

Overview

The Herbert College of Agriculture is committed to implementing Senator Morrill's vision for the land grant university system by providing a high quality, inclusive education for Tennesseans from all places and backgrounds in order to solve practical problems. Just as hybrid vigor and biodiversity strengthen our agricultural enterprise and natural environment, our strength and performance as a society is enhanced when people with different backgrounds, beliefs, and experiences come together for their education to learn from, and with, one another. It is our mission to instill this philosophy as part of our holistic educational experience along with the discipline knowledge necessary to develop ethical leaders capable of supporting diversity, equity, and inclusion. Our society has daunting problems to address. It is only through group efforts, involving people with all types of abilities and backgrounds, that we will be able to keep our world intact for future generations. The College works within the framework of the University of Tennessee Institute of Agriculture which includes the College, AgResearch, and UT Extension, each unit having its own Dean (The College of Veterinary Medicine is also within UTIA and acts separately for many activities). Faculty and staff appointments, service units, and facilities are shared by the three entities; thus, the College needs to work with the other two entities to achieve a climate supportive of diversity, equity, and inclusion.

https://utia.tennessee.edu/wp-content/uploads/2020/06/UTIA_Org_Chart_6_2_20.pdf

Goal 1: Create and sustain a welcoming, supportive, and inclusive campus **climate**.

Objectives:

- Work jointly with UTIA to develop a functional structure to address diversity issues across the Institute irrespective of the individual missions of the subunits. Currently there are no DEI personnel operating at the UTIA level, and the College's students, staff, and faculty learn and

work across all 3 units: the College, AgResearch, and UT Extension.

- Develop baseline data on climate of UTIA for students, staff and faculty by participating in climate survey-move to action of set expectations et al.
- Attain a faculty body able to support a diverse and inclusive College.
- Set the expectations for an inclusive environment and communicate to incoming freshmen.

Goal 2: Attract and retain greater numbers of individuals from historically underrepresented populations into **faculty, staff, and administrative positions** (particularly department heads, directors, deans, and vice chancellors).

Objectives:

- Develop a pipeline to attract graduate students, post-docs, staff and faculty from historically underrepresented populations by developing a closer working relationship with Tennessee State University (TSU) and/or University of Memphis.

Goal 3: Attract, retain, and graduate increasing numbers of **undergraduate and graduate students** from historically underrepresented populations and international students.

Objectives:

- Identify and remedy factors contributing to underrepresentation of minorities in agriculture disciplines.
- Increase the visibility of our undergraduate and graduate programs to attract underrepresented students.
- Increase engagement and activity of MANRRS among underrepresented students at both the graduate and undergraduate levels.
- Encourage and support hiring of GTAs from underrepresented groups.

Goal 4: Develop and strengthen **partnerships with diverse communities** in Tennessee and globally.

Objectives:

- Engage with Lone Oaks STEM camps to acquaint a highly diverse population of high school students from the Memphis and surrounding community with agriculture opportunities.

Goal 5: Ensure that **curricular requirements** include significant intercultural perspectives.

Objectives:

- Inculcate intercultural perspective into the curriculum by ensuring undergraduate students have coursework or experiential learning opportunities or requirements that help fill their degree program.
- Develop a Vol Core course as Global Citizenship – US and Engaged Inquiry course: The Land Grant’s Agricultural Legacy: A Complicated American Experience. Learning outcomes to include role of land grant institutions (1862, 1890, & 1994), how they have affected the socioeconomic and cultural status of and opportunities for individuals and racial groups within agriculture, and how the land grant institutions have shaped relationships with indigenous peoples of North America and compared to other global societies & cultures.

Goal 6: Prepare **graduate students** to become teachers and researchers in a diverse world.

Objectives:

- Educate all graduate students about implicit bias and its impact.