

Working Across Difference: CFANS Undergraduate Education Initiative

Fall 2014 Implementation Report

This report outlines the progress that has been made in the second year of implementation of the Working Across Difference Initiative (WADI) during the fall of 2014, including course participation and student engagement in the initiative. This report also includes a brief summary on the progress of our ongoing efforts with WADI.

Course Participation in WADI - Fall 2014

Course Designator	Course Name	Students Enrolled
AFEE 1001	Introduction to Agricultural Education and Extension	18
AGRO 1660	First-Year Colloquium/Experience in Agroecosystems Analysis	76
AGRO 3305	Agroecosystems of the world	11
APEC 1001	Orientation to Applied Economics	25
ANSC 1001	Orientation to Animal Science	106
CFAN 1101	Dean's Engaged Leaders Program	12
CFAN/DES 1201	Discovering Majors and Careers	18
CFAN 1902	Ways of Knowing and Science	15
CFAN 3500	South Africa: The Many Faces of Development	10
CFAN 3507	Ecuador: Sustainability of its Peoples, Lands and Waters	18
ESPM 1001	Freshmen Orientation to Environmental Sciences, Policy, and Management	34
ESPM 1011	Issues in the Environment	95
FSCN 1001	Orientation to the Majors: Food Science and Nutrition	77
NUTR 8621	Presentation Skills	10
Total Courses:	14	Total Students: 525

Data Breakdown of Student Reach Through WADI in Fall 2014

The table below identifies the breakdown of the total number of students enrolled in a class that integrated intercultural content into their curriculum during the fall of 2014. The first row is an unduplicated count of students enrolled in these classes. Students who were a part of multiple classes are only counted once in this total.

Student Reach Fall of 2014	Total
Total reach in WADI enhanced courses:	396 students <i>(480 including non-CFANS students)</i>
Student reach in online intercultural tutorial only:	27 students
Total CFANS student reach Fall 2014:	413 students <i>(423 including graduate students)</i>
Total undergrads enrolled in the college in Fall 2014:	1,990 students
Percentage of student reach in Fall 2014:	21% of CFANS students

Since the fall semester courses participating in WADI predominantly enroll first-year students, the following table provides a count of students coded as New High School (NHS) admits in Fall 2014, as well as counts for each academic level classification. Students admitted as NHS may have credits that place them in an academic level other than freshmen.

Fall 2014 CFANS Student Reach by Academic Level *(as indicated in UMReports):*

Academic Level	Student Reach <i>(through class or tutorial)</i>	Total Student Population	Percentage of reach
NHS Fall Admits	282	324	87%
Freshmen	251	339	74%
Sophomores	76	355	21%
Juniors	58	551	11%
Seniors	28	745	.04%

Student Participation in the Intercultural Learning Online Tutorial

We have been utilizing a 45 minute, interactive, online tutorial that gives students a self-paced opportunity to learn about culture, intercultural competency, and the Intercultural Development Continuum through a series of videos, activities, essay questions, and quizzes. Row one in the table below shows a count of students in fall 2014 courses that utilized the tutorial in conjunction or instead of an in-class presentation. Row two shows a count of students who completed the tutorial outside of a course requirement. A total of nine courses used the tutorial in fall 2014.

Total Participation in the Intercultural Online Learning Tutorial Fall 2014

Tutorial Completion	Total Students
In-Class	332
Outside of Class	27
Total Tutorial Completion: 359	

Feedback from the Intercultural Tutorial Fall 2014: Percent Who Agree or Strongly Agree

I have a better understanding of what it means to be interculturally competent.	I have a better understanding of the stages of intercultural development.	I have a stronger appreciation for the value of developing intercultural competence.
84%	92%	87%

Student Comments

"I think this tutorial really opens the eyes to myself and my peers that there are people with other cultures, and we need to be respectful of them."

"The stages of intercultural development is something I hadn't heard of before and it was good to be able to self assess based on the scale."

"The lay-out of the IDI made it very easy to see and understand the different steps that go with meeting others of different cultures and how to overcome those differences properly."

"It made me realize that there is a lot more to understand than just accepting people, that intercultural competence goes much further."

"I liked the variety of questions that were brought about that helped me think about how I want to be more culturally aware."

Integrating Intercultural Content throughout the Majors

We continue to expand our partnerships with CFANS instructors to enhance intercultural learning through the four years of our majors. Approaches include pedagogical methods and integration of intercultural content and diverse perspectives into course curriculum.

Courses Involved In the Working Across Difference Initiative between Fall 2013-2014

Course Designator	Course Name
AFEE 1001	Introduction to Agricultural Education and Extension
AGRO 1660	First-Year Colloquium/Experience in Agroecosystems Analysis
AGRO/ANSC 3203	Environment, Global Food Production, and the Citizen
AGRO 3305	Agroecosystems of the world
ANSC 1001	Orientation to Animal Science
ANSC 4099	Sustainable Food Systems of Sicily
APEC 1001	Orientation to Applied Economics
FSCN 1001	Orientation to the Majors: Food Science and Nutrition
FSCN 4666	Medical Nutrition Therapy II
CFAN/DES 1201	Discovering Majors and Careers
CFAN 1902	Ways of Knowing and Science
CFAN 1902	American Indian Ways of Knowing the Environment
CFAN 1101	Dean's Engaged Leaders Program
CFAN 3480	Nepal: Ecological Services and Biodiversity in Community Forests
CFAN 3500	Machu Picchu & the Amazon: Climate Change in the City of the Gods
CFAN 3500	Poland: A Lens on Sustainability
CFAN 3500	South Africa: The Many Faces of Development
CFAN 3501	Costa Rica: Sustainable Development
CFAN 3503	Switzerland: Mountain Agriculture
CFAN 3507	Ecuador: Sustainability of its Peoples, Lands and Waters
CFAN 3514	South Africa: Global Entrepreneurship and Leadership, Books, and Wine
ESPM 1001	Freshmen Orientation to Environmental Sciences, Policy, and Management

ESPM 1011	Issues in the Environment
FNRM 4232W	Managing Recreational Lands
NUTR 8621	Presentation Skills
Total Courses Involved:	25

CFANS Student Participation by Major Fall 2013-2014 (*Major pulled from UMRports*):

Majors	Total students with at least one touch-point	Total Students enrolled in the major	Percentage of reach
Agricultural Education	45	71	63%
Agricultural and Food Business Management	40	107	37%
Agricultural Industries and Marketing	16	32	50%
Animal Science	207	444	47%
Applied Economics	34	140	24%
Bioproducts Marketing and Management/Pre BBE	23	101	23%
Environmental Sciences, Policy and Management	99	272	36%
Fisheries and Wildlife	19	135	14%
Food Science	55	122	45%
Food Systems	35	43	81%
Forest and Natural Resource Management	17	41	41%
Nutrition	129	325	40%
Plant Science	53	58	91%
Other (<i>Applied Plant Sci, Horticulture, Rec Resource Management, Undeclared</i>)	28	99	28%
Total:	800	1,990	40%

Progress on Sharing our Efforts

- Conference presentation on WADI made at the University of Minnesota *Internationalizing the Curriculum Conference* on April 11, 2014
- Conference proposal on accepted for the AAC&U Diversity Conference, March 26-28, 2015 in San Diego, CA.
- A report outlining WADI was sent to administrators across the university as well as all CFANS faculty in November 2014.
- CFANS Office for Diversity and Inclusion staff were invited to work with two non-CFANS courses this fall as a result of our efforts with the WADI.

Funding Next Steps

- Proposal for the Center for Educational Innovation's Experiments in Learning Innovation Grant was submitted in November 2014.
- Seeking collaboration with the Center for Teaching and Learning to support faculty peer mentor participation.
- Funding sought for graduate student to do grant prospecting and development.

Student Feedback from WADI Enhanced Courses Fall 2014

Feedback from Evaluations Fall 2014: Percent Who Agree or Strongly Agree

I have a better understanding of why intercultural competency matters.	I have a better understanding of how intercultural competency applies to my major.	I can apply what I've learned to further my own development.
87%	81%	88%

Student Comments

"The lecture opened my eyes and reminded me that I am not only an individual, but also a member of society with social responsibility, I am curious to know my IDI score. Thank you! Great job." - APEC course

"This was a valuable lecture to bring into light a topic very prevalent yet silenced in day to day conversation. I was very enlightened by it." - FSCN course

"I really liked this session. It opened my mind up to something that I had never thought about before but has a large impact on food science." - FSCN course

"I thought it was helpful. I'm a junior now and I think these presentations are a great idea to do in freshmen orientation classes, but it was beneficial for me as well. It's great to get people thinking and recognize how we can improve and be more accepting." - AFEE course

"I really appreciate all of the work to get this out to so many students. And it's awesome to increase this connection here in CFANS! Thanks!!" - AGRO course