



# DIVERSITY, EQUITY, & INCLUSION COMMUNITY OF PRACTICE

## DOES MY MARKET REFLECT MY COMMUNITY?

A Community of Practice focused on Diversity, Equity, and Inclusion  
hosted by the Utah Farmers Market Network & Utah State University

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### Overview

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The Utah Farmers Market Network, in conjunction with Utah State University, convened a Diversity, Equity, and Inclusion (DEI) Community of Practice (CoP) with 7 markets (market managers plus one additional support staff) across the state of Utah between June-November 2021. Over the course of 6 months, the CoP convened virtually 1-2 times per month for an orientation and 8 sessions, which ran 90 minutes each. During these sessions, they explored the basic concepts of DEI, collected data on the inclusivity of their markets and broader organizations, and created SMARTIE (strategic, measurable, attainable, realistic, time-bound, inclusive, and equitable) goals as part of their data-driven DEI strategic plans.

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### Goal

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To support Utah farmers market managers and staff in understanding the basic concepts of Diversity, Equity and Inclusion and empower them to apply these concepts to create markets that are accessible and welcoming to all.



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Developed by Jaclyn Pace and Regan

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## Learning Objectives

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By the end of this CoP, participants will be able to:

1. Evaluate their market and organization's overall accessibility based on DEI principles
2. Create a DEI strategic plan and apply specific interventions within their market and organization in order to improve overall accessibility

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## Facilitators

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Regan Emmons, Program Coordinator | Utah Farmers Market Network | Utah State University |  
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Jaclyn Pace, Diversity Assistant | Utah Farmers Market Network | Utah State University |  
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## Evaluation Methods and Criteria

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Participants took an ungraded pre-test and post-test to help us assess our effectiveness as facilitators. Session evaluations were collected at the end of each session and a program evaluation at the close of the CoP.

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## Schedule & Time Commitment

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We convened remotely via Zoom for 8 sessions, 90 minutes each, plus an orientation session. There was pre- and post-work assigned between each session which included 1.5-3 hours of additional readings, videos, and activities. The total time commitment, including the 90 minute Zoom calls, was approximately 3-5 hours per session.

- Orientation: Wednesday, May 26th, 10-11:30am
- Session 1: Wednesday, June 23rd, 10-11:30am
- Session 2: Wednesday, July 21st, 10-11:30am
- Session 3: Wednesday, August 18th, 10-11:30am
- Session 4: Wednesday, September 15th, 10-11:30am
- Sessions 5: Wednesday, October 6th, 10-11:30am



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- Session 6: Wednesday, October 20th, 10-11:30am
- Session 7: Wednesday, November 3rd, 10-11:30am
- Sessions 8: Wednesday, November 17th, 10-11:30am

We also met more casually for optional, unstructured CoP Chats where participants had the opportunity to talk about their markets and provide advice to one another. These chats took place via Zoom on the following dates:

- Wednesday, July 7th, 10-11am
- Wednesday, August 4th, 10-11am
- Wednesday, September 1st, 10-11am
- Wednesday, October 27th, 10-11am
- Wednesday, November 10th, 10-11am

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## Attendance Policy

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Lead participants were required to attend 6 of the 8 sessions in order to be eligible to receive the full \$1000 participation stipend. They received the first half (\$500) of the stipend once they attended 3 sessions, and the second half (\$500) upon the completion of the CoP if they had attended at least 6 sessions.

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## Section Overview

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The content of the CoP was delivered in three sections, each of which contained two to three 90 minute sessions that had specific objectives relating to the overall goal and objectives of the CoP.

### SECTION 1 - DEI Basics

- Definitions
- Implicit/explicit bias
- Privilege

### SECTION 2 - Market Observations and Data Gathering

- Market staff will do an inclusivity scan of their market
- Market staff will do a DEI scan of their organization
- USU staff will do an inclusivity scan at each market
- Deep dive - markets will choose one specific population group to focus on

### SECTION 3 - DEI Strategic Planning - Creating a plan for a market that is inclusive and



welcoming to all

- What was discovered from the scans?
- What interventions can you plan for in 2022?
- What are the next steps for strategic planning for 2022 and beyond?

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## Session Structure

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Each session used the following structure to help create consistency and foster a safe and brave space conducive to learning:

1. Welcome/Opening Ritual
2. Review co-created Elements of Engagement
3. Review Session Agenda
4. Session Activities
5. Closing Ritual (Journal)
6. Reminders

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## Session Details

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### Orientation

**Overview** | In this session participants and co-facilitators became acquainted with one another as well as the structure and content of the CoP. Participants were guided through the online platforms and took a pretest to gauge their prior knowledge of DEI concepts.

**Objectives** | After this session, participants were able to:

1. define a community of practice.
2. assess prior knowledge of diversity, equity, and inclusion concepts.

**Guiding Questions** | Participants were asked to contemplate the following questions as they completed the pre-work for this session and be prepared to discuss their answers during the session:

- Why do you want to participate in the DEI CoP?
- What issues are you currently facing at your market in terms of DEI?
- How will you prioritize your participation?
- What are some of your goals upon completion of the CoP?



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**Pre-work** | Participants were asked to complete the following assignments prior to the session:

- None

**Session Activities** | This session included the following activities:

- Introductions
  - Your name, market name & location, and why you are here
- Administer [Pre-test](#)
- Overview of CoP structure and guidelines (see above)
- Overview of online platforms (Canvas, GroupMe)
- Video: [Community of Practice](#)
- Administer [DEI CoP Demographics Poll](#)

**Optional Supplemental Materials**

- [Webinar - Racial Equity in Food Systems Work: Beginning the Journey](#)

## Session 1

**Overview** | In this session we defined basic DEI terminology to ensure we had a common language at the foundation of our work in this Community of Practice. We discussed the elements of safe and brave spaces and co-create guidelines for our CoP.

**Objectives** | After this session, participants were able to:

1. define basic DEI terms such as diversity, equity, inclusion, power, privilege, oppression, and intersectionality.

**Guiding Questions** | Participants were asked to contemplate the following questions as they completed the pre-work for this session and be prepared to discuss their answers during the session:

- What kind of space do we want to create within our CoP?
- What guidelines can we set to help create and sustain this kind of space?
- Which case(s) align with your personal interest in DEI: the moral/social justice case, the economic case, the market case, and/or the results case?
- Which case(s) align with your organization's and market's interest in DEI?
- What are your reactions to the Data Book on Diversity in Utah?



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- What do you think the causes of the disparities found in this research are?

**Pre-work** | Participants were asked to complete the following assignments prior to the session:

1. [Why Diversity, Equity, and Inclusion Matter](#) (7-minute read)
2. [BBEARG Belonging Statement](#) (3-minute read)
3. [Data Book on Diversity in Utah Analysis in Brief](#) (3-minute read)
4. [Independent Sector Article](#) (7-minute read)

**Session Activities** | This session included the following activities:

- [Safe and Brave Space](#)
- [Elements of Engagement](#)
  - [Poll Everywhere Poll](#)
  - [Miro Board](#)
- [Virtual Gallery Walk](#)
  - [UC Berkeley's Center for Equity, Diversity, and Inclusion Glossary of Terms](#)
  - [Racial Equity Tools Glossary](#)
- [Intersectionality of Oppressions](#)
- Discussion: Why DEI? Why now?
- [DEI CoP Demographics](#)

**Optional Supplemental Materials**

- [Gardner Policy Institute Data Book on Diversity in Utah: Race, Ethnicity, and Sex](#) (Full version)
- [SuperSoul Sessions: The Anatomy of Trust - Brené Brown](#)
- [Daring Classrooms](#)
- [Creating Brave Space](#)

## Session 2

**Overview** | In this session we explored the concepts of personal and social identity and identified our own as we delved into the individual and structural spheres of DEI. We also analyzed the concepts of privilege and intersectionality.

**Objectives** | After this session, participants were able to:

1. identify their own personal and social identities.
2. distinguish between personal and social identities.



3. define privilege and identify their own
4. interpret what effects their privilege has on their perception of their community and their market.
5. define intersectionality and recognize the intersectionality of their own identities

**Guiding Questions** | Participants were asked to contemplate the following questions as they completed the pre-work for this session and be prepared to discuss their answers during the session:

- Which aspects of your personal identities do you most identify with?
- Which aspects of your social identities do you most identify with?
- In what ways are you privileged?
- In what ways are you marginalized or oppressed?

**Pre-work** | Participants were asked to complete the following assignments prior to the session:

1. [Personal Identity Wheel Exercise](#) (completion time varies)
2. [Social Identity Wheel Exercise](#) (completion time varies)
3. [What is Privilege?](#) (4-minute video)
4. [Understanding My Privilege](#) (13-minute video)
5. [White Privilege: Unpacking the Invisible Knapsack](#) (12-minute read)
6. [What Is Intersectionality, And What Does It Have To Do With Me?](#) (7-minute read)
7. [Intersecting Axes of Privilege, Domination, And Oppression](#) (diagram & 4-minute read)

**Session Activities** | This session included the following activities:

- [Feelings Wheel](#)
- [Personal Identity Wheel Exercise](#)
- [Social Identity Wheel Exercise](#)
- [Intersectionality of Oppressions](#)
- [Privilege Walk Video](#)
- [Privilege Points Questionnaire](#)

**Optional Supplemental Materials**

- None



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## Session 3

**Overview** | This session was facilitated by guest speakers Sydni Makemo and Chiavone Mobley of [Humanity Thru Equity](#).

Sydni gained extensive experience as an activist, a community organizer with the ACLU of Utah, and business owner. Her work experience has spanned many roles, but each position resulted in her making positive change in the lives of others. Sydni has had a passion for fighting for equity in all spheres of her community since a very young age and along with formal education at Dixie State University, she has fed her insatiable appetite for Equity, Diversity, Inclusion, and Belonging (EDIB) in her personal life, as well. She first started educating the community on these matters after being asked by BIPOC organizers in Utah to do Allyship trainings to help those that were just getting started on this very personal journey. Based in Utah, Sydni travels throughout the state and surrounding states fighting for civil rights and educating on issues relating to racial equity and social justice. When she's not working, she loves canyoneering, hiking, running, and instilling the value of always standing up for others in her two young children. Sydni Makemo (she/her) is Co-Founder for HUMANITY thru Equity, LLC and a principal consultant.

Chiavone Mobley (she / her) assists clients in identifying their 'why' for Equity, Diversity, Inclusion and Belonging (EDIB). She helps organizations develop and deliver people-first focused strategies to break down barriers and build bridges to foster community, equity and belonging. She provides strategic direction and frameworks for the planning and implementation of community-based programs, employee engagement and business initiatives centered around EDIB. She is also a coach and community activist with a goal to serve and educate the communities she is most passionate about — those who must fight harder for their success. Chiavone is a masterful project manager with personal passions to make a long-lasting impact with those in inner-city communities, those who are aspiring and active allies for social justice, and those who are driven by getting involved in "good trouble." Chiavone earned her Bachelor of Science degree in Psychology, earned a Masters degree in Healthcare Administration from Walden University and is a certified SEL trainer for WHYTRY. She also has her DEI in the Workplace Certificate from the University of Southern Florida and Project Management certification from Duke. Chiavone Mobley (she/her) is Co-Founder for HUMANITY thru Equity, LLC and the leading organizer.

**Objectives** | After this session, participants were able to:

1. recognize and give examples of historical inequities within the food system and larger society
2. define and give examples of allyship
3. Define and give examples of tone policing
4. distinguish between impact and intent



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**Guiding Questions** | Participants were asked to contemplate the following questions as they completed the pre-work for this session and be prepared to discuss their answers during the session:

- What is allyship? What does it look like?
- How can you take action within your sphere of influence?
- How can you engage with marginalized groups?

**Pre-work** | Participants were asked to complete the following assignments prior to the session:

1. [The Case for Reparations](#) by Ta-Nehisi Coates (88-minute listen or 77-minute read)
2. [Guide to Allyship](#) (10-minute read)
3. [We Were Made for These Times](#) by Clarissa Pinkola Estes (4-minute read)

**Session Activities** | This session included the following activities:

- Group Discussion
  - What is allyship?
    - What allyship looks like
    - How to take action as an ally (sphere of influence)
    - Learn how to engage with marginalized groups
  - Basic tenets of allyship
    - Tone Policing
    - I don't see color
    - This ain't about you
    - Impact over intent

**Optional Supplemental Materials**

- None

## Session 4

**Overview** | In this session we explored implicit and explicit bias, microaggressions, bystander intervention, and began the background work to create our DEI Strategic Plans.

**Objectives** | After this session, participants were able to:

1. define and identify their own implicit and explicit bias.



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2. hypothesize about how their own and others' biases may impact their markets and their communities.
3. define and recognize microaggressions.
4. define bystander intervention and identify techniques for use at their markets.
5. collect baseline data on the current operating state of their markets.

**Guiding Questions** | Participants were asked to contemplate the following questions as they completed the pre-work for this session and be prepared to discuss their answers during the session:

- What are some examples of microaggressions or outright harassment you have witnessed at your market?
- How did you react at the time?
- Which bystander intervention techniques would you like to try in the future (5Ds - distract, delegate, delay, direct, document)?
- What were your reactions to the IAT you took (disbelief, disregard, acceptance, discomfort, distress)?
- Reflect on your life experiences that may have influenced your results. Consider your childhood and family upbringing; the neighborhoods in which you've lived; elements of your career path; media messages; your family and peer networks; etc. How might these experiences have shaped your biases, with or without your conscious awareness?
- How might knowing your IAT results affect your future actions and decisions, both in your role at your workplace and in other aspects of your life?

**Pre-work** | Participants were asked to complete the following assignments prior to the session:

- 1) Read [When and How to Respond to Microaggressions](#) -- approx. 12-minute read
- 2) Take the Race, Sexuality, and Disability [Implicit Association Tests](#) (and any others you are curious about) -- approx. 20-minute activity
- 3) Read [Making Sense of Your IAT Results](#) and journal in Canvas about the Reflections Questions at the end -- approx. 6-minute read, plus 5-10 minutes of journaling and reflection time
- 4) Watch [Dushaw Hockett's Ted Talk on implicit bias](#) -- 12-minute watch
- 5) Read through [Hollaback's Guide to Bystander Intervention](#) -- approx. 9-minute read
- 6) Complete the Personal Context Section of your [Organizational DEI Strategic Planning Workbook](#) -- time varies; the more time you spend, the deeper your reflections will be



**Session Activities** | This session included the following activities:

- [Praxis](#)
- Visualizing Exercise based on [Valerie Alexander: How to Outsmart Your Own Unconscious Bias | TED Talk](#)
- [Making Sense of Your IAT Results](#)

**Optional Supplemental Materials**

- [DEI Resource List](#)

## Session 5

**Overview** | This session was co-facilitated by Blanca Yague and Leah Joyner. Blanca Yagüe is a doctorate student in Anthropology at the University of Utah, and a teaching and research assistant in the Humanities College and the Environmental and Sustainability Studies department. Leah Joyner is a PhD Candidate in the Parks, Recreation, and Tourism department at the University of Utah, where she also works as a teaching and research assistant in the Environmental and Sustainability Studies department.

Leah and Blanca serve together as the Food Lab Projects Leads for the SPARC Environmental Justice Lab. Their research team works to understand how systemic food inequity manifests in Salt Lake City, and specifically in the Westside community. Since 2017, they have been working with SLC community residents, urban farmers, and food-related organizations to better understand the complexities of food access and justice with the aim of facilitating connections between urban farmers and residents.

**Objectives** | After this session, participants were able to:

1. define white supremacy culture and white bias.
2. identify how white supremacy culture and white bias play out in their markets and the wider food system.
3. interpret baseline data collected at their markets.
4. plan data-driven interventions to increase inclusivity at their markets.

**Guiding Questions** | Participants were asked to contemplate the following questions as they completed the pre-work for this session and be prepared to discuss their answers during the session:

- What are the basic tenets of white supremacy culture and white bias?



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- How do white supremacy culture and white bias play out in your markets, organizations, and the larger food system?
- What did you learn from the data you collected in your Market Environment Scan?
- What do you feel your market is doing well in terms of DEI and what can be improved?
- What are some ideas for ways to address any disparities you may have uncovered?

**Pre-work** | Participants were asked to complete the following assignments prior to the session:

1. Complete [Market Environment Scan](#) -- *completion time varies, but plan for 1-2 hours*
  - The facilitators will also be visiting your markets to complete this scan and setting up individual meetings to discuss our results
2. Watch [8 Ways White Bias Misdirects Food System Work](#) -- *16-minute video*
3. Read [Identifying and Countering White Supremacy Culture in Food Systems](#) research brief from Duke University -- *~20-minute read*

**Session Activities** | This session included the following activities:

- Presentation by Leah and Blanca on the food systems justice work they are leading in Salt Lake City
- Group discussion of white supremacy culture and white bias

**Optional Supplemental Materials**

- [Lets stop talking about diversity and start working towards equity | Paloma ...](#)
- [Mapping Inequality Redlining in New Deal America](#)
- [Reclaiming Victory Gardens](#)
- [LAND OWNERSHIP OF UTAH](#)



## Session 6

**Overview** | This session was facilitated by April Jones, founder of the Pinehurst Farmers Market located in downtown Columbia, S.C., in the Pinehurst neighborhood. April advocates for her community as part of the food justice and food sovereignty movement. She is passionate about community, gardens, and farmer markets. She is a writer, photographer, blogger, Youtuber, recipe developer, book reviewer and more. She contributes content to her blog Frolicking Americana, Columbia Living Magazine and to national magazines Mother Earth, Country Lore, The Natural Farmer, Grit, Ark Republic, and Ecoparent Magazine. She is an Emerging Leader in Food and Agriculture nominee and Farmers Market Coalition writer working on their Anti-racist Toolkit for Farmer's Markets.

**Objectives** | After this session, participants were able to:

1. recognize the link between racism and the food system
2. identify examples of racism in the food system throughout history
3. brainstorm ways to combat racism in their personal lives, markets, organizations, and communities

**Guiding Questions** | Participants were asked to contemplate the following questions as they completed the pre-work for this session and be prepared to discuss their answers during the session:

- What strikes you most about the USDA timeline of Black farmers?
- What specific events were you aware of?
- How does this history affect the work you are doing at your market and organization?
- What ideas do you have for addressing racism in your personal life, market, organization, and community?

**Pre-work** | Participants were asked to complete the following assignments prior to the session:

1. Familiarize yourself with Timeline: Black farmers and the USDA, 1920 to present-- time varies depending on how many embedded documents you choose to review; plan on at least 30-60 minutes
2. Read Debt relief for only Black farmers? Not so fast, say white farmers. -- ~6-minute read
3. Complete Market Context section in your organization's DEI Strategic Planning Workbook – time varies; the more time you spend, the deeper your reflections will be



4. [White farmers upset over Feds' debt relief program, sues over Black farmers - Ark Republic](#)
5. [Beyond Equity Statements: Black food leaders building an anti-racist toolkit for farmers markets](#)

**Session Activities** | This session included the following activities:

- Group discussion on the history of racism in the food system led by April Jones

### Optional Supplemental Materials

- [National Nutrition Incentive Network: Foster a Culture of Inclusivity at Your Market](#)
- [Farmers Markets And Whiteness | Earth Eats: Real Food, Green Living](#) (starts at 24:22)
- [Creating A Culture of Inclusion at Massachusetts Farmers Markets: A Toolkit - Schumacher Center for New Economics](#)
- [Come Thru in SE Portland aims to be a more inclusive farmers market](#)
- [Asset Framing](#)
- [Racial and Social Equity Assessment Tool for Farm to School Programs and Policy](#)
- [Race Matters](#)
- [Writing an Equitable Job Post](#)

## Session 7

**Overview** | In this session we discussed the results of our Organizational Scans and set some preliminary DEI goals based on the data collected. We reviewed and evaluated a number of farmers markets' social media accounts for their effectiveness in utilizing DEI principles, then discussed DEI best practices for social media.

**Objectives** | After this session, participants were able to:

1. discuss results of data collected in Organizational Scans
2. draft goals for data-drive interventions based on scan
3. analyze and evaluate the effectiveness of the DEI social media strategies of a number of markets
4. discuss DEI social media best practices



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**Guiding Questions** | Participants were asked to contemplate the following questions as they completed the pre-work for this session and be prepared to discuss their answers during the session:

- What do you feel your organization is doing well in terms of DEI and what could be improved?
- What is structural racism? How does it affect your market and organization?
- Where does your organization fall on the Anti-Racist Continuum?

**Pre-work** | Participants were asked to complete the following assignments prior to the session:

- 1) Complete the [Organizational Scan](#) - *time varies; plan for at least an hour*
- 2) Complete the Organizational Context section in your organization's DEI Strategic Planning Workbook - *time varies; plan for approx. 30 minutes -- be sure to do this after you have completed your Organizational Scan*
- 3) Read the article [The Most Important Work We Will Never Finish](#) - *approx. 8-minute read*
- 4) Read this brief [building a practical understanding of structural racism](#) - *approx. 13-minute read*
- 5) Familiarize yourself with the following two resources and be prepared to discuss:
  - a) [Racial Equity Impact Assessment](#)
  - b) [Continuum on Becoming an Anti-Racist, Multicultural Institution](#)

**Session Activities** | This session included the following activities:

- Market & Organization Scan Pair & Share
  - Share what you are comfortable with about your market & organization (7-10 minutes per partner):
    - What did you learn from completing these scans?
    - How did you rate your market on inclusivity? Did this rating change before and after completing the scan?
    - Where is your organization currently on the Anti-Racist Continuum?
    - What are some of your DEI goals moving forward?
    - How can you support each other?
    - How can UFMN support you?
- DEI Social Media/Website Scan
  - View example websites/social media (15 minutes) and take notes on [Jamboard](#) regarding each market's mission/goals, audience, language, photos, and symbols
    - [The Market at Pepper Place - Home | Facebook](#)
    - [Montavilla Farmers Market \(@montavillamarket\) • Instagram](#)



- photos and videos
  - Larimer County Farmers' Market
- Discuss DEI social media best practices based on 5 Ways to Advance Diversity, Equity & Inclusion on Social

## Optional Supplemental Materials

- AAMC Diversity and Inclusion Strategic Planning Toolkit
- UMich DEI Strategic Planning Toolkit

## Session 8

**Overview** | In this final session of the CoP we differentiated between equity and equality and discussed why this distinction is important. We defined stakeholders and identified who the stakeholders are for the UFMN, as well as discussed the future of the CoP and the network as a whole. We also discussed SMARTIE goals and began drafting our own personal, market, organizational, and community goals.

**Objectives** | After this session, participants were able to:

1. define and differentiate between the concepts of equity and equality.
2. define stakeholder.
3. collect data on the demographic makeup of their specific communities.
4. identify different organizations within their communities.
5. brainstorm short- and long-term DEI goals

**Guiding Questions** | Participants were asked to contemplate the following questions as they completed the pre-work for this session and be prepared to discuss their answers during the session:

- Who are the stakeholders of the UFMN?
- Who are the stakeholders of your market?
- Why is it important to differentiate between equity and equality?
- What was surprising to you about the UAH and census data you collected?
- What are some disparities you discovered in completing the Community Scan?
- How can your market address these disparities?

**Pre-work** | Participants were asked to complete the following assignments prior to the session:

1. Complete the [Community Scan](#) - *time varies; plan for at least an hour*





2. Complete the Community Context section in your organization's DEI Strategic Planning Workbook - *time varies; plan for approx. 30 minutes -- be sure to do this after you have completed your Organizational Scan*
3. Read the Idealist article [What's Better than SMART Goals? Try SMARTIE Goals](#) - *approx. 5-minute read*
4. Review The Management Center's [SMARTIE Goals Worksheet](#) and begin thinking about some goals you could set for your market/organization based on the data you have collected in your scans (we will work on this more during Session 8) - *time varies; plan for at least 15 minutes*
5. Read [The problem with that equity vs. equality graphic you're using](#) - *approx. 6-minute read*

### Session Activities | This session included the following activities::

- Define and discuss the difference between equity and equality
- Stakeholder discussion and [Jamboard mapping exercise](#)
  - A stakeholder is anyone who is affected by a decision -- responsible for a decision, overseeing implementation of a decision, affected by or has veto power over decisions, or can obstruct your decision, etc.
    - Who are the stakeholders for the Utah Farmers Market Network's efforts to create an inclusive network
    - What is their influence and levels of support?
- Poll participants on future of CoP
- [CoP Program Evaluation](#)
- Administer [Post-test](#)

### Optional Supplemental Materials

- [UAH's County Food Access Profile](#)
- [US Census Bureau QuickFacts](#)



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## USU EEO/Civil Rights Statement

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