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ABSTRACT

This booklet on enhancing diversity in agricultural education consists of six papers. In section 1, the paper, "Embedded Biases in Agricultural Education" (Linda Whent), identifies unconscious biases of agricultural teacher educators toward students of diverse populations, actions that reduce minority student participation in agricultural education programs at the undergraduate and graduate levels, and effective ways for agricultural educators to remove these embedded biases. Section 2 consists of descriptions of four model programs: "AgJumpstart Program at a Major Land Grant University: A Success Story" (Alvin Larke, Jr., B. Allen Talbert); "The Professional Society of Minorities in Agriculture, Natural Resources, and Related Sciences" (Blannie Bowen); "University Programming to Mentor Minority Graduate Students and Faculty" (Deborah Atwater, Cathy Lyons); and "The Institute for Future Agricultural Leaders (IFAL)" (Paul Vaughn, Blannie Bowen). In section 3, "Faculty Mentoring Systems" (Larry Miller) describes intrauniversity and interuniversity strategies to help eliminate embedded biases that pose barriers to the development of minorities and women in the agricultural education profession. (YLB)

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ENHANCING DIVERSITY IN AGRICULTURAL EDUCATION

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Population Diversity Work Group
American Association for Agricultural Education

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Enhancing Diversity in Agricultural Education

Blannie E. Bowen, Editor

Prepared by the Population Diversity Work Group of the
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Section 1: Impediments to Diversity

EMBEDDED BIASES IN AGRICULTURAL EDUCATION

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For the first time in the history of the University of California, Davis, in 1991 incoming minority freshmen students outnumbered white students. This enrollment statistic illustrates that changes in the demographics of the applicant pool and in college admissions policies are bringing about a greater diversity in freshman classes (Davis, 1991). John Naisbitt, in his book *Megatrends*, predicted that the population diversity in states such as California, Texas, New Mexico, and Arizona were examples of future population trends across the nation (Naisbitt, 1982). Yet there is still a severe shortage of minority teachers in the United States. An article in the *St. Louis Metro Post* reported that the percentage of minority teachers in most county districts of Missouri ranged from 0 to 17%; at the same time, the minority student population in these counties ranged from 16 to 73% (Bower, 1991). As U.S. agricultural educators plan for the future with an increasingly diverse population, and prepare to serve a global economy, there is a great need to recruit and retain members of diverse populations in teaching programs.

During the summer of 1991, the Strategies to Encourage Population Diversity AAAE Ad Hoc Work Group surveyed agriculture education departments across the nation (Bowen, et al., 1991). The purpose of the survey was to identify strategies used to recruit and retain diverse populations, assist in job placement, and identify supportive activities following placement. Data collected from this survey revealed some startling information. Nothing special or different had been done in

most agricultural education departments for the recruitment and retention of students (graduates and undergraduates) from diverse populations. In general, the comments listed for undergraduate and graduate recruitment and retention applied to all students. Most universities that responded to this survey did not perceive recruitment, retention, and support of diverse populations to be a problem or concern. Some teacher educators did not perceive female students as minorities in agricultural education; moreover, some of the open-ended comments revealed both subtle and blatant embedded biases toward diverse populations. In general, information obtained from this survey revealed a need in the profession of agricultural education for increased awareness of and knowledge about diverse population groups both in the United States and in other countries (Bowen, et al., 1991).

The purpose of this section, therefore, is to identify:

1. Embedded biases of agriculture teacher educators toward students of diverse populations that were revealed in the 1991 study;
2. Actions that reduce minority student participation in agricultural education programs at the undergraduate and graduate levels; and
3. Effective ways for agricultural educators to remove these embedded biases.

What are Embedded Biases?

Embedded biases can be subtle or blatant, and are usually unconscious. They are expressed when educators have preconceived ideas about a specific race or gender that limits the acceptance or access of that group into professional programs or careers. People with embedded biases can subtly or blatantly treat some people as less than equal. One example of embedded bias came from a California survey

where a man reported to an open-ended question of how to improve a program with the following statement: "I am not sexist, but I don't think women should be allowed into the program." Obviously, and sadly, this man is unaware of his embedded bias toward women. It is important to note that any time groups are excluded because of gender or ethnicity, and no other reasons, they are facing discrimination.

Embedded Biases in Agricultural Education

Results from the 1991 diversity survey revealed that many agriculture teacher educators did not perceive recruitment, retention, and support of students from diverse populations as a problem or concern in agricultural education. In addition, female students were not perceived by some teacher educators as minorities. When agricultural educators identify minority populations, they need to look at the profession as a whole and not just their student population. Minorities and women are most certainly underrepresented in the agricultural education profession across the nation. Anyone can observe the disparity during any agricultural education meeting that occurs at any level of the profession. The failure of professionals in the field of agricultural education to even notice that women and minorities are poorly represented is an indication of just how deeply embedded and unconsciously biases can manifest themselves.

Embedded biases can be expressed in many ways. It is common to observe embedded biases toward people of other cultures. A faculty member who assumes that most African American, Chicano/Latino, or Native American students on his or her campus are enrolled under special admissions programs is expressing an embedded bias. In addition, such a faculty member is likely to assume that most minority students are on

academic probation or require special educational services to succeed in college. Because of such biases, these faculty may have lower standards or expectations of people from diverse populations. Instructors may unconsciously base their expectations for student performance on factors such as gender, socioeconomic status, ethnicity, and appearance instead of on ability (Green, 1989). As a result, such instructors' expectations can encourage or discourage participation and achievement of students. Consequently, minority and female students may not be challenged to achieve to their highest ability.

Many teacher educators seem to be unaware of their embedded biases against women who are employed in agricultural education. For example, some educators discourage female students from undertaking projects that require physical or quantitative work. Also, educators who refer to parallel groups using terms of unequal weight such as *men* and *girls* rather than *men* and *women* are expressing this bias, as is the educator who routinely assigns managerial tasks to males and clerical tasks to females. An educator (at any level in agricultural education) who tells sexual jokes, shows slides of nude women, or circulates demeaning handouts of women during a class, lecture, or meeting is showing a total insensitivity to the women in the audience as well as exhibiting his own biases.

Probably the most common bias toward women in agricultural education is the expectation that they want to, or are capable of, teaching only horticulture. This is not true. Many women, when given the opportunity, excel in the areas of animal science, agronomy, and agricultural mechanics. However, weak efforts to overcome this deeply embedded bias reduces the number of women who even attempt to break the stereotype and teach in other areas of agriculture. As a result,

some women believe that teaching horticulture is their only avenue to obtaining an agricultural education teaching position.

A lack of patience by agriculture teacher educators and students toward people with different languages, dialects, or thinking processes has often been observed. Language bias is commonly exhibited when speech patterns different from standard academic English are used. People with different speech patterns are sometimes perceived as less intelligent (Green, 1989). It follows that people from other countries or cultures whose thinking processes may be different (for example, circular rather than linear) are at times perceived by white people to have confused logic and to be less intelligent or capable of clear thinking.

Some embedded biases can be identified by the vocabulary that agriculture teacher educators might use in their classrooms. Since usage and style change over time, care must be taken to keep abreast of changes in terminology. For example, in the 1960s the term *Negro* changed to *Black*, and today the term is changing again to *African American*. Many American students of Mexican ancestry prefer to be called *Chicano* or *Latino* instead of *Hispanic*, and today most Asian students are offended when called *Oriental* (Davis, 1991).

Embedded bias can become very blatant during the employment process. While departments of agricultural education are likely to invite applications from all qualified students regardless of gender or ethnicity, this standard is not necessarily followed when it is time to hire a new teacher or faculty member. People tend to recruit and hire others like themselves, and the agricultural profession is not exempt from this pattern. A white male will tend to hire another white male even when more qualified women or minority applicants are seeking the position.

Rationalizations against hiring people from diverse populations have included:

1. Women are not physically strong enough for the job.
2. Teachers already in the field will not accept a woman or minority.
3. Women will marry and leave the profession or job.
4. Minorities are lazy and will not get the needed work done.
5. There is no need to increase the participation of diverse populations.
6. Men resent the competition or distraction of a woman in the workplace.

Minority and female students are often subjected to blatant discrimination when they are passed over for employment. The reason for hiring women and minorities in agricultural education programs is, on occasion, due to required hiring quotas and restrictions rather than a futuristic vision to broaden cultural, ethnic, and gender diversity.

What Reduces the Participation of Undergraduate and Graduate Students?

Many agriculture teacher educators have identified recruitment of members of diverse populations into their program as a problem (Bowen, et al, 1991). However, once in the program, teacher educators reported that minority students attained a high completion rate. Unfortunately, many students from diverse populations have reported that even when they are recruited into a program, they are often treated as unwelcome outsiders; they have described numerous forms of subtle bias that they encountered (Simpson, 1987; Woolbright, 1989; Green, 1989). Although educators are usually unaware of their biases, expression of embedded biases causes women and minority students to feel a sense of alienation and can hinder their personal, academic, and professional development (Davis, 1991).

Many white male teacher educators tend to use only white male models and examples when teaching. However, students who are working toward a career in agricultural education want to envision themselves in that career. When all class information is presented with white male standards, people from diverse populations are robbed of their vision and may feel excluded and alienated. Educators who use case studies, examples, and anecdotes comprised only of white males most likely don't realize that they are ignoring over half of the population. The worst example of blatant embedded bias is the use of racist or sexist jokes during class. When this type of discrimination occurs, students from diverse populations feel embarrassed and insulted.

People from diverse populations do not want to be conspicuous, singled-out, or separate. Thus, it is difficult to be the only minority or woman. Students need to feel that they are included in the activities and workings of the department. To ensure an acceptable comfort level and minimize alienation, members of diverse populations require a critical mass of people as a support group. If most women and minority students in a department are involved only with clubs "of their own kind" rather than the agricultural education clubs, they may be sending a message that they do not feel a part of the agricultural education group.

Another barrier contributing to the underrepresentation of minorities in agricultural education is a bias on their part against agriculture. Many minority populations perceive farmwork as degrading and agricultural careers synonymous with hard fieldwork, low status, and low pay. At the present time, there are very few minority role models in agricultural education to change this perception. This problem represents a "Catch

22" situation. In order to increase their enrollment in agriculture, minority students need to be provided with examples of successful minorities in prosperous agricultural occupations; however, women and minority role models cannot be established unless members of diverse populations are actively recruited and supported by agricultural educators.

How Agricultural Educators Can Remove Their Embedded Biases?

Educators in the field of agriculture, through conscious effort, work, and practice can become aware of their biases and furthermore, also work to reduce them. The first step in removing embedded biases is to become aware of the biases. Self-examination may be necessary in order to identify embedded biases. Educators can start by asking their students about the cultural climate in their classes. Care should be taken to talk with members of diverse populations privately in a location where they do not feel threatened by discussing their true feelings.

Educators should also take the time to become aware of the feelings and goals of minority and female students in their classes. They should correct any language patterns or case examples that exclude or demean any member of their classes. Each student should be treated as an individual and shown respect for his or her values and ideas. Several studies note that teachers tend to give more praise and attention to white male students, consequently, educators need to remember to offer deserved praise to women and minority students as well. Examples and information that include people from diverse populations should be used during lessons. Whenever possible, gender neutral texts and handouts should be used and/or generated.

The issues of embedded biases and population diversity should be discussed during departmental meetings. These meetings are

excellent places to discuss any biases that may exist in academic departments, high school agriculture departments, and in the state. Invite people from the Equal Employment Opportunity/Affirmative Action program on campus to share information about diverse populations with faculty members during these meetings. Faculty members can be encouraged to become more informed about the history and cultures of women and minority students in their department and state.

Individuals from diverse populations cannot excel in agricultural education and overcome embedded biases if they are not given the opportunity to do so. There is a need to open departmental doors and minds to the recruitment, retention, and hiring of people of diverse populations. One token woman or minority as a student or faculty member does not adequately represent a critical mass nor does it represent our increasingly diverse population. Both the gender and the color of the agricultural industry is changing. Agricultural educators need to make greater strides toward acknowledging their unconscious biases toward people of diverse populations and move forward to accept the changes and challenges of the future.

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Section 2: Model Programs

AGJUMPSTART PROGRAM AT A MAJOR LAND-GRANT UNIVERSITY: A SUCCESS STORY

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From the early beginnings of the United States, agriculture was vital to the economic and industrial health of the nation. Today, the productivity of American farmers and agriculturalists contributes greatly to the country's high standard of living. Also, Americans enjoy one of the least expensive food supplies in the world (Talbert, 1992). However, to continue the success of this industry, a present and future supply of qualified agriculturists must be identified and prepared. Agricultural education should play a large role in training future agriculturists and preparing them for higher education in agricultural fields of study. These training and educational processes must include minority students (Larke, 1987).

Increasing minority involvement in agricultural education is a stated goal of the agricultural education profession. The National Council for Agricultural Education (The Council) has as its second goal "to serve all people and groups equally and without discrimination" (1989, p. 4). The Council went on to report that the profession was committed "to reach, attract, and develop the human potential of all people--regardless of race, creed, color, sex. . ." (1989, p. 4). However, increasing minority participation is not just a concern of the agricultural education profession, but of all people. For as Neyland (1990) wrote, ". . . no race can be free when its foodstuff is in someone else's pantry" (p. 119).

There is a great need to encourage minorities to enter the field of agriculture. Perhaps the greatest need for young people to pursue careers in the agricultural sciences relates to the social and moral obligations to help those who still work the land for a living. During the early part of this century, there were 900,000 African American farmers in the U.S. By 1982, only one farmer in 67, or approximately 80,000 farmers, was African American. It is predicted that if current trends continue, there will not be a single African American farmer in the U.S. by the year 2000 (Browning, 1983). Because of the decline in the number of minority farmers, there is a greater need for minorities in the research component of agriculture.

What can be done to recruit more minorities into agricultural careers? What can be done to change possible negative perceptions and misconceptions of minorities regarding agriculture? One answer is to initiate programs that will increase minority students' awareness of opportunities in the agricultural sector.

Texas A&M University's College of Agriculture and Life Sciences instituted a program called AgJumpstart in 1991 to allow minority high school graduates with no agricultural background but a desire to explore the various careers in agriculture to enroll at the University. Although the students were not admissible because of their test scores or high school rank, they would be admitted under provisional status.

Four minority students were selected for the program. The first group of students consisted of two Hispanic males, one African American female, and one African American male. They entered the University during the summer under provisional status and were admitted as non-degree seeking students and had to:

- (1) Complete a minimum of nine semester hours of content courses to be selected with the advice and consent of the student's selected advisor;
- (2) Maintain at least a 2.0 GPA (C average) in the content courses;
- (3) Have no failing grades; and
- (4) Attend all counseling sessions.

Upon meeting these requirements, the students would be admitted as degree seeking students.

The four students were required to participate in various activities to improve their probability of success. First, the students were grouped together in courses. This provided them a sense of stability at the University. There was someone like themselves in the class, which also gave them a sense of not being alone. Next, the students had to attend counseling sessions, career awareness seminars, and time management workshops. In such courses and activities, the students learned how to cope at a large university and were provided an opportunity to explore careers in agriculture. Finally, the students attended tutoring sessions to help them with their course content. Several relevant data about the students are presented in Tables 1-6.

Table 1

AgJumpstart Participants' SAT Scores and High School Class Rank

Student	SAT Score	Class Rank
Student A	920	2nd Quarter
Student B	680	1st Quarter
Student C	810	2nd Quarter
Student D	850	2nd Quarter

Table 2

Summer School Courses Taken by AgJumpstart Students

Improvement of Learning
Government
Psychology
Sociology
Computer Applications in Agriculture

Table 3

Grade Point Averages of AgJumpstart Students for Summer 1991

Student	GPA	Hours
Student A	3.000	9
Student B	2.333	9
Student C	2.333	9
Student D	2.667	9

Table 4**Grade Point Averages of AgJumpstart Students for Fall 1991**

Student	GPA	Hours	Overall GPA
Student A	3.364	11	3.200
Student B	1.364	13	1.800*
Student C	2.000	13	2.176
Student D	2.083	12	2.333

* Placed on scholastic probation.

Table 5**Grade Point Averages of 1991 AgJumpstart Students for Fall 1992**

Student	Overall GPA	Total Hours Completed
Student A	3.077	49
Student B	2.265	52
Student C	2.167	47
Student D	2.583	52

Table 6**Majors of AgJumpstart Students**

Student	Major
Student A	Bioenvironmental Science
Student B	Agricultural Science
Student C	Agricultural Economics
Student D	Poultry Science

Summary

The AgJumpstart program was rated as successful by both the program participants and administrators. It was presented to the Texas Coordinating Board of Higher Education as an excellent program for the recruitment and retention of minority students. None of the students had enrolled in agriculture in high school and all had very little knowledge of the many careers in agriculture. Initially, the students were involved in fewer campus activities than typical students. However, these students have gotten involved in organizations in the College of Agriculture and Life Sciences and are very happy with their selection of majors. In addition, all of the students were employed that first summer for 15-20 hours weekly and lived off-campus.

Programs of this kind have proven that awareness of careers is a key factor for minorities. These students had little or no interest in agriculture as a career and would not have been admissible to Texas A&M University under regular admissions criteria. All of the students are currently in agricultural majors, have satisfactory grades, and are actively involved in extracurricular activities. Colleges of agriculture have a need to develop such programs to increase the recruitment and retention rate of minorities. Minority students need to see that there are opportunities for them in agriculture and that they can succeed in these careers. If proper guidance and counseling are given early enough in the students' academic careers, then possibly such students will enter an agricultural occupation.

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THE PROFESSIONAL SOCIETY OF MINORITIES IN AGRICULTURE, NATURAL RESOURCES, AND RELATED SCIENCES

Blannie Bowen, Interim Senior Faculty Mentor
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With limited success, most colleges of agriculture and departments of agricultural education across the U.S. intensified their efforts during the 1980s to increase the number of minority students enrolled in their curricula. Such efforts have only intensified with the 1990s' increased focus on diversity. However, most such efforts only focus on the academic dimensions of the college experience. Yet, the years spent completing undergraduate and graduate degrees encompass many non-academic dimensions that are often crucial to a student's academic success or failure.

Wilson (1992) indicated that minority students must be fully immersed into the social as well as the academic dimensions of a university experience. He indicated that when minority students are segregated into separate organizations, both minority students as well as white students are losers. Such isolation often means that minority students are not exposed to programs and activities that significantly impact their academic development. Likewise, segregation means that white students do not benefit from valuable learning experiences that can be acquired from substantive interactions with minority students. He urged university faculty and administrators to institute programs and activities wherein segregation can be minimized and yet minority students can have a forum

wherein issues of minority students can be addressed and enhanced in meaningful ways.

Agricultural educators have long valued the role that intracurricular as well as extracurricular activities play in the development of college students. This guiding philosophy and that of Wilson (1992) were used during the 1980s to create a national organization wherein minority students, faculty, and others who are interested in their growth and development can engage in meaning experiences and open dialogue. Hence, the Minorities in Agriculture, Natural Resources, and Related Sciences national society was formed in 1988 with the primary goals of (1) promoting the agricultural sciences and related fields to ethnic minorities and (2) initiating and participating in programs and activities to ensure that ethnic minorities will become more involved in agriculture and the sciences in professional capacities.

An Inclusive Philosophy

In keeping with the philosophy expressed by Wilson (1992), **MANRRS is far from an organization of minorities who are trying to advance the causes of minority students and faculty.** The MANRRS philosophy is perhaps best expressed as that of a national society of faculty, staff, students, corporate and government supporters, and others who are committed to enhancing the participation of ethnic minorities in agriculture and related sciences. Most of the membership is comprised of African Americans, but the number of Hispanic members and those of other ethnic minority groups are increasing. In addition, in keeping with the inclusive philosophy of the society, a number of white MANRRS members play significant roles in achieving the goals of the society. For example, Rebecca Goetz, staff member at Purdue University,

has served as a national officer and chaired of the 1992 national meeting held at Purdue University.

History of the Society

MANRRS had its genesis from the Minority Agriculture and Natural Resources Association (MANRA) which was formed in 1982 as a student organization at Michigan State University. Three years later, the Minorities in Agriculture (MIA) organization was formed at The Pennsylvania State University (Foster & Henson, 1992). These two organizations provided the leadership for a national meeting at Michigan State in 1986 which was attended by more than 40 faculty and students from six institutions. Key features of this meeting included graduate school information, recruitment, career entry and advancement, and interaction with significant role models. A second national meeting was held in 1987 at Penn State with over 60 representatives from 11 institutions and several governmental agencies and agribusinesses.

The 3rd annual meeting was held in 1988 at the University of Maryland-Eastern Shore to provide a forum to include students and faculty from the 1890 land grant institutions. This meeting resulted in the adoption of a national constitution and the present name of the society which resulted because of interests in attracting members from sciences related to agriculture.

National meetings have been held annually since the pivotal 1988 meeting in Maryland: **1989** - *Fort Valley State College in Georgia*; **1990** - *University of Maryland, College Park*; **1991** - *University of Florida - Gainesville*; **1992** - *Purdue University*; and **1993** - *Alabama A&M University in Huntsville*. The 1994 meeting will be held in California to

enhance the geographical scope of the organization and to enable more minority groups to participate.

The complex issues surrounding MANRRS's mission are such that the society continues to grow. In 1992, there were 303 student members and 159 professional members. The number of college chapters totaled 32 and there were three contacts at agricultural high schools that enroll significant numbers of minority students (Henson, 1992). Attendance at the national meeting is increasing each year; more than 300 attending the 1991 meeting, a significant increase from the 40 who attended the 1986 meeting.

The Agricultural Education Influence

Several faculty and students in agricultural education have and continue to play significant roles in MANRRS. Jesse Thompson, a faculty member at the University of Illinois, was the 1991 national president. Marquita Jones, a staff member who works with minority student recruitment at Michigan State (a 1993 Ph.D. recipient in agricultural education from Penn State), will become president of the society in 1994. Jones was also instrumental in the founding of the society on a national basis. Rockefeller Herisse, a Ph.D. student in agricultural and extension education at Michigan State, served as the national president of the student section before becoming a staff member as the MANRRS project coordinator. The author has served as a national officer for three years (secretary and parliamentarian). A number of other agricultural educators are involved in the society but much of the leadership comes from individuals in the biological sciences or other social sciences.

Diversity Opportunities Via MANRRS

MANRRS provides programs and activities that can benefit departments of agricultural education in two major ways. First, the society provides a means through which *minority students* can become immersed in various professional activities via active participation in collegiate chapters and the annual national meeting. Such participation can provide the desired professional affiliation, socialization, and immersion experiences that minority students often lack, especially on predominantly white campuses. From a diversity perspective, MANRRS provides a means for *white students* to acquire substantive experiences of the caliber that they will need to effectively function in an increasingly diverse society.

Second, MANRRS provides an excellent forum for agricultural education faculty to interact with minority students in a meaningful manner. This interaction can come from (1) advising a local chapter, (2) being an active member of a local chapter, and (3) active participation in programs that local chapters sponsor. In addition, given that there were only 32 collegiate chapters in 1992 and there are more than 90 universities with agricultural education programs, there is ample room for agricultural education faculty to assume the leadership needed to start a MANRRS chapter. Ethnic minority status is *not* a prerequisite to be the faculty advisor of a MANRRS chapter.

On the national level, membership and active participation in MANRRS can bring enrichment and broadening experiences through interaction with other professionals (minority and white) who are committed to enhancing the participation of minorities in agriculture and the related sciences. The national meeting includes seminars, presentations, displays, and activities that involve faculty, administrators, students, and

individuals from various agribusinesses and governmental agencies. Graduate as well as undergraduate students give research presentations and papers on priority issues that concern minority audiences.

Concurrent sessions are conducted for students and faculty/professionals to address issues that are unique to these two groups. For example, during the 1992 meeting Dwayne Goldman, an agronomist with American Cyanamid, and the author presented a break-out session for students on how to give an effective research presentation. Other student sessions focused on topics such interviewing, securing and advancing in a position, and navigating the graduate school process (the author conducted this session in 1991).

Collectively, the above illustrative that agricultural educators can use MANRRS as a viable means to bring more diversity to the profession. Although the mission of the organization focuses upon minorities, there are countless opportunities for faculty (minorities and whites) who are committed to the same objectives to acquire substantive experiences and make professional contacts that will enable them to more effectively achieve AAAS's diversity goals as well as those of their institution. Contact the author about starting a MANRRS chapter, becoming a member, or for other information on the society.

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UNIVERSITY PROGRAMMING TO MENTOR MINORITY GRADUATE STUDENTS AND FACULTY

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Most universities have offices that focus on various aspects of diversity, educational equity, and affirmative action. Such offices usually focus on the total university community, thus, they have the resources and personnel to deliver various high quality programs and services for faculty, staff, and students. Faculty in departments of agricultural education should consult the leader of such offices to learn about and use the many programs and services that are available. Detailed below are various programs and activities that illustrate how The Pennsylvania State University is attempting to bring more diversity to its faculty and graduate student population through a center that has the university community as its target audience.

The Penn State Center for Minority Graduate Opportunities and Faculty Development was established in July 1987 and has two offices to promote and support minority students and faculty: (1) The Office for Minority Graduate Opportunities and (2) the Office for Minority Faculty Development. The Center is administered through the Office of the Associate Dean of the Graduate School and is housed in the Kern Graduate Building. Physical resources include four staff offices, a faculty resource room, and a work room. The Center's staffing pattern includes the following individuals:

- **Director:** Cathy Lyons (Affiliate Assistant Professor of Agricultural and Extension Education) who also directs the Office for Minority Graduate Opportunities.
- **Senior Faculty Mentor:** Deborah F. Atwater (Associate Professor of Speech Communication) who coordinates the Office for Minority Faculty Development on a 50% appointment. Blannie Bowen is serving as the Interim Senior Faculty Mentor during 1993-94 while Atwater is on sabbatical leave.
- **Clerical Support:** 2 Administrative Assistants

The Office for Minority Graduate Opportunities functions with three major objectives:

1. To increase the number of minority graduate students at Penn State through active commitment of resources and energy through aggressive recruitment.
2. To retain students at the University until they have successfully completed all requirements for the enrolled degree.
3. To provide opportunities for minority graduate students' professional and personal development during their tenure at Penn State.

The Office for Minority Faculty Development was conceived with two objectives:

1. To provide mentorship to assist in retaining minority faculty members; and
2. To promote minority faculty development through professional workshops, seminars, and mentorship.

Major programs, activities, and services that the two Offices provide are described below. A summary section then describes future directions that the Center and its two Offices will pursue.

Office of Minority Graduate Opportunities

The Office for Minority Graduate Opportunities works directly with the academic units at Penn State in the recruitment, retention, and professional development of underrepresented students enrolled at the University. Each of the University's academic units (Agricultural Sciences, Arts and Architecture, Business Administration, Communications, Earth and Mineral Sciences, Education, Engineering, Health and Human Development, Liberal Arts, and Science) has a person designated to direct and coordinate minority recruitment and retention. The activities that the Office employs to recruit students vary and include the following.

- Attend and participate in numerous professional and recruitment fairs hosted by colleges and universities throughout the United States.
- Grow their own and nurture the minority undergraduate students at Penn State. The Office works closely with the McNair Scholars, minority sororities and fraternities, and students who indicate an interest in graduate school.
- Make use of minority locator services to identify students nationwide who have indicated an interest in graduate school including the CIC Name Exchange.
- Maintain ongoing exchanges and site visitations with predominantly African American institutions.
- Print and distribute information about support services and academic programs to prospective students.
- Create partnership arrangements with predominantly minority institutions.

The Office's staff believe that it is not enough to recruit students and bring them to Penn State but that the University must provide a support system and professional development activities until students

obtain the degree for which they enrolled. To assist in retaining underrepresented students, the Office works closely with the College Coordinators and Directors. Some of our retention activities include the following:

- Create opportunities for minority graduate students to interact with faculty with the intentions of providing an atmosphere in which mentoring relationships can develop.
- Counsel and consult with individual students regarding their personal needs, concerns, and issues affecting their tenure at Penn State.
- Work closely with the leadership of the African American, Native American, and Spanish-Speaking Graduate Student Associations.
- Coordinate and facilitate support seminars, including "ABD Seminars," for underrepresented graduate students.
- When necessary, provide tutors for students who may experience academic problems.
- Support underrepresented students' participation in national conferences.
- Arrange opportunities for students to visit their national professional headquarters and meet with appropriate staff to gain greater insight about professional responsibility.
- Sponsor professional development workshops and forums for underrepresented students.
- Work with faculty to provide opportunities for students to collaborate with them with their teaching, research, and service activities.

Several minority graduate students have received partial assistance and support from the Office to attend and participate in national conferences. The following examples illustrate the range of activities that the Office has funded to enable minority graduate students to acquire the desired professional exposure.

- A Ph.D. student in Rural Sociology attended the Association of Agricultural Administrators Conference in Washington, DC, to interview the international agriculture directors at the 1890 Land Grant Institutions.
- A doctoral candidate in Educational Administration participated in the American Indian Teachers Conference in Tulsa, OK. This student received the Conference's National Teachers Award.
- A doctoral student in Higher Education attended the Association of Higher Education Conference in St. Louis, MO, to interact and professionally network with higher education faculty and administrators. In addition, he shared Penn State recruitment materials with graduate students attending the conference and helped market Penn State positively to his peers.
- A doctoral student in Adult Education attended the "Carrying the Torch: Women in the Civil Rights Movement Trailblazers and Torchbearers: 1941-1965" Conference held in Atlanta, GA. The student made contact with civil rights champions to secure information related to her thesis and scheduled interviews for in-depth discussions regarding women in the civil rights movement.
- Another doctoral student in Higher Education attended the National Conference on Higher Education in Chicago where she presented a session entitled "Toward a Higher Education Graduate Student Network." She was also nominated to the AAHE Board.

Because financial aid is a major limitation to minority students being able to engage in graduate study, the Office works closely with the Graduate School's Fellowship Office to help high quality yet deserving students secure the needed resources. During the 1992-93 academic year, the Financial Aid Office gave 77.5 Minority Scholars Awards. This number compares with the 85 that were awarded during 1988-89. The breakdown of college disbursement is presented in Table 1.

Minority Scholar Awards Presented to Graduate Students

<u>College at University Park</u>	<u>1988-89*</u> <u>Awards</u>	<u>1992-93**</u> <u>Awards</u>
Agricultural Sciences	6	7
Arts & Architecture	4	3
Business Administration	21	15
Communications	1	2
Earth & Mineral Sciences	3	2
Education	17	15
Engineering	2	3
Interdisciplinary	-	1
Health & Human Development	3	4.5
Liberal Arts	15	14.5
Science	5	4.5
 <u>Commonwealth Campus</u>		
Hershey	2	1
Capital	3	3
Other Campuses	2	1
Great Valley	1	1
TOTAL	85	77.5

* Graduate assistants received \$7,140; fellowship awardees received \$8,000. In addition to the 85 awards, there were 9 Harris (GPOP) Fellows, 4 graduate assistants from Office of Minority Graduate Opportunities, and 1 academic computing fellow.

** Other students received partial awards or supplementation from our Office.

Office for Minority Faculty Development

The Office provides various programs, activities, and services for tenure track minority faculty located at the University Park, Erie, and Harrisburg campuses, the Hershey Medical Center, and at Penn State's 17 Commonwealth Campuses located throughout the state. The primary function of the Office is to expand the accession and enhance the intellectual and personal growth of Penn State's minority faculty through mentoring and role-modeling; peer guidance, review and counseling; exchange of information; enhancement of communication; supplemental financial support for professional activities; and the coordination and support of research opportunities.

What We Provide - Since the Office was established in 1987, a number of programs, activities, and services have been and continue to be provided as per the mission of the Office:

- A series of faculty development workshops on (1) External Funding and Proposal Writing; (2) Promotion and Tenure; (3) The Publishing Process; and (4) Vitae Development.
- Networking opportunities for faculty via receptions and several informal meetings. The receptions enable new minority faculty to meet Penn State administrators and various officials from the State College area.
- Mentoring opportunities in conjunction with the academic departments.
- Supplemental financial support for professional activities and research opportunities.
- Opportunities to fully discuss short-term as well as long-term goals within the University

- A supportive atmosphere for faculty to receive guidance and counseling.
- Opportunities for potential minority faculty to discuss diversity issues on campus.
- A forum for participants in the Scholars in Residence Summer Program for minority faculty to discuss their experiences at Penn State.
- Possible strategies for dealing with the specific problems that some minority faculty encounter.
- An informational packet consisting of University services as well as services available in the community.

What We Do Not Provide - Although the Office provides a number of programs and services, it is important that faculty and administrators are clear about those items that are beyond the objectives of the Office. Consequently, every effort is made to communicate that the Office does not provide:

- One hundred percent financial support for any professional or research opportunity. (The academic department and college have some financial responsibility.)
- Graduate or research assistantships.
- Funds for equipment.
- Monies for faculty salaries and appointments.

One-to-One Interaction - A considerable amount of the interaction that the Senior Faculty Mentor has with minority faculty occurs through personal interviews. The Senior Faculty Mentor holds entrance interviews with new faculty members. These interviews provide the privacy and comfort that minority faculty find essential as they adjust to a large, predominantly white academic setting. The entrance interview is designed to open the door to subsequent interaction if the new faculty

member desires and requests such contact. For example, pre-tenure faculty often consult with the Office on matters such as dossier preparation and academic politics within a department. Although the Office was conceptualized to target primarily junior faculty, senior faculty who transfer to Penn State increasingly use the services that the Office provides. Finally, the Senior Faculty Mentor conducts exit interviews with minority faculty who sever their ties with Penn State for professional, philosophical, or personal reasons.

Group Interaction - To promote and enhance networking and communication among minority faculty, the Office annually sponsors two receptions, one in the fall and one in the spring. Also, a welcome packet is distributed to all new faculty. The packet includes pertinent information about the town as well as the campus. From its inception, the information included in the welcome packet has increased by some 20%.

Workshops have proven to be an effective means to deliver programming and services to minority faculty at Penn State. During the 1992-93 academic year, six minority faculty development workshops were held on External Funding and Proposal Development, Promotion and Tenure, The Publishing Process, and Vitae Development. Vitae Development was a repeat of a new workshop started the previous year. From a commitment perspective, five of the workshops were conducted by members of the Office for Minority Faculty Development Advisory Board. In addition during 1992-93, the Associate Dean of the Graduate School sent a letter supporting the Promotion and Tenure workshop which increased attendance. Although the workshops are promoted to both University Park and faculty at all other locations in the Penn State System, few faculty from the Commonwealth Campuses attend the workshops. Detailed in Table 2 is a summary of the individuals who

participated in the workshops. Although the focus is on minority faculty, slightly over half of the participants are not members of minority groups.

Table 2

Summary of 1992-93 Workshop Participants*

African American	20
Asian American	6
Hispanic American	4
Native American	0
European American	<u>35</u>
TOTAL:	65
Female faculty	47
Male faculty	<u>18</u>
TOTAL:	65

* - Faculty chose multiple workshops.

To promote the Office to non-Penn State audiences, the Senior Faculty Mentor gave presentations during 1992-93 to the Speech Communication Association and at the Conference on Racial and Ethnic Diversity in Higher Education. A host of similar presentations are made to various other groups.

Support Systems - Using resources available to the Office, travel and research funds totaling almost \$14,000 were provided for 27 junior minority faculty between July 1992 and April 1993. The funds were used to support 11 African American and 16 Hispanic faculty to help them initiate or further their research and professional development agendas. From a philosophical perspective, the funds are viewed as seed grants to

stimulate further support and action by the home departments and the faculty themselves.

The Senior Faculty Mentor also maintains contact with department heads and deans to help further the diversity goals of the University. During the 1992-93 academic year, the Mentor held conferences with six department heads who have junior minority faculty in their academic units. The primary focus of such interaction is the mentoring process and the need for long term growth and professional advancement by the minority faculty members.

From an incentive perspective, the second annual Howard B. Palmer Faculty Mentoring Award was presented at the March 28, 1993, Penn State Honors Convocation. The Senior Faculty Mentor and members of the Office Advisory Board conceived the award and helped generate the resources to give the award the desired stature and stability. Two department heads were the first recipients of the award which is not designed exclusively for mentoring minority faculty or for minority faculty who effectively mentor other minorities.

To keep the Office focused on its objectives, an Advisory Board consisting of senior faculty and administrators meets with the Senior Faculty Mentor four times per year to assess the effectiveness of the Office and to provide advice on issues of concern. The Board has been instrumental in generating new ideas for programming and vitally needed resources.

Role Model - The Senior Faculty Mentor position was conceptualized as a half-time appointment to enable a faculty member to serve as an effective role model while maintaining a viable teaching and research program. In keeping with this line of reasoning, during 1992-93 the Senior Faculty Mentor taught two classes (Speech Communication

422/Black Studies 422) "Contemporary Black Rhetoric," guest lectured in one class (Speech Communication 510), and worked with two independent study students and one communication intern. The Mentor also serves on six Ph.D. and six M.A. committees, chairing two of them. She also attended four conferences and presented papers at three of them. The Mentor serves on four University committees, including the Faculty Senate Faculty Rights and Responsibilities Committee, the Department Head Search Committee for African/African American Studies, and Chairs the Search Committee for a communication theory faculty position in the Department of Speech Communication.

The Future

During 1992-93, the University commissioned an external review team to assess the Office for Minority Faculty Development's strengths, weaknesses, and areas for expansion or deletion. The report was positive and the overriding tenor was the need for expanded programming and services. The Office's Advisory Board is studying the recommendations of the review team and has made similar recommendations to the Center staff and appropriate University administrators.

During its short history, it is apparent that Penn State's colleges and departments which work closely and cooperatively with the Center are highly successful in achieving their diversity goals. From a graduate student perspective, Penn State is committed to increasing the pool of talent available to assume faculty positions in Pennsylvania, across the U.S., and around the globe. This goal must be aggressively pursued across all disciplines and especially where there is a shortage of minority faculty. Given the magnitude of the situation, additional programs,

activities, and initiatives must be planned to help Penn State better achieve its diversity goals.

Penn State, through the establishment of The Center for Minority Graduate Opportunities and Faculty Development, provides an excellent foundation for establishing a conducive climate that provides a positive support system for underrepresented students, faculty, and staff on a predominantly white campus.

Conceptually, centers and offices that focus upon increasing (1) the faculty talent pool and (2) the retention and development of that talent will enable Penn State and other universities to better achieve their diversity goals. On a departmental level, disciplines such as agricultural education that have limited ethnic and racial diversity should investigate and more effectively utilize external support systems that have the larger university community as their target audiences.

THE INSTITUTE FOR FUTURE AGRICULTURAL LEADERS (IFAL)

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The Institute for Future Agriculture Leaders (IFAL) at Mississippi State University, a cooperative effort between the Mississippi Farm Bureau Federation and the College of Agriculture and Home Economics, was the brain-child of Jasper S. Lee, former professor and head of the Department of Agricultural and Extension Education. Dr. Lee started the IFAL concept in 1982 and programs were held annually during the summers for 10 years before the program was terminated. The major purpose of IFAL was to help young people have a better understanding of agriculture. In IFAL, emphasis was placed on:

- The nature and needs of the agricultural industry,
- Basic and applied science in agriculture,
- Leadership, social, and recreational skills,
- The free enterprise system, and
- Emerging technical areas in agriculture and agribusiness.

It was also emphasized to the students that participants would be able to compete for scholarships at Mississippi State University.

IFAL was administered through the Dean's Office in the College of Agriculture and Home Economics, with each interested department from the college participating. A steering committee comprised of representatives from the participating departments served as a guiding group. An IFAL coordinator was named by the Dean to provide leadership in developing and conducting the program. The Department of

Agricultural and Extension Education played a key leadership role in conducting IFAL.

Enrollment in IFAL averaged 38 students over 10 years and ranged from a low of 23 for the first year to 50 in 1988. Eligible participants were students who would have been in grades 10, 11, and 12 of the current school year and who were in the upper 25% of their class. Students were allowed to attend IFAL only once.

Application forms were secured from county Farm Bureau offices. The program was a week long and required students to be housed on campus. The cost per participant was \$200 and included lodging, meals, and program participation expenses. Most participants were funded through scholarships provided by each county Farm Bureau.

The program was very effective in recruiting high quality students into agriculture at Mississippi State University. Although no statistics are available, the students represent a diverse group of individuals.

North Carolina State University

The Institute for Future Agricultural Leaders (IFAL) at North Carolina State University was started nine years ago. Originally scheduled for 40 students, enrollment caps have occasionally been lifted to allow as many as 50 students to participate in the program.

The program lasts a week with the students being brought onto campus. Students are lodged in dormitories and have all meals on campus. The major emphases of the program are to:

- Provide information on career opportunities in the fields of agriculture and the agricultural industry,
- Provide information on emerging technology in agriculture and agribusiness,

- Develop citizenship responsibilities, and
- Develop leadership.

Students apply through the North Carolina Farm Bureau and must be recommended by their local county Farm Bureau. Students must be in high school and in the upper 1/3 of their classes. They also must have an expressed interest in agriculture. Farm Bureau is in charge of selecting the students. Although minority students have participated in the program and an effort is made to recruit more, the number of minority students in the program is small. Costs for the student participants are paid for by the Farm Bureau.

Administratively, the program is conducted by agricultural education faculty at North Carolina State University. Agricultural education students serve as counselors and have been deemed to be a strength of the program. Only top students are selected as counselors, and there is often a waiting list of students who want to be an IFAL counselor. Evaluation ratings by the participants are very positive with many of the participants indicating that it was the best leadership conference they have ever attended.

The faculty note that it has been a good recruitment tool and has added a substantial number of good students to the agricultural education program. It is estimated that 70% of the students who attend the IFAL enroll at North Carolina State University.

North Carolina A&T State University

The 6th annual IFAL program at North Carolina A&T State University, an 1890 land grant institution, was held during the summer of 1993. The program has been very successful in exposing minority youth, especially African Americans, to various dimension of agriculture. All of

the 35 students who participated in the 1993 IFAL were African American. Although 40 students is the number being targeted, the number of participants has increased each year from a low of 22 to a maximum of 35.

The Institute is held the 4th week in June, a week after NC State's IFAL program. The North Carolina Farm Bureau Federation co-sponsors the A&T program in a manner consistent with the original format conceived by Jasper Lee in 1982. IFAL at North Carolina A&T was initiated as a means to expose increased numbers of minority students to agriculture.

Many of the participants are from areas with high numbers of first generation college students. Consequently, for many of the participants, IFAL encompasses the first significant educational experiences away from their home communities. The week-long program enables the students to experience all facets of college life on an 1890 campus. Students are lodged in the dormitories and have all meals on campus. For the 1993 Institute, the major objectives were to:

- Provide information on career opportunities in the fields of agriculture and the agricultural industry,
- Provide information on emerging technology in agriculture and agribusiness,
- Develop citizenship responsibilities,
- Develop leadership abilities, and
- Interact with minority professionals in agriculture and related sciences.

Students participating in the 1993 program arrived on the A&T campus on Sunday, June 20, and left the University on Friday, June 25, after an awards luncheon attended by parents, faculty, presenters, and other invited guests. A.P. Bell, professor and head of A&T's Department of Agricultural Education, indicated that during their stay in Greensboro,

the IFAL participants were exposed to various dimensions of the School of Agriculture, including its faculty, the 1890 extension program, and A&T's Farm and Research Programs. From a role model perspective, the students interacted with a number of minority faculty, researchers, and speakers from various areas of government, education, and agribusiness.

Bell indicated that the IFAL program is an excellent way for universities to expose minority youth to agriculture and the many available careers. The program at North Carolina A&T has been instrumental in accomplishing this objective.

Section 3: What Can Be FACULTY MENTORING SYSTEMS

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Embedded biases pose barriers to the development of minorities and women in our profession and we need to pose strategies to help eliminate them. Further, we need to establish guidelines which will aid us in encouraging and involving minorities and women and several case studies have been presented which represent beginning efforts to accommodate this process. We need to also think about the actions we can undertake within our individual institutions once the person has entered the profession. The most proficient of recruitment strategies will not be truly successful if the "profession eats its own", i.e., does not encourage the development of its members within the institution/profession.

Promotion and tenure (P&T) pressures are real. They provide great anxiety and stress to those beginning their professional career. They are no less ominous to minorities and women, particularly if embedded biases erect barriers to professional development. Systems need to be established within the institution of employment and across institutions, and within the profession to aid in the development of our newer members, no matter the nature of their diversity.

Intra-university

J. Robert Warmbrod, during his tenure as Chair of the Department of Agricultural Education at The Ohio State University, instituted a system of Faculty Development Teams (FDT) to aid his faculty in their development. The FDT's could be used by any faculty member, but have

been shown to be particularly useful for the beginning faculty member. The evidence of success is in the fact that no candidate for promotion and/or tenure has been denied by either the department, college or university since the institution of the FDT system.

A formal policy does not exist relative to FDT's. However, particularly the inexperienced (untenured) faculty members are encouraged to establish an FDT. To make this happen, faculty members confer with the department chair and indicate their desire to establish an FDT and who they would like to have as members of the team. The chair of the department then requests the members of the team to serve in this capacity. When agreement is reached, the responsibility for calling meetings and requesting assistance rests with the faculty member to be assisted. The team is typically comprised of three senior faculty members and members can come from other departments.

Faculty members requesting the team typically begin to accumulate a portfolio of materials including their curriculum vitae and other evidence related to quality of teaching, research, and service. These materials are submitted to the team for review and study. They convene the committee when they are ready to discuss strategies for improvement and/or development. At the first meeting of the team with the faculty member, they jointly plan strategies for the development of the faculty member. To facilitate this process, one team member is typically given the responsibility for each of the areas of teaching, research, and service. While a team member may assist in any area, an individual team member is responsible for assessing progress in one specific area and for suggesting strategies for strengthening the effort and/or documentation in that area.

Techniques commonly required for documenting teaching quality include not only the evaluation of teaching by students, but by peers and administrators. The Department of Agricultural Education at OSU established a policy statement that the Chair must visit and critique at least one class session of each faculty member each year, thereby assuring at least one administrative review. OSU has a university-wide system for Student Evaluations of Teaching (SET) which provides a cafeteria of potential items with five items common across all instruments. Reports provide summary statistics on the ratings of the individual faculty member and normative data for the college and university on the total of 25 items. P&T documentation typically includes reporting the five common items as compared with the normative data. Faculty are also encouraged to gather open-ended, more qualitative information.

Where the FDT can be particularly helpful is in evaluating teaching and in synthesizing and analyzing these data and information as peer evaluators. A member of the FDT can assess and report areas in which growth has occurred and how the faculty member has used the SET or other student feedback to improve her or his teaching performance. The FDT can also provide peer documentation of the adequacy of preparation by reviewing course syllabi, lecture notes, student activities, examinations, and other teaching aids. These activities are often conducted annually and not just as the person is "coming up" for tenure. The successful portfolio should include documentation across time with trends illuminated to illustrate a sustained effort at evaluation and improvement.

Still within the teaching area, the FDT also are used to visit and directly critique the in-class performance of the faculty member. Further, they often conduct similar visits to off-campus classes, and supervisory

visits to student teachers or first year teachers. These visits culminate in a formal letter forwarded to the faculty member which can, at her or his discretion, be included among the evidence in the portfolio. Formal evidence is thus accumulated to document the quality of teaching, across time, which should be valuable information for any P&T or annual review considerations.

Research activities are also assessed by the FDT. The FDT carefully monitors the development of a programmatic area of inquiry and guides the faculty member in disseminating the results through refereed forums such as papers presented at professional meetings and articles in refereed journals. The FDT often serves as a "preliminary" editorial board by reviewing and critiquing articles and papers prior to submission. Faculty often perceive that if they can satisfy their FDT, then few referees are going to have higher expectations. The FDT also alerts the faculty member to funding opportunities by perusing requests for proposals (RFP's) carefully with the research program of the faculty member in mind. The FDT is often involved in assisting in preparing or critiquing a grant proposal by the candidate to enhance his or her probability of securing funding. The FDT is often instrumental in identifying outlets for the research dissemination efforts beyond those within agricultural education. Examples could be multiple, but a person inquiring in adult education might examine calls for papers for state, regional, and national conferences on lifelong learning, research-to-practice in adult education, associations within adult and continuing education, and regional and national educational research meetings. The prior experience of the FDT might serve well the faculty member in getting publications accepted.

The FDT may also assist the faculty member by directly involving them in their own research programs, sharing dissemination efforts, and

listing them as co-principal investigators (P.I.) for projects. When the FDT are senior, tenured faculty members, the "mystique" of having to have their names on all publication may have dimmed a bit and they may be more readily amenable to "sharing some of the glory." Indeed, some have been known to divest all of it so that young faculty may have sole authorship on publications or be the designated P.I. on projects.

The FDT also closely monitors service activities. While the tendency is for the untenured faculty member to become involved in too many service activities, the FDT can help the faculty member in assessing the potential impact upon teaching and research of extensive service commitments. Agricultural educators may be excessively driven by the concept of service whether it be to students, student organizations, department/college/university governance groups, or professional organizations. Some level of moderation is wise early in one's career and the FDT can help determine that level through wise counsel. Long-term international commitments might not be the wisest use of the nontenured faculty members time; yet, some short-term efforts that afford the opportunity to share expertise and begin to establish an international reputation could be beneficial and warranted. However, regional or national offices or committee chair positions might be impressive and be illustrative of establishing a national reputation in the profession or a given area of inquiry. The FDT can be particularly helpful in nominating faculty members to such positions, thereby, promoting and endorsing their consideration within the department, college, university, or professional associations. The FDT has experiences related to the level of service activities which are needed for P&T and professional development which can well serve the faculty member who is being mentored.

The typical happening in our profession has, perhaps, been for the nontenured faculty member to become overly involved with service activities. While a desirable balance among teaching, research, and service must exist, sufficient evidence of high quality performance in the research area is the most common expectation in land grant universities. Further, the procurement of monies through grants and contracts will likely be a growing expectation which can be enhanced by an FDT.

Whatever the policy, recommendations, strategies, or systems employed to aid in mentoring minorities, women, or any faculty member; the action occurs though faculty members on the FDT's, individually, or from the appropriate administrators. Having papers accepted for professional meetings is of little use if travel monies cannot be made available for attendance, or if page charges cannot be paid for journals with such a financial scheme. Individual faculty who attempt to mentor others, and the administrators who serve them, must be committed to the professional growth and development of the individual.

Good planning is a necessity whether it is the administrator allocating dollars in July of this year for an anticipated trip next February for the person being developed, or the assisting faculty member who can aid the "mentee" in finding transportation to a professional meeting with others or funded through another project account. Commitments are often very personal, private, and hidden from view of the rest of the professional community; yet, almost every member of the profession can account for one or more individuals who assisted them in their professional development. Helping a young professional gain valuable professional exposure may mean attending selected conferences when no paper has been accepted, or nominating the developing member of

the profession to be the conference planner -- the one in the limelight when the event occurs.

Mentors may also be in unique positions to involve the mentee in interdisciplinary efforts within their own college or university, or across universities. Often, the mentor, knowing the expertise of the mentee, can nominate or directly involve the person on important research programs, proposal development efforts, important university or professional committees, and otherwise greatly enhance mentee's visibility and opportunity to demonstrate her or his competence.

Inter-university

Similar strategies to those intra-university can also be employed across universities or within professional associations. For those who rarely attend professional meetings, the task of gaining positions of responsibility is indeed difficult. Therefore, mentors can be instrumental in assisting mentees to be able to attend meetings by having papers accepted, by being on the program as a session chair, or by serving as a discussant or facilitator. By virtue of attending such professional conferences, other professional opportunities arise, such as being able to be nominated or volunteering for chairs of important committees, task forces, and offices, and taking advantage of other opportunities.

An informal professional development structure has probably existed for years among advisers and advisees. Advisers of graduate students have promoted their advisees for employment opportunities, leadership roles, editorships, editorial boards, and many other types of activities. This may, indeed, have been the prototype of most mentoring activities which have occurred within the profession. Great loyalty and responsibility have been assumed by advisers to promote and assist their

advisees, perhaps by virtue of our beliefs about helping people who we care about and by virtue of our culture as a helping profession. This latter concept can be extended to help the professional development of minorities and women who are not advisees, too.

Many organizations, such as the Cooperative Extension Service and public education, have experimented with professional induction programs which aid in the development of their neophytes. The profession of agricultural educators is sorely in need of role models from among minorities and women. In order to develop these outstanding individuals who will serve as role models for others, and retain them in the profession, individuals in the profession must be committed to making it happen. The profession has extraordinary individuals who have helped many youth and others develop over the years and are ready to accept a new challenge of mentoring minorities and women who can develop to their fullest potential and serve as role models for the next generation.

The AAAE can serve an instrumental role in this regard. The organization can identify new entrants to the profession who are minorities and women. The organization knows the strengths of its membership and could identify good "matches" for these individuals with appropriate mentors. This should be a formal process accompanied by public announcement during the annual professional meeting of the Association -- such exposure would enhance commitment. Research has shown mentors outside one's own university are particularly helpful as a sounding board when unique problems are inherent in the current position with the personality of the people or the process of the individual university. These problems might encompass the personal as well as the professional. The identified mentor could be as close as an E-mail

message, telephone call, letter, or facsimile memo to offer confidential, considered, and experienced advice.

The identified mentor can assist with many of the practices of an FDT. Further, in universities with small numbers of faculty, the creation of an FDT from within the home department may be problematic. However, the FDT would not have to be comprised just of members from a home department. Mentors could deal with an array of problems and assist in decision making, whether of a personal or professional nature. The AAAE is blessed with warm, caring individuals who only need the opportunity and a facilitating structure to assist in the development of minorities and women. The AAAE has a record of which it can be proud, but more opportunities present themselves and the challenge is formidable. To prepare tomorrow's leaders we must expand our thinking beyond what used to be, or what is now and begin to think of what can be. We can obtain guidance from George Bernard Shaw who wrote, in *Back to Methuselah*, "You see things and say why? But I dream things that never were, and I say, why not."

NOTES

STATEMENT OF NONDISCRIMINATION

The Pennsylvania State University is committed to the policy that all persons shall have equal access to programs, facilities, admission, and employment without regard to personal characteristics not related to ability, performance, or qualifications as determined by University policy or by state or federal authorities. The Pennsylvania State University does not discriminate against any person because of age, ancestry, color, disability or handicap, national origin, race, religious creed, sex, sexual orientation, or veteran status. Direct all affirmative action inquiries to the Affirmative Action Office, The Pennsylvania State University, 201 Willard Building, University Park, PA 16802-2801.