

Diversity Catalyst Committee (DCC)

Call to Action 2021

Land-grant institutions and the Experiment Station Section have a duty to understand how they have benefitted from racial injustice and to ensure their programs and services do not perpetuate systems of oppression and injustice. We challenge ourselves to not simply strive to become non-racist but commit to an active anti-racist agenda in all aspects of our work.

Background:

During the annual 2020 Experiment Station Section meeting, the opening session was dedicated to “inclusive excellence.” From that session, the attached summary report was written¹. During the opening work session, the Experiment Station Section directors identified four diversity challenge areas and discussed potential actions to address those challenges. These are listed in the report. Prior to and coincident with the ESS meeting, the United States was in the midst of civil unrest boiling over from years of racial injustice and the need for all Americans to acknowledge and address racial inequities. During his leadership term, ESCOP Chair, Moses Kairo declared that the first of the Chair’s Initiatives was: Fully integrate Diversity, Equity and Inclusion as an essential component of all our programs. Last, the Diversity in Research Leadership Task Force, the predecessor to the DCC, recommended strategies to broaden the diversity of leaders holding research administrative positions. Many of the suggestions made by that task force are reiterated here. It is to these ends that the DCC shares the following reflections and recommendations.

Diversity and Inclusion Challenge Areas:

The Experiment Station Section Directors identified four diversity and inclusion challenge areas. These included:

- Recruiting and retaining a diverse workforce: developing a pipeline to support inclusive excellence.
- Strengthening partnerships among the 1862/1890/1994 institutions.
- Addressing funding challenges/disparities across the three LGU systems.
- Reaching/working with underserved populations.

Call to Action:

The DCC issues a Call to Action to engage all directors. Of the challenge areas listed above, the DCC asks you to identify a challenge that you intend to address in the upcoming year and use the following questions to guide your action steps.

- What actions do you intend to take?
- What is the timeline on your actions and what resources will you deploy?
- What gaps will you address and what obstacles do you anticipate?

¹ The summary report was written by Woody Hughes, Jr., Brian Raison and Rachel Welborn.

- What goals do you expect to reach?
- What will diversity and inclusion look like on your campus or station?
- How does your response to this Call to Action fit into the long-term diversity and inclusion strategies of the station, the college and university?

DCC Actions:

The DCC will periodically ask each director what they've undertaken. The DCC will work with NIFA to profile exemplary actions of the directors. The DCC will seek directors to share what they've done in a series of best practice sessions. The DCC will encourage submission of nominations for Diversity and Inclusion Award winners and celebrate your accomplishments.

Inclusive Excellence: Systematic Approaches to System Change

September 28, 2020 Opening Session to the 2020 ESS/AES/ARD Annual Meeting
Summary Report

Session Objectives – Participants will:

- Explore how inclusive excellence can strengthen existing Experiment Station efforts.
- Engage in a series of conversations that will identify obstacles to affect inclusive excellence and strategies to overcome the obstacles.
- Be challenged to implement at least three actionable steps that lead to inclusive excellence at their home institutions.

If we do wonders with one set of eyes, imagine seeing the world from various other set of eyes.

~Session Participant

Survey Highlights

In a survey to ESS members prior to this session, several assets as well as challenges to inclusive excellence were identified. During this session, participants explored potential strategies to leverage assets to address the four top challenges identified. The section that follows documents potential strategies to address these issues:

1. Recruiting and retaining a diverse workforce; developing a pipeline to support inclusive excellence
2. Strengthening partnerships among 1862/1890/1994 institutions
3. Addressing funding challenges/disparities across the three LGU systems
4. Reaching/working with underserved populations

Call to Action

This report serves as a summary of thoughtful input on what ESS could do in order to vastly impact Inclusive Excellence. The charge to the reader is this:

How will this input be translated into CONCRETE ACTION that will have the greatest positive impact in Inclusive Excellence in 5-10 years?

In a changing world, a diversity of ideas will better help us find solutions to new problems that are not predictable with past understanding.

~Session Participant

Strategies for Addressing Top Challenges

Recruiting and Retaining a Diverse Workforce; Developing a Pipeline to Support Inclusive Excellence

- **Internships**
 - Targeted internships
 - Internships leading to permanent positions at slightly better the entry-level salaries (e.g., incentive)
 - Reserve internships for minority serving inst.
- **Mentorships - strong peer-to-peer mentorship for underrepresented groups**
- **Pipeline development**
 - Industry pipeline program (industry scholarships/internship opportunities)
 - Grow the diverse workforce that you want to see by grooming students from freshman through graduate school for those w/ graduate programs
 - Use capacity funds to recruit diverse graduate students (will end up as faculty hopefully)
 - Postdoctoral programs to bridge to faculty
 - Work with your institutions MANRRS groups as a pipeline for employees <https://www.manrrs.org/>
 - Develop a program from diversity scholarships in undergrad and grad.
- **Training**
 - Training own diversity PhD students
 - Identifying unconscious or systematic biases currently causing attrition within the pipeline
- **Start with youth development**
 - Start early with 4H in creating the foundation for a diverse workforce
 - Change the perspective of high school students about what Agriculture is, most of the best talent is going to a pre-med pathway
 - Campus experiences for 3rd graders from URMs
 - Target students in 7-12 for scholarships in Ag programs to build the pipeline
- **Exchange programs/shared programs/cross training/collaboration**
 - Graduate student swap between 1862s, 1890s, 1994, like a clinical rotation, for a semester research project.
 - Develop summer experiential exchanges for students between the LGU system
 - Student opportunities to exchange across campus
 - Create regional research exchange programs to provide greater experience for grad students and post docs
 - Station scientists from other organizations at our experiment stations

- Cross training of students from diverse institutions - summer internships at diverse locations - all institutions involved
- Dual degrees from more than one institution/program
- Providing learning opportunities to each other's students within a region.
- Multiyear faculty exchanges across institutions
- Develop bridge research programs with 3 LG types
- **Incentivize - Incentives for minority faculty and students**
- **Identify successful examples**
- **Examine/reshape recruitment and hiring practices**
 - Aggressive search locally and internationally
 - Reduce the number of non-essential required qualifications in job ads
 - Improve recruitment strategies.
 - Strengthen hiring practices
 - Strong start up packages
 - Reactive and proactive work environment- vetting in hiring for sensitivity
 - Train all personnel involved in any aspect of hiring training in recruiting and retaining a diverse workforce
 - Dedicated funding to assist in hiring diverse faculty.
- **Collaboration**
 - Shadow AES/ARD Directors and get them to regional/national meetings
 - Encourage and build through regular monthly/weekly meetings with Admin
 - Build Regional strategic relationships with 1890s and 1994's to do target hires at faculty or staff
 - Joint travel to relevant sites
 - Change the climate so that different people with different life experiences can feel at home

Strengthening Partnerships among 1862/1890/1994 Institutions

- **Building relationships**
 - Physically visit other institutions
 - Faculty exchanges across the three LGU family members.
 - More face to face get-togethers with faculty working in related areas and administrators across these institutions
 - Effective partnerships begin with building strong relationships!
 - Regular collaborative sessions
 - Faculty "internships" or mini sabbaticals at institutions of different land grant groups
 - Virtual exchanges
 - University alliance formation among 2-3 other university partners
 - Reach out to one of each institution type different from your own and invite to 1) a meeting, 2) a research proposal.
 - specialty listing
 - Names of 1862/1890/1994s into a hat and matchmake to outcomes and/or speed dating.
 - Partnership building grantsmanship workshops
 - Create shared appointments within and across states that have scientists from both institutions at each of the universities
 - Hold meetings at more affordable locations for larger participation or meet at an 1890 or 1994 institution's campus for major meetings.
- **Target collaboration on issues**
 - Targeted meetings focused on joint challenges or common stakeholders
 - Link common interests at grass roots level, not admin.
 - Organize mixed research teams around a given area and provide funds
 - Targeted special collaborative initiatives
 - Think tanks that will connect researchers/expertise with targeted outcomes
 - Identify common goals.
 - Develop statewide or regional joint research programs to include all types of institutions
 - Collaborative projects
- **Funding/grants**
 - Dedicated competitive funding
 - Seed grants to form or strengthen teams between 1862/1890/1994 institutions and facilitation of these partnerships
 - Fund cooperative projects with faculty at other LGU types
 - Create grants in AFRI, NSF, NIH, etc. that requires partnerships with 90 and 94
 - RFAs that require or at least favor collaborations among LGUs

- Funding that not only rewards diverse granting participants, but also highlights different cultural perspectives in presenting research results
- Expand Hatch Multistate type funding to 1890 and 1994 institutions
- National funding programs requiring programs that include all partners
- Dedicated funding for collaborative projects for mixed research teams
- Require collaborations across institutions for more grant sources.
- Shared grants requiring multiple diverse land grant institutions.
- USDA-funded graduate student and post-doc exchange programs
- Financial Benefit should go primarily to the 1890 and 1994 partners, 1862 faculty should be rewarded internally from the effort and time.
- Dedicated competitive 1890 funding for the 1890 LGUs, and dedicated competitive 1994 funding for the 1994 LGUs that is separate from new and existing dedicated competitive funding for all LGUs
- **Expand leadership opportunities**
 - Invite 1890's and 1994's to lead on projects and not just follow
 - Provide funding to 1890s & 1994s to lead the strengthening partnership efforts
 - Allow 1890's to lead programs with 1862s as participants
 - 1890/1994 lead interdisciplinary proposals
 - Due to external funding having a long history of moving extraordinarily slow at some 1890 LGUs, in some instances, take that into consideration when determining which institution will be responsible for managing external financial resources as it relates to 1890/1994/1862 collaborative partnerships
- **Strengthen multi-state opportunities**
 - Create a program that allows for more participation from the 1890s and 1994s in Multistate projects
 - Take better advantage of multistate opportunities
 - Collaborations are personal - invest in more involvement of 1890/1994 in multistate research projects
 - Multistate research projects / research teams
 - Joint multi-disciplinary research initiatives
 - Joint research and extension programming
 - Encourage faculty to include project partners from these universities
- **Cross institution pipeline development**
 - Joint degree programs and grant program collaborations
 - Automatic adjunct faculty appointments with institutions within each state
 - Building partnerships around recruitment of faculty and staff for 1862, 1890 and 1994
 - Share facilities, human and other resources
 - Co-advise students

Addressing Funding Challenges/Disparities across the Three LGU Systems

- **Join together/ collaborate (3) for significant request for all ag research**
 - Joint programs/research projects
 - Collective pipeline directed to UG and MS programs at 1890/1994 institutions leading to PhD program at 1862 so all institutions benefit at their strengths.
 - Collaborate to be unified and make a concerted effort on behalf of all.
 - merge the different institution types to reduce segregation in higher education
 - true long-term partnerships. not one-time funding that encourages last minutes request.
- **Collaborative grant development**
 - public private partnerships
 - grant and project cooperation across 1890/1862/1994
 - Shared grants across diverse institutions with equal sharing of resources.
 - Designated pools of funding (collaborations)
 - develop funding opportunities targeted specifically to joint submissions from the 3 LGU systems focused on developing solutions to meet global challenges
 - Commit to submitting a proposal with at least one other institution AND commit to allowing the minority-serving institution to be the host of the project.
 - set asides in OREI, SCRI and other competitive funding opportunities
 - Partnerships between institutions strengthen research grant applications!
 - funding opportunities that require meaningful roles/budgets for all 3 LGU
 - national initiative stimulating ag research to the level of NIH; all LGU benefit
 - Collaboratively developed research proposals
 - partner across LGU systems to find grants together and foundation support
 - Joint projects/grant programs that require participants from more than one land-grant category: 1862 + 1890 + 1994
 - develop joint grantsmanship workshops and proposal development activities, preferably with accompanying seed funding committed from the institutions
 - build extra power in grants including commodities for partnerships
 - grant subcontracting
 - meaningful participation of 1890s and 1994s with the 1862s, not as add-ons
 - collaborative grants with dedicated funding and long-term partnerships
- **United approach to funding/advocacy**
 - Joint advocacy for more funding
 - All land-grant Universities advocate for equitable funding at the federal level
 - 1890's and 1994's need to have the fully funded match just as the 1862's do.
 - Do the state-based work to ensure equitable match availability
 - Focus on increasing 1890 and 1994 \$ BEFORE 1862 after IDing the goal that works.
 - Joint lobbying to minimize competition amongst institutions

- work with state legislatures and Congress to highlight the benefits of leveraging resources across systems
- Better aligned requests to Congress
- Joint efforts in seeking state matching funding.
- Join forces for advocacy as ONE
- Advocacy for funding increases of underfunded programs
- Willingness of 1862 institutions to equitably share increases in funding (based on need) with 1890 and 1994 institutions
- Expand advocacy efforts
- Expand Capacity Funds - and have student and faculty demographics as part of the formula for allocating dollars
- Local and state representation, federal reps in the corner as well- part of this also means a diverse representation to represent a diverse constituency
- **Share resources**
 - Share AES research stations which some lack.
 - willingness to share resources
 - Share resources
 - Pooling internal funding across different institutions
 - Create opportunities for leveraging

Reaching/Working with Underserved Populations

- **Listen and identify needs first; develop true long-term partnerships**
 - Include multiple members of those populations in advisory groups to set priorities.
 - Collaborate on research projects addressing underserved populations to include a needs assessment.
 - intentional outreach and inclusion in advisory groups
 - match making process to identify underserved populations and their needs, then facilitation process to make connections with LGU that have resources and want to assist
 - Use/revise/enhance/change frameworks to engage underserved populations
 - Firstly, define and identify the populations
 - Working with advocacy groups for underserved populations to identify needs
 - Engage the stakeholders directly in setting the research and outreach agenda
 - Get out more and find stakeholders and address their concerns
 - ID some problems and then sign up to do
 - listen first and be there for long haul.
 - Show genuine interest
 - listen to needs, and create intentional collaborations with clear measures of accountability
 - Underserved populations aren't always overlooked, but not considered in the plan. Be interesting and try hard. Nobody wants to partner with you if you are boring and not in tune with culture!
 - Listen carefully to what your target population says is important to them.
 - identify shared issues (e.g., use of public lands)
 - shared stakeholder communication activities- both to gather input into our programs and delivery of results
 - Include underserved perspectives in interpretation of research results and sharing those perspectives as a way to enhance conversations and include diverse audiences.
 - targeted programs in the poorest counties in each state/ long-term and intentional
- **Understand, respect and build on the strengths of each other**
 - Working with underserved populations with limited resources is what 1890's and 1994's do well. This is a case where 1890s/1994's could lead the conversation
 - Partner with the experts, Extension, especially 1890 Extension
 - Partner with 1862s, 1890s, and 1994s to deliver instructional and research programs in underserved areas/populations
 - Increased collaborations
 - Use Extension partners to reach out across state/region/nation
 - Build on linkages that have already been established

- collaboration with institutions that focus on underserved populations
- identify the best communicators - then build the team who has the scientific expertise to solve issues
- **Strengthen understanding/training around working with underserved audiences**
 - Special training for reaching the underserved
 - Build a greater understanding to learn how to become more effective.
 - reach out to NGOs and other non-university entities (e.g. advocacy groups) to learn best practices in how they engage underserved populations
- **Grow the pipeline of students and faculty from underserved groups**
 - Dual and joint graduate degrees across all LGUs
 - Provide internships for underserved populations.
 - scholarships
 - Summer camps/interns/faculty sabbaticals for underserved groups
 - recruiting employees/students from the targeted underserved population
 - Create shared internships to focus on this area
 - Create programs and funding for teachers in target schools to develop familiarity. Match the faculty to the population
 - Student exchanges/mentoring across diverse institutions.
 - scholarships/ internships - multi-year commitments
 - Hire faculty with this as a major job expectation and hold them to this through T&P process. or create an endowed chair with this expectation
 - Student internships that target underrepresented groups within the state and region - do this as a regional/joint activity rotating across universities or joint effort
 - employing a diverse faculty and staff
- **Purposeful inclusion/ prioritization**
 - Make it a priority, rather than an afterthought.
 - Field days that facilitate bringing in underserved populations
 - Increase the focus on urban populations, food islands, linkage of food with health outcomes.
 - Community service/open classes and community events, schools
 - Better funding for these types of programs

Addendum: Participants provided other rich content to the session through a series of related discussion prompts. These are included below for reference.

Discussion Prompt: How would we (ESS) be better if we truly worked under a banner of Inclusive Excellence?

- Then we will value the opinion of others who train of thought is not of the same cannon (our view), from a traditional way
- ESS would produce more innovative programs and products and of more practical value to a larger number of people in our communities
- We will be able to more freely share our resources and truly bring 1862, 1890, and 1894 institutions together.
- Working under a banner of Inclusive Excellence would yield broader perspectives on existing issues.
- We would be better equipped to approach problems (both internal to the university and external) in more meaningful ways, and ultimately provide solutions that are more robust.
- We need to ask our advisory groups, stakeholder groups, and commodity support groups to better embrace DEI as a relevant system of increasing market share and consumer support.
- build more trust and confidence among ourselves
- Bring a broader set of experiences that would challenge our assumptions of “the way” to solve or approach issues
- also a better set of outcomes for our students and adult learners
- Fresh, more efficient processes across the board that don't follow, "We do it this way because it's how we've always done it."
- It would help to enhance inter-institutional cooperativity
- If we embrace inclusive excellence, we would expand both the diversity of ideas in addressing research questions while also expanding our potential impact.
- reach more people more effectively
- Inclusion of different viewpoints and experiences can spark innovation.
- All voices would be heard and valued, leading to a better working climate, increased productivity, and innovation.
- Examples of best practices or new programs that work at other institutions that could be modeled at our institutions
- Through IE, we would be able to more effectively engage stakeholders whose
- Research questions and answers that address the needs - limitations of all those who live in our borders to ensure safe, food, feed, and fiber
- If we do wonders with one set of eyes, imagine seeing the world from various other set of eyes.
- Reach a broader audience
- It would change the perspectives we all harbor, to open minds to see problems more broadly.

- Chance to hear perspectives you might not consider, or might have misconstrued, and learn issues that are outside your normal thinking.
- Richer experience for all involved.
- Diverse world experiences bring very different ideas on how to approach a problem — both research challenges and institutional challenges.
- We will be able to more freely share our resources and truly bring 1862, 1890, and 1994 institutions together.
- Broadened perspectives and horizons.
- In a changing world, a diversity of ideas will better help us find solutions to new problems that are not predictable with past understanding.
- Provide more role models and motivation to strive for leadership positions for marginalized people.
- Problems which ESS aims to address and respond to impact a diverse group, answering these challenges will require a diverse team
- Inclusive Excellence would provide for stronger, more meaningful and impactful multi-disciplinary and multi-institutional collaborations: leveraging of resources.
- Empowering and welcoming a diverse community of scholars will improve the quality of everything we do, from teaching to the quality of our research questions and solutions.
- Being inclusive doesn't just make us better, it makes us relevant to more people.

Discussion Prompt: What is ONE THING I could change or do this year that would have the greatest positive impact in Inclusive Excellence in 5-10 years?

- Reach out to other institutions that we have not connected with as yet.
- Work on regional strategies with Alton Thompson and ARD Directors
- I will reach out to 1890s and 1994s to recruit my graduate students.
- Network with people who are not just like me. Build my circle with people outside my box.
- Intentional communication and engagement.
- support shared internships
- Focus on audience when developing materials to report data
- be proactive in reaching out to other groups
- Hire faculty members of color and support them with quality start-up packages.
- Incentivize my faculty to collaborate with 1890 universities on research projects
- Be strategic and intentional about inclusivity
- Recruit faculty from 1890 and 1994
- collaborate with 1890s on internships in agriculture fields
- Try to carve out seed funding for new collaborative efforts between our faculty (1862) with 1890 or 1994 partners
- Try to institutionalize the concept of inclusive excellence with faculty and administration and establish a pilot program to foster interactions between ESS 1862 and 1890s.

- I think my "one new idea" is also the answer for this one: Building an advisory committee that will better connect communicators from 1862, 1890 and 1994 institutions so we can benefit from their input and they can benefit from learning about each other, their audiences and their cultures.
- Establish meaningful relationships with other institutional members of the LGU family.
- Reach out to build trust with 1994 institutions
- Helping others (students, high school teachers, Madea, etc.) to understand all that "Agriculture" is. That is the best way to recruit and will lead to positive change in the years to come. [Madea--the person who is raising those students who should major in agriculture, but because of the view of agriculture, these students are majoring in other areas.]
- Facilitate meaningful conversations among minority and majority students for deeper understanding of challenges and opportunities of DEI
- This has been an amazing thinking and reflecting time. THANK YOU!
- Our 1862 HSI has some of the same challenges that our 1890 and 1994 institutions are facing, so I will seek ways to collaborate at a higher level.

Discussion Prompt: What are 2-3 action steps I could take in the next 30 days to advance toward this ONE THING?

- Identify funding opportunities to enable these interactions and collaborations to become a reality.
- I sure would love to think through how the SRDC could help with these ideas.
- Agriculture can be so much more than its historical image, data sciences, gene editing, innovation and entrepreneurship, we need to embrace those traits
- Plan for seed funding for collaboration with 1890 universities
- Talking to everyone I meet about agriculture:
- Flip the narrative that education is the pathway away from Agriculture.
- Pick up the phone and start networking!
- Establish a regular monthly meeting with my counterparts in 1890 and 1994 universities.
- Target faculty from 1890 and 1994 to participate in AFRI grants
- I love the emphasis on conversation...that's where it starts!
- As was mentioned earlier, I will work with Gary Thompson to plan and implement joint programs, proposals with ARD and the Southern region

Respectfully submitted by:

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