

## **Multicultural and Diversity/Inclusion First-Year Student Education Inventory:**

### **Curricular and Co-Curricular Areas**

This document is an inventory that provides a listing of University of Idaho curricular and co-curricular areas where first-year students can engage with multicultural and diversity/inclusion educational experiences. This inventory incorporates courses and activities included in General Education, courses and activities included in academic minors, activities in campus-sponsored programs and activities in student organizations, which might be utilized for curricular or co-curricular engagement.

This inventory is intended as a living document, one guided by the principles set forth in the Diversity and Inclusion Statement that was Initiated and drafted by the President's Diversity Council Subcommittee on Multicultural Curriculum and Co-Curriculum Development:

#### **Diversity and Inclusion Statement**

The University of Idaho acknowledges and supports the principle that everyone is a unique person who possesses diverse qualities and traits, and who interacts with diverse others within a larger inclusive civil society.

At its core, the University of Idaho embraces the complementary principles and behaviors of diversity and inclusion. We seek to protect and promote a respectful and civil learning environment for the discussion of the concepts and the development of practical skills associated with diversity and inclusion.

As a place of learning and training, the University adheres to the standards of ethical and civil diversity and of inclusive discourse and action within our classrooms, offices, hallways, student organizations, and gathering places.

The University community values people of diverse cultures, classes, races, ethnicities, sexes, gender identities, mental and/or physical abilities, citizenship, nationalities, sexual orientations, religious backgrounds, ages, epistemologies, academic disciplines, veteran status, life experiences, and identities. As a living document this list is intended to be additive as we become a more inclusive learning community.

The University community welcomes and respects all people.

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This statement has been reviewed and is supported by the following:

Associated Students University of Idaho (ASUI), Graduate and Professional Student Association (GPSA), UNITY, President's Diversity Council Steering Committee, Student Bar Association (SBA), Faculty Senate

**Summary of diversity and inclusion elements in critical first-year General Education courses.**

Listed are those General Education courses that impact the greatest number of first-year students, according to three-year enrollment data, all serve at least 500 students annually. These courses include: COMM 101, ENGL 101 & 102, ISEM 101, MATH 108 & 143, PSYC 101. The inventory includes a brief overview of the diversity and inclusion elements covered in each.

**ENGL 101 and 102**

English 101, Introduction to College Writing, serves as a portal to higher education for many first-year students. Additionally, this course is offered as a dual enrollment option in multiple high school settings around the state, and as an Independent Study in Idaho course. As such, English 101 naturally has a diverse student population. English 101 engages students in a respectful and civil learning environment around the discussion of concepts and practical skills related to language and rhetoric—particularly how words and images are used to convey messages. English 101 teaches students how ideas are presented with a variety of purposes, audiences, and occasions. Students also learn how to give and receive constructive feedback about each other's writing within the course. As a result, English 101 promotes a student's self-awareness as a unique person who has diverse qualities and traits, and invites them to interact with the diverse others who make up the English 101 classroom.

English 102, College Writing and Rhetoric, serves as a portal to higher education for all first-year students. Additionally, this course is a foundational class within the General Education curriculum. English 102 engages students in a respectful and civil learning environment around the discussion of concepts and practical skills related to language and rhetoric by fostering an awareness of how ideas are presented with a variety of purposes, audiences, and occasions. Likewise, students learn to integrate multiple perspectives into their own writing, and how to give and receive constructive feedback about each others' writing within the course. As a result, English 102 promotes a student's self-awareness as a unique person who has diverse qualities and traits, and invites them to interact with the diverse others who make up the English 102 classroom.

**PSYC 101: Introduction to Psychology**

Psychology 101, Introduction to Psychology, seeks to promote a respectful and civil learning environment for all. Topics covered in Psychology 101 provide students with a better understanding of their own and others' behavior. An awareness and appreciation of diversity through a discussion of individual differences is an essential part of the class. In addition, a major theme within the course is how human behavior is shaped by one's culture and environment. Students gain a greater appreciation for diversity by learning how cultural factors may affect psychological processes.

**COMM 101: Public Speaking Courses**

Communication 101, Public Speaking, pushes students to actively work to foster a respectful and civil learning environment, both inside and outside of the classroom. Not only are the concepts of public speaking ethics and diversity explicitly addressed in readings and classroom discussions, students also benefit from multiple opportunities to develop the practical skills they will need to deliver ethically sound, organized, and well-supported speeches on a wide variety of academic and social topics. Over

the course of the semester, students are challenged to select significant speech topics that address real-world issues, to use audience analysis techniques to tailor their remarks to the needs of diverse audiences, and to correctly cite credible sources to support key ideas and positions in outlines and in verbal delivery. As they critically analyze video recordings of their own speeches in addition to live speeches delivered by their classroom peers and speech presentations delivered elsewhere on campus or in the wider community, students are challenged to strike a balance between courageous expression of personal convictions, tolerance for dissent, and an appreciation for diverse perspectives.

### **ISEM 101 Integrated Seminars**

Integrated Seminar, ISEM 1010, typically includes 28 sections offered during the fall semester and at least 20 sections during the spring semester, with an average of 38 students in each. As the foundational seminar for the entire General Education, diversity and inclusion components are essential. [ISEM 101 seminars](#) include: The [Common Read](#) experience, which has emphasized diversity and inclusion; Developing learning activities that emphasize the five University Learning Outcomes; Incorporating pedagogy and learning activities that give students a beginning competency to apply Humanities and Social Science disciplinary lenses; Overt seminar topics include: World Music; Gender in the US; Native American Experience; Got Privilege? (social and economic stratification); Jupiter, Venus and Mars (gender); Exploring Global Communities; Globalization; The Indigenous In Us All; Latino Roots; International Cold War Culture; Race in America; and Globalization and Food Traditions.

### **INTR 101 Focus on Success & College Success Strategies**

These interdisciplinary courses introduce students to resources on campus such as the Office of Multicultural Affairs, the Women's Center, the Counseling and Testing Center, and the Center for Volunteerism and Social Action. In addition they often ask students to identify and reflect on issues such as personal values and beliefs, stereotypes, and diversity as enrichment. Section designed for specific groups, such as nontraditional students and SOAR students, emphasize success strategies targeted for that demographic.

### **MATH 130 and 143**

Mathematics 130 and 143 help to instill in first-year students an ability to gain competency in mathematical, quantitative and analytical reasoning and logic skills. The mathematical disciplinary lens complements the humanities, arts and social sciences disciplinary lenses, providing a necessary multidisciplinary perspective for students and is essential for effective communications and collaboration, and problem solving and innovative thinking. These courses also promote a respectful and civil learning environment. We are able to address a myriad of issues both cultural and physical to provide the widest range of students with a successful math learning experience.

**1. Other Disciplinary-related first-year courses (which necessarily have less than the three-year 500 student totals):**

There are numerous majors that require a first-year disciplinary orientation course, which include key elements of diversity and inclusion embedded within them. These include: Business 190 Integrated Business and Value Creation, JAMM 101 Media and Society, and PSYC 201 Survey of Contemporary Psychology.

**2. Other University-wide curricular diversity/inclusion programs, curricula, and/or initiatives that may impact first-year students, in addition to numerous majors, such as anthropology or sociology include the following minors and certificates:**

- [American Indian Studies Minor](#)
- [Diversity and Stratification Certificate](#)
- [Latin American Studies Major and Minor](#)
- [Religious Studies Minor](#)
- [Women's and Gender Studies Minor](#)

**3. Events and series may also be utilized by faculty for curricular learning activities. Many of these programs are annual events, while other units offer different programming each academic year. Given the intersectionality of identities, it is often the case that students who attend events from multiple programs or organizations begin to integrate knowledge from their coursework and lived experiences. In some cases, these events are part of curricular programming and provide an opportunity for a student to undertake related coursework and in other cases there are associated student organization in which students may become involved. The list below includes a variety of events that provide students a broad array of opportunities to explore diverse perspectives.**

- [American Indian Studies Program](#)
  - [Sapaatk'ayn: Native American Film Festival](#)
  - Other events
- [Bellwood Memorial Lecture](#)
- [Borah Symposium](#)
- [College Assistance Migrant Program \(CAMP\)](#)
  - [Farmworker Awareness Week](#)
  - Other events
- [Confucius Institute](#)
  - [Chinese Movie Night](#)
  - [Chinese New Year Gala](#)
  - Other events
- [Disability Support Services](#)
- [Diversity and Human Rights](#)
  - Safe Zone training
  - Stop the Hate Training

- [Other trainings](#)
- [Human Rights, Access and Inclusion](#)
  - Title IX training
- [International Programs Office](#)
- [Jazz Festival](#)
- [LGBTQA Office](#)
  - Freedom to Marry Week
  - Lavender Graduation
  - LGBTQA History Month
  - University of Idaho's Observance of National Coming Out Day
  - Transgender Awareness Week
  - World AIDS Day
  - Rainbow Flicks
  - Lavender Dinner
  - Lavender Lunch/OUTLunch
  - [Boxes and Walls](#)
- [Native American Student Center](#)
  - [Native American Heritage Month](#)
  - [Tutxinmepu Powwow](#)
  - Other events
- [Office of Multicultural Affairs](#)
  - [Asian-American Pacific Island Heritage Month](#)
  - [Black Heritage Month](#)
  - [Migrant Farmers Awareness Week](#)
  - [Cinco de Mayo](#)
  - [Diversity and Human Rights Welcome Back BBQ](#)
  - [Dia de los Muertos](#)
  - [Martin Luther King Jr Celebration](#)
  - [Hispanic Heritage Month](#)
  - [Multicultural Greek Council](#)
  - [Vandal Challenge](#)
- [Raven Scholars Program](#)
  - Autism Awareness Month (April)
- [Service Learning](#)
  - Coeur d'Alene Tribe Public School Mentoring Program
  - Spring Break Service Learning
  - Various opportunities
- [Veteran Assistance Office](#)
- [What is an Educated Person? Speakers Series](#)
- [Women's Center](#)
  - FEMFest/Women's Equality Day
  - Take Back the Night

- Any One of Us: Words From Prison (Some years The Vagina Monologues) –
- LunaFest Women's Film Festival
- Virginia Wolf Distinguished Service Awards –
- Got Sex?
- Women & Gender Brown Bag Series
- F-Word Live

**4. Student Co-Curricular Clubs and Organizations may be utilized by faculty for a curricular learning activity. The list includes the following Co-Curricular Clubs and Organizations.**

- [Department of Student Involvement](#)
  - [Alternative Service Break](#)
  - [Writing on the Wall](#)
  - [Student Organizations](#)
    - Registered Student Organizations (RSO) must maintain active status each semester. If an RSO does not keep their status up to date, they may become inactive. Therefore, this list may vary each academic semester. Current RSOs that relate to diversity include:
      - **Academic/Honorary**
        - American Indian Science and Engineering Society
      - **Civic Action**
        - Black Student Union
        - Movimiento Activista Social
        - Nourish International
        - Oxfam America Club
        - Silver Wings
      - **Cultural/Ethnic**
        - African Student Association
        - Brazilian Student Club
        - Chinese Students and Scholars Friendship Association
        - Indian Students Association
        - Sabor de la Raza
        - Saudi Student Club
      - **Faithbased/Spiritual**
        - Bridges International
        - Campus Christian Center
        - Campus Christian Fellowship
        - Campus Crusade for Christ
        - Chi Alpha Christian Fellowship
        - Collegiate Reformed Fellowship
        - CROSS-Eyed Bible Study
        - HOST International
        - InterVarsity Christian Fellowship
        - Lutheran Campus Ministry
        - Resonate Church

- Vandal Catholics Club
- Impact Ministries
- Latter Day Saints Student Association
- **Multicultural**
  - College Assistant Migrant Program Organization of Students
  - Gamma Alpha Omega Sorority
  - Gender and Sexuality Alliance
  - Lambda Theta Alpha Latin Sorority
  - Lambda Theta Phi, Latin Fraternity
  - Native American Student Association
  - Omega Delta Phi
  - Organizacion de Estudiantes Latino Americanos
  - Sigma Lambda Beta
  - South Korean Students Association
- **Professional**
  - Association for the Education of Young Children
  - Hispanic Business Student Association
  - National Society of Black Engineers
  - Society of Hispanic Professional Engineers
  - Veterans at the University of Idaho
- **Special Interest**
  - Non-traditional Student Association
  - The Alliance for Low Income Students
- [Diversity writer for Argonaut and KUOI](#)
- [Vandal Food Pantry](#)
- [MLK Day of Service](#)

## 5. Student Co-Curricular Areas

- Recruitment Activities/Tours
  - [AVANZA an event for multicultural students and families considering the UI](#)
  - CAMP Ambassadors
  - Vandal Friday (Spanish sessions)
  - Vandal Multicultural Ambassadors (Undergraduate Recruitment)
  - Vandal Multicultural Rep Program - Tour Guides
- New Student Orientation
  - For the past three years, there has been a breakout session on the topic of diversity education and the value of having multicultural competencies in the workplace.
- Mentoring Programs
  - [Women's Mentoring Program \(Women's Center\)](#)
  - [Peer Advising on the College Experience \(PACE\) Mentors \(Office of Multicultural Affairs\)](#)
- Scholars Programs
  - CALS Multicultural Scholars
  - Office of Multicultural Affairs Diversity Scholars
  - Native American Student Center Diversity Scholars

- Committees/Positions
  - UBUNTU
  - ASUI Director of Diversity
  - GPSA Director of Diversity
- Housing: the residence halls, on-campus apartments, housed fraternities and sororities, and Steel House promote first-year student participation in existing diversity programming on campus. Individual communities participate in a wide variety of diversity events as decided by each community's leadership. University Housing provides the following programming for students:
  - Direct and ongoing relationship with the International Programs Office (IPO) and College Assistance Migrant Program (CAMP) to house first-year students in these programs and create spaces that help them to be successful.
  - First-year students in the residence halls participate in the Vandal Edge program, a component of which includes attendance of two cultural events on campus.
  - First-year students in the apartment communities can participate in activities such as intercultural community dinners and multicultural parenting classes in partnership with IPO.
  - In Fall 2015, one floor in the Wallace Residence Center will be dubbed the Social Justice Community. The programming in this community will have an emphasis on inclusivity and diversity.
- Athletics: During the INTR 210 Life Skills for Student Athletes course, there is one presentation for all first-time NCAA student athletes entitled "Communication and Diversity." The presentation covers cultural diversity definitions, intercultural communication, communicating effectively across cultures, stereotypes and discrimination, and fostering understanding.

**6. Recommendations: Having developed a Diversity and Inclusion Statement as well as the Multicultural and Diversity/Inclusion First Year Education Inventory, the Subcommittee for Curricular and Co-Curricular Development recommends the following to best make use of these instruments:**

- **Diversity & Inclusion Statement:**
  - This statement as well as the organizations and groups that support it, should be located on the UI website in order for other groups to link to it.
  - Instructors who teach general education courses comprised of primarily first-year students should include the Diversity and Inclusion Statement in their syllabi.
  - The Subcommittee for Curricular and Co-Curricular Development should work with living groups and their governances to affirm the Diversity and Inclusion Statement.
  - The Subcommittee for Curricular and Co-Curricular Development will continue to explore opportunities for meaningful use of the Diversity and Inclusion Statement.
- **Inventory:**
  - The inventory should be accessible on the UI website in for faculty, staff, and students (especially those in programming roles such as Resident Assistants in the Residence Halls) to freely access. The ideal web location would be on the main UI Idaho page under the "Diversity" tab.

- The Subcommittee for Curricular and Co-Curricular Development is responsible for maintaining and updating the inventory. To this end, a web form should be developed to allow offices and organizations to submit content to the inventory. The Trumba calendar system's "diversity" designation should also be used to gather content for the inventory.
- The Subcommittee for Curricular and Co-Curricular Development will work with living groups (residence halls, sorority/fraternity chapter houses, Steel House) to familiarize them with how to best utilize the inventory for community programming.
- The Subcommittee for Curricular and Co-Curricular Development will share the inventory with instructors of courses identified as General Education courses that impact the greatest number of first-year students and encourage them to familiarize their students with it. In addition, instructors of INTR 101 courses will be encouraged to engage their students in learning activities to further familiarize students with the opportunities identified in the inventory.
- The Subcommittee for Curricular and Co-Curricular Development will continue to explore opportunities for meaningful use of the inventory.
- **Directed Trainings:**
  - Create a series of workshops for faculty and graduate-student instructors, targeting instructors of inventory-identified first-year General Education courses/seminars. These workshops will assist new faculty and graduate students, as well as current faculty and graduate students, with understanding and applying a range of diversity and inclusion content and pedagogical high-impact, best-practices into their courses and seminars. Taking advantage of UI expertise, the workshops would lead by UI faculty. In addition, workshops will familiarize attendees with the Diversity and Inclusion Statement and curricular and co-curricular inventory.
  - A diversity education component should be added to student organization officer training where the training will also familiarize student leaders with the Diversity and Inclusion statement and curricular and co-curricular inventory.