

Extended Dialogue

Part 1: Extending Education

Featuring: Carl Van Ness



Main Ideas

- Land-Grant Universities (LGU) were first created by the Morrill Act of 1862.
- LGUs were intended to serve the working population by offering education in mechanical arts, agriculture, as well as liberal arts.
- Not everyone could attend the University of Florida when it was founded. The institution exclusively accepted white men.
- Following World War II, admission rapidly increased throughout LGUs.
- The Hatch Act of 1887 created a nationwide network of agricultural research stations.
- The second Morrill Act of 1890 required states to open a dedicated college for African American students if they refused to admit black students in the LGU.
- Historically Black Colleges and Universities (HBCU) are still underfunded when compared to 1862 LGUs.

Discussion Questions

1. What was the purpose of Land-Grant Universities?
2. How were LGUs different from existing institutions?
3. How did the civil rights movement impact LGUs?
4. What does the term "Public Ivy League" mean to you?
5. Do you believe LGUs have fulfilled their purpose?

Tips from the Speaker

Change is driven by both technology and social movements.
Change is inevitable.

Other Resources

The State Must Provide by Adam Harris
<https://dei.extension.org/>
<https://civildialogue.extension.org/>

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Extended Dialogue

Part 2: Extending Service



Featuring: Dr. Andra Johnson

Main Ideas

- Over time, massive change has happened within Land-Grant Universities (LGU) in relation to diversity and access.
- LGUs should understand the communities they serve.
- Extension plays a role in moving these universities forward by connecting university research and resources with communities statewide.
- LGUs are working towards creating a diverse and inclusive workforce.
- Extension has a unique opportunity to support audiences that were previously disenfranchised or excluded from services.

Discussion Questions

1. How have LGUs changed in order to be more inclusive?
2. Why is diversity, equity, inclusion, and justice relevant within LGUs?
3. How does Extension aid in connecting universities with the communities they serve?

Tips from the Speaker

1. There is a powerful connection within the Land-Grant University system that benefits communities and stakeholders across the country.
2. Trust is key in progressing institutions towards success.
3. Meeting community members where they are helps fulfill their needs and increase trust towards Extension.

Other Resources

<https://dei.extension.org/>
<https://civildialogue.extension.org/>
<https://programs.ifas.ufl.edu/civic/>
<https://extadmin.ifas.ufl.edu/teams-and-programs/cafe-latino/>
<https://cdo.ufl.edu/initiatives/>

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Extended Dialogue

Part 3: Extending Research



Featuring: Dr. John Diaz

Main Ideas

- Cultural differences can lead to division but there are strategies and approaches that can be learned to navigate those cultural differences.
- Diversity, equity, and inclusion (DEI), as it relates to research, is making sure that your research connects with and serves all audiences.
- The fields of agriculture and natural resources are lagging behind other industries with respect to DEI.
- DEI work is about looking at each individual and taking time to lift that person up rather than push them down.
- Everyone has a role in promoting DEI and doing so is beneficial to everyone. These efforts can increase education, reduce crime, increase GDP, and lead to healthier and happier people.

Discussion Questions

1. What thoughts and feelings come to mind when thinking about the terms diversity, equity, inclusion, and justice?
2. Do you believe that agriculture and natural resources industries prioritize DEI issues? Why or why not?
3. Think of an opportunity for you to consider cultural differences in your work or personal life so that you can work more collaboratively with others?
4. What are some ways that you could promote diversity, equity, inclusion, and justice in your life?

Tips from the Speaker

1. If you provide messages to your audience that speak to their culture, their cultural values, and what motivates them as an individual, they're more likely to transfer that knowledge into action.
2. With the development of new innovations and technology in agriculture, there needs to be an understanding of how to best communicate with varying producer groups to have ubiquitous adoption of new technologies.
3. DEI efforts should be worked on collaboratively throughout an organization, rather than in separate silos.

Other Resources

<https://dei.extension.org/>
<https://extadmin.ifas.ufl.edu/teams-and-programs/cafe-latino/>
[Culturally Responsive Teaching: A Framework for Educating Diverse Audiences:](#)
<https://edis.ifas.ufl.edu/publication/wc341>

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Extended Dialogue

Part 4: Extending Leadership



Featuring: Dr. Scott Angle

Main Ideas

- Land-grant universities have evolved to become more inclusive since when they were established in 1862, however what has not changed is the focus on training graduates with practical knowledge who are ready to become part of the economy of the country.
- Agriculture has challenges in Florida due to a growing population, environmental problems, and the rapid loss of agricultural lands.
- Dr. Angle asked every unit in the Institute of Food and Agricultural Sciences (IFAS) to create a plan to promote inclusion, diversity, access, and equity (IDEA).
- UF/IFAS is undertaking efforts to make their research, teaching, and extension more accessible to the various demographics of Florida.

Discussion Questions

1. What are the benefits of making information related to agriculture and natural resources more accessible to citizens?
2. Do you think it's important for a service-oriented organization to be made up of individuals that are representative of the clientele they serve? Why or why not?
3. Can you think of an example in your life where you felt like access to an opportunity was not equitable and you missed out on a positive experience?

Tips from the Speaker

1. Education curriculum should be designed using words, messages, and subjects that students can identify with and will appreciate.
2. Considerations for IDEA is different in every organization and when making changes to promote IDEA, each organization should analyze their unique gaps and needs.

Other Resources

<https://dei.extension.org/>
<https://blogs.ifas.ufl.edu/ifas-vp/2020/09/01/an-angle-on-ifas-september-1-2020/>
<https://blogs.ifas.ufl.edu/ifas-vp/2021/01/15/a-more-diverse-inclusive-uf-ifas-an-update/>
<https://hr.ifas.ufl.edu/diversity-and-inclusion/>

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