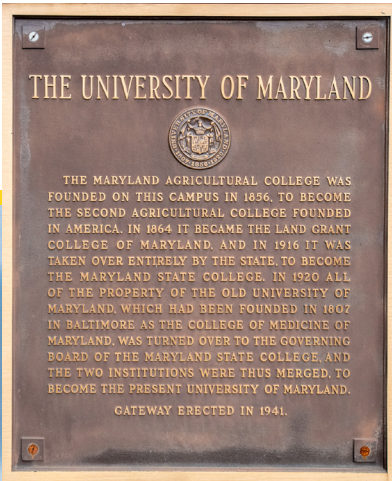




COLLEGE OF
AGRICULTURE &
NATURAL RESOURCES



Observing the Past While Transforming the Future

A Reaffirmed Commitment to Diversity,
Equity, Inclusion, and Respect

An AGNR Strategic Plan | April 2021

Table of Contents

Preface from Dean Beyrouthy	4
Commitment to Diversity, Equity, Inclusion, and Respect	5
Background and History	6
DEIR Values, Mission, and Vision	8
Definitions	8
Metrics and Reporting	9
DEIR Goals and Unit Plans	9
Implementation	10
AGNR DEIR Goals	
Goal 1: Leadership and Climate	12
Goal 2: Recruitment and Retention	14
Goal 3: Engagement, Research, and Extension	16
Goal 4: Communication and Technology	18
AGNR College Initiatives & DEIR Goals	19

Note: *Appendices and Addendums will be housed separately on the DEIR website.*

Appendix — DEIR Council

Addendums — Unit Level DEIR Goals

- AGNR Academic Programs
- Agricultural and Resource Economics
- Animal and Avian Sciences
- Environmental Science and Policy
- Environmental Science and Technology
- Institute of Applied Agriculture
- Nutrition and Food Science
- Plant Science and Landscape Architecture
- Veterinary Medicine
- Maryland Agricultural Experiment Station
- University of Maryland Extension

Observing the Past While Transforming the Future

A Reaffirmed Commitment to Diversity, Equity, Inclusion, and Respect

A Strategic Plan for Academic Years 2021 - 2026

April 2021

Dear Colleagues,

I am proud to serve as dean of a college dedicated to ensuring a welcoming culture for every member of our college community, both on-campus and across the entire state of Maryland. This plan, the first in the history of our college, titled *Observing the Past While Transforming the Future: A Reaffirmed Commitment to Diversity, Equity, Inclusion, and Respect*, is a bold, multi-layered, and leadership driven effort to establish the ideal embodiment of AGNR: a diverse educational community where all individuals are included in AGNR programs and employment and treated with the utmost respect. We believe these ideas and actions will be one of our greatest attributes and strengths moving forward.

We join the University of Maryland's renewed commitment to inclusion and respect for the UMD community. We will serve as a key partner and leader by engaging our deep network of internal and external audiences to offer opportunity and a home for the underserved, underrepresented, and disadvantaged. A diverse community of students, staff, and faculty will reinforce AGNR's commitment to excellence. The exposure to different perspectives and cultures can only strengthen our ability to research a broad area of topics, bringing new excitement and prominence to our efforts across research, academics, and Extension. We aim to take a leadership role in diversity, equity, inclusion, and respect (DEIR) initiatives on this campus and across the U.S. However, leadership is not attainable without a commitment to genuineness and authenticity. This is not a reactionary measure to recent societal events. We will consider and reflect on the feedback and suggestions of our valuable stakeholders, for whom this plan is designed to serve.

We look forward to you joining us in our DEIR journey and sharing our successes as we embrace all the differences that make us individuals, but collectively make us strong. Together, whether you are a student, staff, faculty, clientele, or any other member of the AGNR family, we will continue our DEIR journey as one.

Respectfully,

A handwritten signature in black ink that reads "Craig Beyrouthy". The signature is written in a cursive, flowing style with a large, prominent 'C' and 'B'.

Craig Beyrouthy
Dean and Director

Commitment to Diversity, Equity, Inclusion, and Respect

The College of Agriculture and Natural Resources' (AGNR) plan for Diversity, Equity, Inclusion, and Respect (DEIR) reaffirms our commitment to diversity, equity, and inclusion with respect for all and outlines the college's goals and expectations for DEIR. The college's DEIR plan is an outgrowth of the university's December 2010 diversity strategic plan, *Transforming Maryland: Expectations for Excellence in Diversity and Inclusion*. The AGNR plan aligns with the university's plan which sets forth a commitment to diversity; creates an inventory of college and unit level DEIR initiatives/activities; and incorporates the university's six diversity and inclusion recommendations: leadership, climate, recruitment and retention, education, research and scholarship, and community engagement.

<p>“Transforming Maryland Expectations for Excellence in Diversity and Inclusion”</p> <ul style="list-style-type: none">➤ Leadership➤ Climate➤ Recruitment and retention➤ Education➤ Research and scholarship➤ Community engagement <p><small>The University of Maryland's strategic plan for diversity, <i>Transforming Maryland: Expectations for Excellence in Diversity and Inclusion</i>, was produced by University Marketing and Communications for the Diversity Steering Plan Committee. December 2010</small></p>	<p>College of Agriculture and Natural Resources Diversity, Equity, Inclusion, and Respect Plan</p> <p>Goal 1: Foster a College of Agriculture and Natural Resources that respects diversity and encourages equity and inclusion.</p> <p>Goal 2: Recruit, retain, and develop a diverse community within the College of Agriculture and Natural Resources (faculty, staff, and students).</p> <p>Goal 3: Provide College of Agriculture and Natural Resources programs to underserved, underrepresented, and/or socially and economically disadvantaged audiences. Build and strengthen partnerships with diverse communities, industry, government agencies, civic and community organizations to support AGNR's external DEIR and outreach efforts.</p> <p>Goal 4: Provide Communication and Information Technology Support to the College of Agriculture and Natural Resources DEIR Plan.</p> <p><small>April 2021</small></p>
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AGNR takes diversity and inclusion a step further than the university's 2010 plan to include equity and respect, which are important additions given our world in 2021. Our ultimate goal is similar to the university's goal of diversity transformation—to transform AGNR into a DEIR leader among land-grant institutions.

As a college and organization, we commit to increasing diversity, which is expressed in myriad forms, including but not limited to legally protected status such as race, color, and national origin. This further commitment is extended to all aspects of AGNR's employment, educational programs and activities, and admissions to provide such to all without regard to race, color, religion, sex, national origin, physical or mental disability, protected veteran status, age, gender identity or expression, sexual orientation, creed, marital status, political affiliation, personal

appearance, or on the basis of rights secured by the First Amendment. Our DEIR commitment extends to working actively to challenge and respond to bias, harassment, and discrimination.

We will pursue deliberate efforts to ensure that our college is a place where differences are welcomed, where different perspectives are respectfully heard, and where every individual feels a sense of belonging and inclusion. We know that by building a critical mass of diverse groups in the college and creating a vibrant climate of inclusiveness, we can more effectively leverage the resources of diversity to advance our collective capabilities.

Our commitments to DEIR are identified at the college and unit levels by specific goals, activities, measurements, and impacts and further effectuated at the college level with four initiatives. The AGNR DEIR plan developed in 2021 is designed as taking the first step to what is expected to be a journey in DEIR. The plan is designed for implementation at the unit level. Key to the plan is the involvement of college leadership and most importantly the involvement of AGNR employees at all levels. AGNR academic units, Academic Programs, the Maryland Agricultural Experiment Station (MAES), and University of Maryland Extension (UME) unit level plans are included as addendums on the DEIR website.

Background and History

2020 Events

2020 events taking place in the United States and around the world issued in a new urgency for universities, organizations, and corporations to refocus and recommit efforts on diversity, equity, and inclusion. Leadership within AGNR were no different than leaders at other institutions seeking ways to make meaningful and long-term change to make our world more diverse, inclusive, and equitable, where individuals are treated with respect no matter who they are.

Dean Craig Beyrouthy in a message of solidarity to the college on June 10, 2020 shared our collective concerns about the current state of affairs, but also identified five concrete DEIR efforts the college would immediately launch. In particular, Dean Beyrouthy noted the college will:

- Engage its leadership administrative council for a multi-day retreat where we will educate and sensitize them to issues surrounding racism, diversity, and inclusion.
- Continue special efforts for students and develop committees dedicated to diversity and inclusion.
- Have college-wide conversations to further discuss DEIR.
- Create a DEIR award for 2021 to recognize those who have “moved the needle on diversity, equity, and inclusion”
- Organize college messages and events to celebrate various cultural and diverse groups throughout the year.

The college retained the services of Nika White Consulting (NWC) in September 2020 to assist in the college's DEIR efforts. AGNR conducted six leadership workshops between September 2020 and February 2021, with NWC leading three workshops. Each unit leader was tasked with working with employees and students to develop unit DEIR goals with activities and impacts identified. The six workshops led to the development of an overall AGNR DEIR plan including goals, activities, measurements, and impacts. Unit goals were then developed to be an addendum to the overall AGNR DEIR plan. The objective is to officially distribute the college's DEIR plan and launch the DEIR programs in Spring 2021.

A Rich History Land-Grant Institution

Chartered as the Maryland Agricultural College on March 6, 1856, the College of Agriculture and Natural Resources is the cornerstone of the University of Maryland system, built upon a foundation of sound science, ground-breaking research through the Agricultural Experiment Station, and Maryland pride. In 1862, President Lincoln signed the Morrill Land Grant Act providing federal support for each state to develop a college to teach agriculture, mechanics, and military tactics, and in 1864, state government officials chose Maryland Agricultural College as Maryland's land-grant institution. Federal funds were provided to states through the United States Department of Agriculture (USDA) with the mission to provide practical research to the people. After noting the need to disseminate the knowledge from the university to the people, Congress enacted the Smith-Lever Act in 1914 which established Cooperative Extension throughout the state. AGNR's Extension program has faculty and staff in every county and Baltimore City, in Maryland. Today AGNR is a leading land-grant institution providing teaching, research, and Extension programs to a diverse clientele in the state of Maryland and beyond. More importantly, AGNR continues the state of Maryland and USDA's partnership to provide teaching, research, and education through the University of Maryland Extension (UME) to the people of Maryland.

Equal Opportunity and Diversity and Inclusion Policy-United States Department of Agriculture and Land-Grant Authority

Unique among UMD colleges are the civil rights compliance requirements of a land-grant institution. AGNR as an entity and its employees have an obligation to ensure equal opportunity and diversity and inclusion in all programs or employment practices regardless of one's demographic and/or other status. AGNR as a recipient of federal and state support and a preeminent public research institution of advanced learning is required to adhere to Federal Civil Rights laws, regulations, and rules in addition to those required by the University of Maryland. As such, AGNR must make every effort to ensure all beneficiaries of AGNR programs, applicants, and employees within our organization are treated fairly. Such programs and employment activities must be done with respect for all.

AGNR's DEIR plan moves beyond the Federal legal civil rights and compliance requirements to build an organization that is a leader in providing programs and employment opportunities and to ensure all are treated equitably and with respect. The college, through its DEIR plan and efforts, will provide access to all in all aspects of employment, educational programs and activities, and admissions.

DEIR Values, Mission, and Vision

The University of Maryland has long promoted diversity as a core value. AGNR recognizes that a diverse educational community where all individuals are included in AGNR programs and employment and treated with respect will be one of our greatest attributes and strengths moving forward. A diverse community contributes to our continued excellence, and the exposure to different perspectives and cultures can only add to our ability to research a broad area of topics and extend our educational knowledge to a growing and diverse population. Further, as a land-grant and state university, we have a responsibility to serve all the people of Maryland and beyond on a non-discriminatory basis.

AGNR's DEIR Mission

AGNR embodies the university's land-grant mission with a commitment to eliminate hunger and malnutrition, preserve our natural resources, improve quality of life, and empower the next generation through world-class education. Our DEIR mission is to become a diverse college where individuals are equally welcomed and included in all our activities and respected for their differences. Furthermore, AGNR's mission is to incorporate DEIR efforts in all our strategic and operational efforts so that it becomes a seamless business and operational practice.

AGNR's DEIR Vision

Our vision is to have all units committed to DEIR and have DEIR become a common element in programming and employment. Given our unique role as the cornerstone college of the University of Maryland with the privilege of effectuating the land-grant mission for the university, we further see our college becoming a leader among land-grant institutions meeting the needs of all people.

Definitions

In speaking of "diversity" we mean those aspects of identity, expressed in many ways, that can shape perspectives and thinking. A commitment to diversity means understanding that each individual is unique and appreciating our differences in an environment that supports individual and collective achievement. These differences can include but are not limited to race; ethnicity; gender and gender expression; sexual orientation; socioeconomic status; geographic background; national origin; culture; age; disability status; religious beliefs; veteran status, and political beliefs.

Equity refers to a system of essential fairness, including but not limited to access to opportunities and resources. The goal of equity is to eliminate disparities so that all members of a community may achieve their full potential and thrive. Working toward equity in the college requires consideration of the practical realities that impact individuals' participation and success in our community. This includes intentional and systemic pro-equity processes, practices, and tools designed to address imbalances, and actively and meaningfully responding to bias, harassment, and discrimination. A system of fairness requires strong, dedicated leadership, as well as an engaged and empowered community.

Inclusion requires both an awareness of personal, cultural, and institutionalized forms of discrimination, as well as an active commitment to dismantling those barriers. An inclusive community respects individual differences, recognizes them as valuable, and works to build bridges across differences, so that all members of the community can contribute fully.

Respect at AGNR requires us to treat others the way we would want to be treated. Such treatment comes in many forms but includes: the acknowledgement that each member of our community has a fundamental right to dignity; having empathy for every person's life situation; listening to and encouraging our colleagues and clientele's opinions and inputs; validating other people's contributions; and honoring the property of others.

Metrics and Reporting

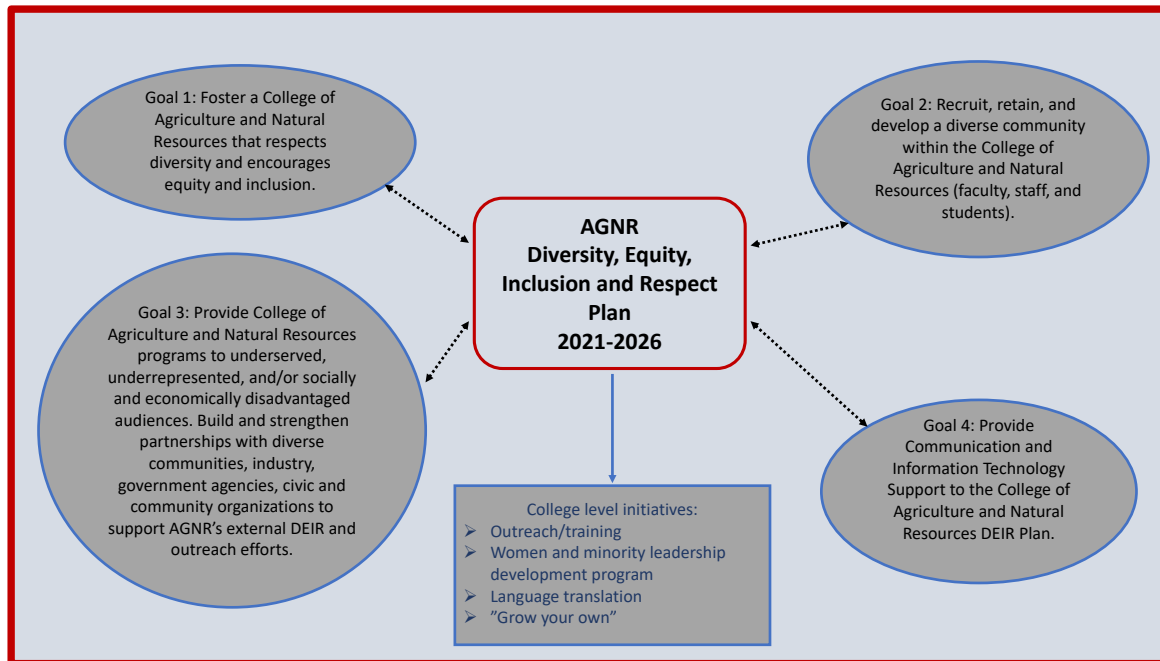
We are committed to holding ourselves accountable for achieving progress under the college and unit plans. We will track—over time—metrics that represent important factors in assessing progress toward our goals. We will use these metrics in combination to determine whether specific shifts up or down, or lack of activity, represent positive outcomes relative to creating a more diverse, equitable, and inclusive college. Surveys will also be utilized to determine our progress. At regular intervals, we will update the community on our progress. This tracking and reporting will occur at the college and unit levels. Major progress will be evaluated at the end of year five.

AGNR DEIR Goals and Unit Plans

The AGNR and unit level plans are living documents designed for the activities, measurements, and impacts to be evaluated annually and the plan revisited every five years. The current plan covers the academic year 2021 through academic year 2026.

The following unit plans are included as addendums on the DEIR website:

AGNR Academic Programs, Agricultural and Resource Economics, Animal and Avian Sciences, Environmental Science and Policy, Environmental Science and Technology, Institute of Applied Agriculture, Nutrition and Food Science, Plant Science and Landscape Architecture, Veterinary Medicine, Maryland Agricultural Experiment Station, and University of Maryland Extension.



AGNR units that are responsible for major program delivery and employment activity have created plans. Units engaged their communities of faculty, staff, and students in developing unit goals. Units will continue to adjust and evolve plans over time as we further engage employees and clientele. In addition to the four college level goals, four college level initiatives were identified.

The college level goals represent the goals of the dean/director's office, support units, and those administrative units reporting to the dean/director. Four college level initiatives are identified based on AGNR goals 1-4. Unit goals are added as addendums to the college plan on the DEIR website.

Implementation

The college and unit level goals and college initiatives are the initial steps in a long journey. AGNR must establish a DEIR structure in 2021 to supplement and compliment the USDA compliance requirements and university DEIR structure and determine levels of responsibility. It is crucial for AGNR leaders to continuously promote and manage the DEIR process in their respective units.

DEIR Assistant Director

AGNR will begin the search process to hire an assistant director for diversity, equity, inclusion, and respect in spring semester 2021. The assistant director will be responsible for managing, coordinating, and providing guidance in support of AGNR's diversity, equity, inclusion, and respect programs in the college, MAES, and UME. This position also coordinates all DEIR educational programming for faculty, staff, graduate assistants, and hourly employees across the AGNR system, including AGNR academic departments, MAES, and UME. This position reports directly to the director of human resources management & compliance programs (HRMCP) with direct access to the dean of AGNR. The incumbent serves as college diversity officer, on behalf of the director of HRMCP and serves as the ex-officio to the AGNR DEIR Council.

The AGNR assistant director for DEIR will work with the DEIR council to develop methods to review the college and units progress towards meeting goals and set accountability standards. Leaders working with faculty, staff, and students must determine realistic timetables, prioritize goals, and assign specific tasks to individuals. DEIR efforts must be driven upward; it is crucial to elicit the involvement of AGNR faculty, staff, students, and stakeholders. Surveys specific to DEIR and employment and program data are crucial components of our ability to accurately and truly measure our progress and effect of the DEIR program. These elements of the DEIR program must be clearly identified and agreed upon down to the unit level in 2021.

DEIR Council

The AGNR Diversity Council's mission is to effectuate the College's DEIR plan to improve diversity, inclusion, and equality within the college community by promoting dialogue, providing information, and fostering respect for all students, faculty and staff, and AGNR clientele. In carrying out its mission, the council chair will report to the dean of AGNR.

Specifically, the Council works to:

- Fully effectuate and support the college's four DEIR goals and four college level initiatives and modify the DEIR plan as needed.
- Review AGNR's unit plans and provide input.
- Comment on policy related issues including ways in which current policy strengthens or detracts from the diversity of the composition of the faculty, staff, student body, and eligible clientele.
- Present recommendations to the dean that include strategies, individuals responsible for specific actions, timelines for implementation, and measurable outcomes that reflect continuous improvement of college climate, and identify methods that "move the needle" on diversity, equity, and inclusion, and foster respect for AGNR clientele, faculty, staff, and students.

AGNR will have in place a Diversity Council by the end of fall semester 2021. *See Appendix on DEIR website.*

AGNR DEIR Goals

GOAL 1: Foster a College of Agriculture and Natural Resources that respects diversity and encourages equity and inclusion.

Strategies:

- 1A.** Develop a college environment and climate that fosters diversity, equity, and inclusion with respect for all. Solicit input and work closely with college leadership to increase diversity and document diversity, equity, and inclusion efforts (Total Group Effort).
- Integrate DEIR related professional development and expectations into leadership positions and programs.
Activities: Provide and determine opportunities for DEIR leadership development; establish a mentoring program for leadership; establish a women and minority leadership development program.
Impacts: Leadership opportunities developed or identified. The number of leaders involved in a leadership development program.
 - Provide DEIR opportunities and experiences at college level and in AGNR units. Require where appropriate faculty, staff, and students participate in diversity activities across campus such as workshops, seminars, and individual discussions that promote understanding of diversity, equity, inclusion, and respect for differences.
Activities: Create and identify DEIR learning opportunities; provide DEIR support to AGNR units.
Impacts: Document participation.
 - Ensure that the college continues to be represented on diversity panels, committees, and groups.
Activities: ADVANCE grant participation, and committee participation—Terrapin STRONG onboarding committee, Senate DEI committee, Campus Equity Committee, Campus Diversity committee, and other various committees.
Impacts: Representation on the councils and attendance at meetings, and conferences related to diversity, equity, and inclusion will be documented.
 - Recognize DEIR efforts of faculty, staff, and students that move the needle on DEIR.
Activities: Create an annual dean's DEIR award; highlight DEIR efforts of faculty, staff, and students in the Human Resources Management and Compliance Programs newsletter. Identify and reward innovative and inclusive efforts in teaching, research, and Extension at the unit level.
Impacts: Number of award applicants for dean's award, number of DEIR highlights that move the needle on DEIR.

1B. Assess the college climate for supporting a culture of DEIR.

- Assess the climate for DEIR in the college. Conduct a climate survey annually. Utilize the college survey in addition to the university wide climate survey.

Activities: Create an AGNR climate survey for faculty, staff, and graduate assistants setting out a data-driven approach to assess and improve diversity, equity, and inclusion; share results at the unit level; the goal is to conduct the AGNR survey on an annual basis. Review AGNR climate survey results along with university climate survey with unit leaders. Unit leaders share AGNR and the university climate survey with employees. Require DEIR training based on survey results as needed.

Impacts: Assessment completed; conduct assessment on periodic intervals and determine if the college/unit's climate changes.

- Assess the need for affinity or diversity groups and/or explore methods to encourage discussions between diverse groups and AGNR leadership.

Activities: Have dean/unit head listening sessions with affinity and/or minority groups.

Impacts: Meetings held with various diverse groups; number of affinity groups formed.

1C. DEIR Education

Provide diversity, equity, and/or inclusion education and professional development opportunities for faculty, staff, and students at the college level. Determine what DEIR training is mandatory (such Title IX, anti-harassment, etc.)

Activities: Develop and implement education focused on managing DEIR for faculty, staff, students, and supervisors; develop listing of UMD DEIR training; work with AGNR Terrapin STRONG committee to implement faculty and staff onboarding to affirm the university's mission, culture, and values as a diverse, united, proud, respectful, inclusive, accountable, and empowered community of people from every background that works to impact positively our globally connected society.

Measures: DEIR training identified and offered; maintain attendance log.

1D. Inventory of current DEI efforts

Collect inventory of AGNR units' existing programs and resources on an annual basis.

Activities: Contact AGNR unit heads; develop listing of unit level programs and resources focused on DEIR.

Impacts: College DEIR inventory list developed at unit level.

1E. AGNR DEIR Plan

The AGNR DEIR plan and DEIR efforts are a living document and process. AGNR leadership and the AGNR DEIR Council will continue to review the DEIR plan, DEIR activities, and DEIR impacts and revise as needed.

Activities: Annually review the DEIR plan and related activities.

Impact: The DEIR plan and related activities are reviewed, adjustments made, and stakeholders notified of changes as needed.

GOAL 2: Recruit, retain, and develop a diverse community within the College of Agriculture and Natural Resources (faculty, staff, and students).

Strategies:

2A. Faculty and Staff

- Use employment data to inform the units of DEIR hiring plans (e.g., workforce demographics, climate survey, applicant flow data, Human Resources retention reports, and etc.)

Activities: Dean to work with college leadership to review current workforce data. AGNR continue to develop employment and program demographic dashboards; AGNR utilize University Affirmative Action Plan data; AGNR HRMCP annually reviews UMD and college generated workforce data with AGNR Leadership; demographic composition of recruitment efforts reviewed with college leadership (e.g., applicant pool; short list; on-campus interview; offers extended); unit heads identify the demographics of visiting scholars/experts invited to campus; unit heads identify strategies to engage scholars/experts from diverse backgrounds; assess job announcement for biases such as gender bias; determine barriers to hiring of underrepresented populations.

Impacts: Demographic data by job categories such as faculty, professional, clerical are reviewed annually for change; demographic data from applicant flow shows increase in diversity finalists, and offers made to underrepresented groups.

- Institutionalize DEIR recruitment best practices in all searches (e.g., active and ongoing recruitment, diverse hiring committees, search committee training, clear hiring criteria, and proactive communication of work/life commitment); clearly identify outreach and advertising efforts to diverse communities, media outlets, and organizations.

Activities: Include DEIR and unconscious bias training in search committee training; include DEIR related content into position descriptions, ads, etc.; continue to identify and advertise in publications that focus on diverse audiences; strategic attendance at key conferences to identify diverse talent; increase relationships with talented scholars including but not limited to 1890 and 1994 partners from underrepresented groups via conferences, professional networks, and online resources; invite a diverse slate of scholars to campus to present their research; implement strategies to engage “passive applicants”, particularly women scholars and scholars of color.

Impacts: Units provide a DEIR report on contacts with scholars from underrepresented groups and the demographic composition of search applicant flow shows increase in diverse applicants; recruitment strategies for underrepresented groups documented.

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- Develop pipeline or “grow your own” programs such as path forward for faculty from professional track faculty (PTK) to tenure track faculty (TTK) and path forward program to move undergraduate students to become graduate and ultimately postdoctoral fellows; begin discussions on creation of similar program or pipeline for succession planning for staff (job-shadowing, enrichment opportunities) to create skill-banks and internal applicant pools of qualified talent.

Activities: Units to develop pipeline programs.

Impacts: Number of individuals from underrepresented groups to enter the pipeline; percentage of those completing the pipeline and continuing with AGNR or UMD or other higher education institutions.

2B. Undergraduate and Graduate Students

- Require all student clubs to engage in activities that promote diversity and inclusion and provide support to student council, Ag Ambassadors, and MANRRS as a key to leadership for college-wide student diversity.

Activities: Engage student organizations in discussions around DEIR and their responsibility to promote the values of DEIR.

Impacts: Increased student representation in MANRRS. Increase the diversity of students in other college student organizations.

- Provide more opportunities for all students to participate in a variety of experiential learning activities which provide an understanding and appreciation of diverse populations and expand study abroad opportunities to underrepresented students.

Activities: Work with AGNR academic units and Extension to provide experiential learning activities to students.

Impacts: Increased programming and number of students participating in these activities.

- Academic Programs will engage departments to implement programs to recruit, enroll, retain, and onboard diverse undergraduate and graduate students.

Activities: Coordinate with departments to implement recruitment and onboarding programs for undergraduate and graduate students.

Impacts: Building AGNR culture and community working with the AGNR Terrapin STRONG committee and exposing students to AGNR history; unconscious-bias and anti-racism training; diversity, equity, inclusion, and respect training; sexual harassment training; and an introduction to UMD traditions.

- The communications unit to support academic programs efforts to recruit and retain a diverse student body.

Activities: Target communications and outreach materials towards a more diverse set of prospective students. Meet regularly with Academic Programs to better understand MANRRS and how the communications team can help promote MANRRS college-wide.

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- The AGNR Office of External Relations (OER) will support AGNR’s DEIR student efforts.
Activities: OER to identify specific funding opportunities for individuals to support student focused DEIR efforts within AGNR.
Impacts: Opportunities identified and/or funding levels for student support achieved.

Goal 3: Provide College of Agriculture and Natural Resources programs to underserved, underrepresented, and/or socially and economically disadvantaged audiences. Build and strengthen partnerships with diverse communities, industry, government agencies, civic and community organizations to support AGNR's external DEIR and outreach efforts.

Strategies:

3A. Build and strengthen partnerships with diverse communities.

- Work with AGNR academic units to develop a plan to engage 1890 and 1994 land-grant and Hispanic serving institutions identified as such by the National Institute of Food and Agriculture (NIFA).
Activities: Identify institutions to develop partnerships and support faculty visits to and collaborations and affiliations with 1890, 1994, and Hispanic serving institutions.
Impacts: Number of partnerships developed and number of faculty visits or interactions with 1890 and 1994 land-grant and Hispanic serving institutions.
- As a land-grant institution, AGNR’s mission is to provide resources and education to beneficiaries in the state of Maryland and beyond. Apart from our funding requirements and federal mandates, AGNR must collect demographic data to show programs and research activities are delivered in a nondiscriminatory manner. The population dashboards and associated training identifies populations for an opportunity to engage underserved and underrepresented audiences and move AGNR beyond the traditionally required civil rights concept of parity towards the broader AGNR goal of diversity, equity, and inclusion with respect for all. Utilizing the datasets contained within iDashboard (Population Dashboard) will provide faculty and staff unlimited resources to measure the potential of their outreach efforts, isolate targeted audiences, and create additional educational opportunities.
Activities: Continue AGNR HRMCP Title VI program training on Maryland populations to utilize in Extension and research planning, and provide AGNR faculty and staff access to population census data including US Census, Agriculture census, 5-19 census, languages spoken data, disability census, veteran data, and more.
Impacts: Document faculty and staff attending training; unit outreach efforts to provide programs to underserved and underrepresented populations.

3B. AGNR Civil Rights compliance programs.

- Build DEIR as an extension of AGNR's civil rights program. The AGNR compliance programs, while required by USDA and other federal funding agencies, also provide an avenue for AGNR to measure success towards much broader DEIR goals.

Activities: HRMCP continue to provide guidance and ongoing civil rights training on regulation, legislation, and litigation; publish the HRMCP newsletter as communication outlet and training tool; provide ongoing and continuous training on Title VI, Title VII, Title IX, ADA, etc. federal, state, and university laws, regulations, and policies; monitor complaints; provide proactive approach to civil rights; review program enrollment of underserved and underrepresented populations in AGNR programs; identify programmatic needs relative to civil rights requirements for meeting external audiences; access transfer of knowledge by applying training principles to practices.

Impacts: Employee training offered; guidance provided to leadership, faculty, and staff.

- Internal civil rights reviews are required by USDA as a compliance tool and allow AGNR to access and evaluate current employment and programmatic operations to aid with the identification of potential barriers in any of the noted activities. HRMCP to conduct UME, MAES, and departmental internal civil rights reviews. In conducting such, the review results are presented to the dean/director, associate dean/directors, and department chairs as needed. Such reviews can enhance the broader concept of DEIR and provide an on-going measurement of change. Internal reviews are mandatory preparation for USDA State program reviews (typically conducted every six years).

Activities: Review of DEIR-related data points (e.g., composition) for disparate impact on underrepresented U.S. racial/ethnic minorities, women, and other historically marginalized populations; provide UME and MAES director and associate directors, and dean with internal compliance reports of suggested DEIR actions required of AGNR units.

Impacts: Compliance reviews held; DEIR program data reviewed; MAES and UME leadership receive civil reports and work with HRMCP to develop action-oriented goals to remove programmatic areas of concern.

Goal 4: Provide Communication and Information Technology Support to the College of Agriculture and Natural Resources DEIR Plan.

Strategies:

4A. Communication unit to develop a DEIR communication strategy.

- Work with AGNR communication unit to develop a strategy to promote the AGNR DEIR plan and communicate plan to all within the college, external stakeholders and clientele; unit plans completed in 2021.

Activities: Meet with the communication group in early 2021.

Impacts: Meetings held with communication group; DEIR communication plan is developed, and messaging plan completed and initiated.

- Incorporate the principles of diversity, equity, inclusion, and respect into the communications team's goals, strategies, and tactics.

Activities: Maintain and foster a commitment to have diverse, inclusive, equitable, and respectful marketing and recruitment materials, photography, and messaging. Consider all audiences when promoting our academics, research, and Extension programs. AGNR opportunities need to be reframed to appeal to all. Increase communications team presence at events in the community to give greater recognition to certain underrepresented communities.

Activities: Increase awareness of various celebratory months (i.e., Hispanic Heritage Awareness Month). Help promote cultural event opportunities to AGNR faculty and staff.

Impacts: Dean's letter celebrating various cultural awareness months and number of cultural event opportunities promoted.

- Create Communication Unit Diversity Paid Internship aimed at underrepresented student groups.

Activities: Concept, name the internship, solicit funding, perhaps naming it after a UMD/AGNR POC graduate or donor working in partnership with the AGNR Development officer.

4B. Provide Information Technology in support of AGNR DEIR plan.

- Develop strategy to assure AGNR technologies are in compliance with Section 508 (disabilities) of the Rehabilitation Act of 1973 as required by recipients of federal financial assistance. The AGNR IT group provides Section 508 support to assure AGNR technologies such as websites are accessible to people with disabilities.

Activities: AGNR sites reviewed for 508 compliance and work with AGNR HRMCP unit to develop section 508 compliance guidance and training.

Impacts: Number of sites reviewed per year; meetings held to determine guidance and section 508 training needs.

4C. Provide technological innovation and support to AGNR’s programs to meet the objective of outreach to the citizens of Maryland and beyond.

- Our focus will be ensuring that the academic and Extension programs are connected to their stakeholders and learners.

Activities: Investigate and select the appropriate Learning Management System (LMS) to reach UMD Extension’s diverse learning population; coordinate AGNR outreach and technical assistance by sharing LMS findings to help Baltimore City Community College professors in their effort to launch virtual education in Ethiopian higher education; database development for Extension Baywise/Yard Stick program that promotes healthy landscaping practices of Maryland homeowners.

Impacts: LMS findings produced; listing outreach support provided by IT.

College of Agriculture and Natural Resources Initiatives: Embedded Within the Four College-Level Goals are Four College-Level Initiatives.

1. Outreach/Training

AGNR will provide college level DEIR capacity and funding support for unit’s outreach efforts to underserved, underrepresented, and/or socially disadvantaged audiences to assure continuous DEIR programs throughout the college. This would include outreach efforts to reach underserved minority audiences where data shows efforts are needed. AGNR will provide college level training in addition to training that may be offered at the unit level to assure consistency and that DEIR training is tied to DEIR goals. Such training will typically be based on results of DEIR surveys and progress made on DEIR goals. These capacity efforts are also seen as potential areas to garner external support in the forms of partnerships, grants, and private support.

2. Women and Minority Leadership Development Program

Employment data shows the need for a program to support leadership development of AGNR women and minority faculty and exempt employees. AGNR will develop such a program to include leadership training, leadership development and mentoring, and identifying short term and permanent leadership opportunities for women and minorities. The leadership program is also viewed as a DEIR program with potential opportunities for external funding support.

3. Language Translation

Separate and beyond AGNR’s outreach efforts, language translation is a crucial element of efforts to reach audiences who may be Limited English Proficient (LEP) and/or English is not their primary language. In addition, a LEP plan is required of AGNR by USDA as part of our civil rights programs. AGNR efforts will reach beyond the minimum requirements of USDA LEP guidance and become more inclusive of Marylanders. AGNR HRMCP will provide college level training on languages spoken down to the county level in

Maryland, provide language tools, and encourage staff to become certified translators or interpreters in at least the top seven languages spoken in Maryland. Language translation is also viewed as an opportunity to partner with outside groups and a potential area to seek external financial support.

4. “Grow Your Own AGNR 3Ps”— Pathways, Pipelines, and Possibilities

AGNR identified in goal 2 “grow your own” as a long-term strategy to increase the number of underrepresented faculty, staff, and graduate students. The AGNR “grow your own” programs will be unit supported from the college level. AGNR academic units will develop three distinct programs: 1) Pathway forward from PTK to TTK and 2) Pipeline program from undergraduate students to graduate student level and beyond or to staff employment, and 3) Possibilities from high school to AGNR.

Appendices and Addendums will be housed separately on the DEIR website.

05.5.2021

