conferences.

Among them:

- Applying the IDI for Intercultural Gains in Large Cohort Study Abroad Programs - Intercultural Development Inventory National Conference, Mpls, MN - Conference Presentation, October 2013
- *Graduating Interculturally Competent Citizens: A College-Wide Initiative* - Internationalizing the Curriculum Conference, University of Minnesota - Conference Presentation, May 2014
- *Asking Big Questions, Engaging Urgent Challenges Conference, American Association of Colleges and Universities* - American Association of Colleges and Universities Conference in Providence, RI - Conference presentation on October 2013

This year we followed our success with a pilot project begun in the past academic year and implemented the pedagogy with the classes below. In each class we incorporated specifically targeted intercultural learning goals and a presentation on building intercultural competence (CFANS and Global Studies Program course offerings):

- *Ecuador, South Africa, Costa Rica, Poland, Switzerland* and 9 programs through the Learning Abroad Center. We also presented our findings and the pedagogical model to the Carlson School of management as an option to consider for their short stay programs.

*Working Across Difference Initiative (WADI) –*

[\(http://prezi.com/jjn2whybodzr/all-students-demonstrate-the-ability-to-effectively-work/\)](http://prezi.com/jjn2whybodzr/all-students-demonstrate-the-ability-to-effectively-work/)

The effort to develop successful classroom strategies that incorporate intercultural competency as a key learning outcome for students in CFANS emerges directly from the work with short-stay study abroad classes. We quickly realized that the content we were delivering to those classes could, with some modification, be extended to on-campus contexts as well. The skill of becoming more interculturally competent provides an important platform for realizing the impacts of stereotyping, making value judgments based on difference and uncovering personal biases. Students entering the work and civic spaces of the coming decades will require increased intercultural skill to productively engage across difference. Nationally we are becoming more culturally and ethnically diverse. In fact, four states and the District of Columbia are now “majority-minority” and the diversity of US public life is accelerating. Additionally, the global environment we now inhabit demands a complex understanding of how we appreciate and navigate difference and that recognizes the associated costs to communities and populations.

Addressing this need, CFANS-ODI is collaborating with the Student Services Office, college departments and faculty to recognize the ability to work effectively across difference as a core competence at graduation. In this vein, we are partnering to create and implement innovative classroom pedagogy and tools that engage students to appreciate difference and have the skill to be effective in the cross-cultural contexts they will inevitably engage.

This initiative has four primary goals that support the CFANS undergraduate strategic priority of enhancing multicultural and global competency and address all-university Student Learning Outcomes:

1. *Increase our ability to prepare students to work across difference, engage in complex problem solving, and enter into an increasingly diverse and globalized workforce.*

2. *Increase integration of culturally diverse and relevant course content that is more broadly representative of (and speaks to) the experiences of diverse undergraduate students.*
3. *Develop faculty capacity to appreciate and deliver curricular content that incorporates diverse perspectives, addresses multiple learning styles and enhances intercultural learning.*
4. *Develop accountability measures to determine if and how we are helping students build intercultural and global competencies and an increased awareness of issues relating to diversity and social justice.*

Progress to date includes:

- *All CFANS incoming first-year students were asked to complete the IDI online before the start of the fall 2013 semester. The majority of students (>90%) completed the IDI before the first day of classes.*
- *Worked with instructors of 9 courses that serve as an orientation to a major and/or have high enrollment of first-year students. Delivered a 45 minute introduction to the IDI and intercultural competence was delivered in each of the 9 courses. Over 50% of the CFANS first-year students were enrolled in one of the 9 courses that intentionally integrated the IDI. Our intention with this effort was to expose students to the framework of the IDI and tools related to intercultural development within their first semester on campus.*
- *Developed an online, self-study moodle site. Students who were not enrolled in one of the 9 courses were strongly encouraged to complete an online learning tutorial in moodle. Through a series of videos, activities, essay questions, and quizzes this interactive tutorial delivers the content that was covered in the orientation courses. This model has been used by other CFANS classes as well, serving the need for an introduction to intercultural competency.*
- *Engaged with 5 additional classes at various levels (1xxx-3xxx) to begin creating tools, identifying instructor needs and opportunities to further deepen commitment to the initiative and gain buy-in.*
- *Formed a faculty working group to assist in conceptualizing the architecture of the project, identify opportunities to expand impact in the majors and bring other faculty onboard.*

### *Tribal Resource Management Collegiate Masters Degree*

The College is partnering with support from CSE, American Indian Studies, the Fond du Lac Tribe and American Indian Studies-Duluth to develop a professional master's program serving the needs of Native communities nationally. We began this effort in response to a request from the Fond du Lac band to offer a professional development pathway for working professionals and individuals interested in working with tribal communities (556 nationally) to gain an advanced degree in Tribal Resource Management. The environment that professionals encounter in tribal resource management is unique due to the many levels of regulatory authority that impact reservation communities (federal, state, county, reservation community and business councils). Additionally, the perspectives of tribal nations regarding management of natural resources and associated usufructuary rights frequently differs from that of mainstream resource management concerns. This major is intended to fill a gap and meet the needs of tribal and state agencies nationally.

- We have a working group formed to assess curricular concerns, potential classes as well as teaching and delivery strategies (what instructional locations serve the program best and what will need to be delivered online).
- We are currently in the process of meeting with tribal/intertribal agencies and professional organizations to vet the proposal and gain support. This is critical, since tribal governments and responsible agencies would need to find value in the program and recommend it to their personnel.
- We are devising the curriculum to be culturally appropriate with tribal cultural assets and elders providing needed content and instruction.

The Department of American Indian Studies-Duluth is supportive and partnering to deliver content as well as share expertise. We benefit greatly from their earlier experience in crafting the Master of Tribal Administration and Governance program.

## Ongoing Initiatives/ Programs

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### *Minorities in Agriculture, Natural Resources and Related Sciences (MANRRS)*

Minorities in Agriculture, Natural Resources and Related Sciences is a chapter of a national organization that provides students and professionals with an expanded network and social, scholarly and career building opportunities.

The MANRRS chapter at the University of Minnesota is an active student group that meets biweekly, participates in outreach and volunteer opportunities, organizes recruiting and fundraising events, hosts events with business and industry professionals, and offers a supportive space for students of color through regular meetings. The national MANRRS organization holds yearly national and regional conferences that includes a job and internship fairs, research poster sessions, professional and academic development sessions, contests, and networking opportunities. Over 30 students have been funded to travel to the MANRRS National Conference over the past 5 years.

MANRRS activities during the 2012-2013 academic year:

- Welcome barbeque for all CFANS SOC in the fall.
- The four officers traveled to the regional conference in Madison, WI.
- 8 students traveled to MANRRS national conference. Conference travel requires students to have met participation requirements and engage in conference activities.
- Hosted MCAE Productivity Palooza
- Hosted an open-invitation evening with General Mills to discuss employment and internship opportunities and learn about the demands of corporate culture.
- Participated in three Community Service events.

### *Research Opportunities and Design (ROaD) Program*

The ROaD Program provides students an opportunity to learn about research as a part of a cohort through a series of five workshop sessions. These sessions guide students through the process of developing a research topic, finding a faculty mentor, developing a research proposal, and

submitting a formal research proposal for funding. Students are eligible to receive up to \$1,500 in funding from CFANS-ODI or North Star STEM to carry out research if their proposal is approved. During their participation in the ROaD program, students are provided a peer mentor who is available to meet with them individually to review their proposals and provide insight and guidance on formulating a topic, conducting a literature review, and contacting potential faculty mentors. Peer mentors are students who have previously participated in the ROaD program and have completed a research project. Mentors also help develop and facilitate ROaD workshop sessions. Since 2008, over 40 students have participated in the program. Over 20 students have submitted completed research proposals. 6 students have served as paid mentors for the program.

Participation in ROaD was low this year, and we are reviewing our efforts to better understand if this is an aberration or reflects an emerging trend and how to better recruit students of color to engage in undergraduate research.

- One student served as a peer mentor to the program
- Two students participated in ROaD workshops
- Two students received funding for their research

*Louis Stokes Alliance for Minority Participation (LSAMP)—Regionally, “North Star STEM Alliance”*

CFANS participates in the University/NSF LSAMP grant. As a college with students in STEM majors, we work in collaboration with LSAMP staff to offer unique support services and programmatic elements for LSAMP targeted populations (African American, Native American and Hispanic). These students are encouraged to participate in alliance social events, lectures, academic activities, peer mentoring/leadership opportunities, research and study abroad programming.

Two core components of the Alliance are the NSSA Scholars and Fellows programs. North Star Scholars take part in Alliance-wide activities, research programs, structured study groups, and mentoring relationships. North Star Fellows take on leadership roles by serving as a peer mentor, research mentor, academic tutor, or study group facilitator for students who are participating as North Star Scholars. The Alliance also provides opportunities for students to apply for funding to travel to national and regional conferences and apply for summer research opportunities.

This year:

- 20 CFANS students were active in the North Star STEM Alliance by the end of fall 2013
- 7 Students received travel grants to travel to conferences

*Accessibility Projects*

The Office for Diversity and Inclusion collaborated with the Office for Disability Services to identify and develop a remediation plan for campus access issues including:

- Accessibility walk-through of 190 Suite with Roberta Kehne, summer 2013, accessibility evaluation and recommendations put forth in fall 2013

- Restroom Accessibility signage project spring 2014 – New signage installed for bathrooms in Coffey Hall and the St. Paul Student Center.



- We are creating a campus accessibility resource map that identifies the location of a broad range of accessibility options including gender neutral restrooms and lactation rooms.

### *Presidents Emerging Scholars (PES)*

As a participating admission entry point for PES students, we had our first cohort of 36 PES students matriculate during the fall 2013 semester. PES is a revised admissions program (formerly Access to Success) with expanded University-wide program components. The new program includes a summer immersion (optional, 4 CFAN students participated), full-day fall conference, peer advisors, graduation planning, advisor meetings, and scholarship for first and fourth years (pending participation in the program).

The CFAN cohort ended the first semester with the second highest GPA of the five participating colleges with an average of 2.42 and only one student who did not matriculate to spring semester. Although the PES average GPA was lower than the college-wide GPA of 2.91, it was good considering the average High School Rank (60%) and ACT Composite score (21.6) were significantly lower as compared to the average NHS admits for fall of 2013. The average semester course load and cumulative credits were slightly lower than the overall CFANS NHS average. This cohort had less diversity than previous cohorts with only 11% students of color and 24% first generation. The incoming 2014 cohort is considerable more diverse.

### *St. Paul Campus Native American Medicine Wheel Garden*

Ongoing work with the St. Paul Campus Native American Medicine Wheel Garden. This initiative provides an important culturally appropriate resource for the University, Native American students and surrounding Native American community. The Circle of Indigenous Nations (COIN) student organization is involved with work with the garden and the garden hosts multiple visits for school-aged youth to elders throughout the summer and fall. Funding for the garden is through OED. In 2012-13 over 250 individuals visited and worked at the garden. The garden serves to acknowledge that the University sits on traditional Dakota lands and provide a place of healing.

### *Student Excellence in Academics and Multiculturalism (SEAM)*

CFANS remains committed to the SEAM model and offers a comprehensive fall semester cohort experience for students selecting into the program. SEAM offers students desiring a multicultural introduction to the University and College the opportunity to take courses in common with other

SOC. SEAM features content emphasizing multicultural content and inclusive pedagogy. The program requires participants to register for a Freshman Seminar (*Ways of Knowing and Science*) that explores approaches to knowledge construction of various cultural traditions alongside science, an appropriate Math cohort course section and Writ 1301.

### **Diversity and Inclusion Capacity Building – Training, Workshops and Accountability**

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The CFANS Office for Diversity Programs offered regular capacity-building opportunities, at all organizational levels - within CFANS and the St. Paul Campus community as a whole. These efforts included a regional symposium, workshops, individual personal development meetings, departmental meetings with faculty and administration, a GLBT event series and other activities.

Examples include:

- Hosted the Nibi and Manoomin: Building Lasting Relationships Symposium September 25-27, at Grand Casint Mille Lacs, Onamia, MN (over 200 attended).
- Continue to meet and provide support for the Nibi and Manoomin Working Group in order to deepen understanding between the tribes and the University on matters concerning wild rice
- Work with the Department of Food Science and Nutrition to support their diversity committee and provide intercultural competency training for faculty and graduate students.
- Hosted South African Students on campus in collaboration with OED and others. Provided feedback sessions for their IDI assessment reports.
- Collaborated with International Student and Scholar Services, Diversity and Graduate Education to present – “*Diversity in Graduate Education*” in the Department of Bioproducts and Biosystems Engineering (fifth department in CFANS to do so).
- Provided cultural competency presentations and workshops for groups including: Urban Youth Gardening workshop-Minnesota Landscape Arboretum, Tourism Advisory Committee, University of Minnesota Tourism Center, College of Veterinary Medicine faculty group and MAST International.
- Hosted “Topics and Pizza” lunchtime series and evening films in collaboration with the GLBTA Programs Office. Topics included:
  - The State of the Bisexual Movement: Exploring the Roadblocks and Proposing Solutions to Advance Bi\* Community Organizing,
  - “Pariah” film screening and panel discussion,
  - A Historical Analysis of the Camptown Clean-Up Campaign and the Reinforcement & Regulation of Camptown Prostitution in South Korea, 1971-1976,
  - Real People Are Complicated: A Conversation with Robyn Ochs,
  - Myths and Realities of “Orange is the New Black”,
  - International and LGBTQ: A Panel Discussion on Culture and Identity
- Collaborated with Disability Services, Department of Forest Resources, Department of Fisheries, Wildlife and Conservation Biology to present – “*Expanding Access: Supporting students with Autism Spectrum Disorders and Non-Apparent Disabilities*”
- Collaborated with University of Minnesota Culture Corps to present – “*The Chinese Schooling System -- Its impact on Chinese students as they study in the U.S.*”
- Collaborated with Student Services Office to host and facilitate – “*An Engaged College: Experiential, Interdisciplinary, and Intercultural Learning in CFANS.*”
- Additionally, we continue to work with CFANS administrative units to identify opportunities to deepen the impact and sustain commitment to diversity and inclusion throughout the organization. For example: we continue to press for position description language

incorporating experience with diversity and inclusion as a required qualification on position descriptions, and reviewing hiring practices to see who is actually brought on board.

- Studying departmental review processes to identify how diversity and inclusion activity is evaluated and rewarded at the departmental level in the 7.12 documents.
- Worked with the CFANS Committee on Diversity and Inclusion to identify a year-long theme for 2014. The theme will be – “Better Science: Benefits of Diversity, Inclusion and Intercultural Competency in the Practice of Science.”
- Continue to invest in personal development for staff and faculty through the CFANS Diversity and Inclusion Professional Small Grant Program that allows faculty and staff to seek professional development opportunities increasing their diversity and intercultural competence (\$1,000 max. per individual application). This resulted in 2 additional members of the CFANS community completing IDI administrator training, and diversity conference participation for another staff member.

## External Partnerships and Collaborations

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The College is currently engaged in partnerships with external constituencies that have not generally had access to faculty expertise and College resources. These partnerships with underrepresented community groups will become more critical as we seek to build greater student diversity, offer increased opportunities to integrate experiential learning, and community engaged learning. They will assist the College in building effective collaborations with local communities of color benefiting our community partners, CFANS students and faculty. Additionally, community access to our faculty and staff will encourage greater intercultural learning for the College and serve as a key platform to identify innovative approaches to build capacity in areas such as Urban Agriculture and water research from multiple cultural perspectives.

- Partner with **Gordon Parks High School** (GPHS) to offer support for an urban gardening initiative between GPHS students, the Department of Horticultural Science and the CFANS student organic garden on campus. This program will provide GPHS assistance in developing an appropriate curriculum that meets high school standards and offers students a certificate in demonstrating basic horticultural skills. This should provide students an edge in employment opportunities related to horticulture.
- **White Earth** Reservation initiatives include: collaboration to host ongoing trust building regarding wild rice issues by continuing a dialogue between indigenous and dominant culture science perspectives; creating internship opportunities at the reservation and other intercultural student learning opportunities; and partnering to create a Water Research and Culture Center that offers a location for the tribes to develop novel, culturally informed approaches to researching water and its ongoing importance for the tribes and sustaining their environmental resources.

## Grant Participation

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- Women’s Elder Nibi/Mini Water Council (*18K Awarded*) -- This Bush Foundation grant provides funding for Native American women water keepers to meet and discuss traditions around water that are central to Native life in the upper Midwest. Their work serves to

extend the meetings of the wild rice symposia on water issues beyond the symposium framework. We serve as a collaborating partner on the grant.

- Multicultural Scholars Program Award (MSP-USDA) *“Multicultural Diversity of Food Animal Veterinarians Through Portfolio Building,” 180K Awarded* -- This federal scholarship grant from the USDA acknowledges the lack of diversity in the field of veterinary medicine and offers us the opportunity to develop a structured, collaborative peer mentoring model that includes portfolio enrichment components to strengthen the admission prospects of ANSC students from underrepresented backgrounds into the Vet program. CFANS-ODI, the Department of Animal Science and CVM are partners in this grant.
- Culturally Sensitive Leadership Initiative Program (185K). Bush Foundation -- *Submitted*. This grant submission proposes to introduce a multicultural model of leadership to young people in Minnesota, South Dakota, and North Dakota who are underrepresented in traditional leadership roles. Although the focus is in working with Native Americans from the 23 reservations and communities, NSAAP has invited Hispanic and Black (African American) STEM organizations who share similar views of leadership to participate in the project. CFANS-ODI is a partner in the grant and will provide intercultural competency training as well as support Intercultural Development Inventory feedback and learning needs.

## Recognition and Awards 2012-13

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In 2012-2013, CFANS and members of the Office for Diversity and Inclusion were fortunate to be recognized for our work in diversity and equity through the following distinctions:

- Mark Bellcourt received the 2012 **Josie R. Johnson Human Rights and Social Justice Award**. The award honors “University of Minnesota faculty, staff, and students who, through their principles and practices, exemplify Dr. Johnson’s standard of excellence in creating respectful and inclusive living, learning, and working environments.”
- Emily Ehlinger received the 2012 **GLBTA Leadership Award** - This award recognizes “...outstanding leadership within the campus GLBTA community.”
- Emily received the 2013 CFANS **Outstanding Club/ Student Organization Advisor** award for her work with the Minorities in Agriculture, Natural Resources and Related Sciences (MANRRS) student organization.
- Karl Lorenz received the 2013 **Lillian H. Williams EOAA Award** - “the award was established in 1986 to recognize individuals within the University community who exemplify Lillian’s spirit and commitment to equal opportunity and affirmative action.”
- Karl received the CFANS **Distinguished Academic/P&A Staff Award 2013**