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INTRODUCTION

- There is a need for diverse educators from different cultural and ethnic backgrounds in the agricultural education profession (AAAE, 2019).
- Success rates of racial and ethnic minority in college are influenced by on-campus social support, off-campus ties, and the collegiate environment (Baker, 2012).
- Retention efforts of minority students is essential in order to improve a deficiency that exists within Agricultural Educators (Foster, et al., 2020) and such efforts must be intimate and sincere

METHODOLOGY

- Networking in the agricultural education profession with minority faculty and teachers
- Empowering students to have voice within the major
- Developing a social connection with other minority undergraduates and minorities becoming a part of the agricultural education profession

RESOURCES NEEDED

- Time
- Space
- Technology
- Purposeful intent

ADVICE TO OTHERS

- Build relationships with students
- Serving on department committees with students
- Provide opportunities to facilitate discussion among peers,
- Hold one-on-one discussion about culture, heritage, and belonging
- Leadership role is needed in communicating with invited guests, collecting feedback from attendees, and support ideas for the group.

“It’s amazing to know we have a safe space to talk about our experiences and hear from others so we can uplift and support each other. It’s something I’ve never experienced before, and I have built the best relationships/friendships ever through this group.”

–Deep Roots Student

RESULTS TO DATE

- Undergraduate students have benefitted from having a safe place to share critical conversations of being an ethnic minority in a profession which is highly homogenous in its racial representation.

