

# **International Extension...What are the Local Benefits?**

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*“The real voyage of discovery consists not in seeking new landscapes but in having new eyes.” - Marcel Proust, French Novelist and Author, 1871-1922*

## **Background**

The United States of America is facing unprecedented, profound, and fundamental changes. Major demographic transitions in Illinois are causing social change. Illinois has always welcomed immigrants from all around the world, mainly Europe; but the 2000 census reported that more than 90 percent of immigrants came from Latin America and Asia. (Oliver and others 2004) Similarly, economic changes are occurring, in part, due to technological advancements that shift local or national economies to global ones.

Illinois is not alone in experiencing these changes. For example, Missouri too is becoming increasingly more international as diverse ethnic groups settle in cities and towns resulting in economic and social impacts for Missouri. (Hodge and Leuci , 11)

Indeed, we live in an ever flattening world. (Friedman 2005) Everyone, particularly our youth, need to better understand globalization and be prepared to work and live in our ever changing world. The 21<sup>st</sup> Century Report from the Extension Committee on Policy (ECOP) in 2001 identified globalization – of the financial, service, manufacturing, and agricultural sectors of our economy – as having a “profound influence on all facets of American society.” (Gallagher 2002, 3-26-08)

The United States Cooperative Extension Service needs to provide leadership in this arena. The ECOP report stated that “the challenge for Extension is to provide leadership to demonstrate local implications and potential consequences on an interdependent world.” (Gallagher 2002, 3-26-08)

In 2002, the *National Initiative to Internationalize Extension* was released. According to their report, "Internationalizing Extension" is a term representing the broad efforts of Universities and Extension Services to bring international and global content to domestic programs and to support Extension efforts abroad. (Anonymous2002)

University of Illinois has been involved in international extension activities for many years (Appendix B). In 2004 a strategic plan was written to better direct these efforts. The plan indicated that, “As a major land grant institution of higher education, University of Illinois Extension has a responsibility to play a key educational role in the transformation of our nation during these major social and economic shifts in our society. As well, as a part of the international community and global economy, it has a vital role to play in sharing knowledge and information with other nations and societies.” (Oliver et al., 2004)

Past International Extension research has focused mainly on “who is doing what in International Extension”, the perceptions that staff has about the program, and benefits to the

recipients of international endeavors. This information is important and necessary to help the program move forward, but it is time to evaluate the program to learn more about its worth, impact, and value.

According to Mike McGirr, Coordinator of CSREES International Programs, “the benefit to Extension in having cross cultural immersion activities is easy to see, but somewhat difficult to measure. There has been no major attempt to measure economic impact or behavioral change.” (Brooks, 2006)

Although very little evaluation research exists in this area, Nick Place from University of Florida Extension has conducted and published some work on this topic. Place found that “An integral part of extension involvement that has received attention is the personal and professional impact that is attained through such efforts. Unfortunately, there are few studies that have focused on assessing this type of impact.”(Place, Vergot III, and Dragon 2005, 57)

Place also reported that “Research has found that the public’s fundamental attitudes about international involvement is favorable and aligns with broad interpersonal relationships, such as those with family and community members. Currently, there is a lack of data that documents the impact of internationalizing extension – organizationally and beyond.”(Place, Vergot III, and Dragon 2005, 57)

Does University of Illinois Extension’s International Extension programming benefit local people and programs in Illinois communities?

A Logic Model – *Globalizing University of Illinois Extension* – details activities that must occur as work progresses toward specific short-, mid-, and long-term outcomes (Appendix A). Long-term impact is for Extension to make a difference globally, which includes efforts locally and abroad. The logic model outlines activities that arose from a strategic planning

session in 2007, which created more specific actions plans than were previously available in the 2004 strategic plan.

The mission of University of Illinois Extension International Programs is to increase knowledge, strengthen relationships, and enhance multicultural, technological, and global competencies with constituencies in Illinois and the world. (Oliver et al., 2004) (Appendix C)

### ***Scope and Methodology***

This study was conducted to explore the assumption that University of Illinois Extension programming benefits local people and programs in Illinois communities. This research is critical to (1) help strengthen and move programming into the future and (2) determine where research is lacking or nonexistent and where additional work is needed.

Work to examine this assumption existed of two main approaches: literature/document review and a staff survey.

A literature review was conducted to provide data and other information. Due to time constrictions, initial focus was in the *Journal of Extension* and *Journal of Association for International Agricultural and Extension Education* (AIAEE).

An internal review was conducted of University of Illinois Extension documents. These included

- The International Extension strategic plan(s)
- The International Extension Committee notes and minutes
- Review notes from previous research of Ferree and Brooks

The survey received IRB (Institutional Review Board) approval from University of Illinois-Springfield and was conducted using SurveyMonkey.com. The survey consisted of seven open-ended questions. The IRB application and approval letter are found in Appendix D.

Fifteen University of Illinois Extension employees were emailed on April 6, 2008 and asked to participate in a survey using surveymonkey.com online. Participant emails were available through the online Extension intranet employee directory.

These employees were selected because they recently (within the past 5 years) conducted international programming. This pilot group was selected based on their extensive international extension programming experience.

All participant responses were kept confidential. Data collected in surveymonkey.com was analyzed as qualitative text into summaries by question (Appendix E).

### ***Survey Results***

Surveys were collected from April 6 until April 13, 2008. Unfortunately, only 4 surveys were completed. The most likely reason for this low participation rate is announcement on April 11<sup>th</sup> of a financial crisis in Illinois Extension. Staff was preoccupied with efforts to “save Extension” and did not put this survey as priority.

In spite of the low response rate, some qualitative data was collected and does start to make a case toward the impact of International Extension programming locally in Illinois.

The four respondents participated in more than 13 trips to locations that included Europe, Mexico, Ukraine, Australia, and India. Trip duration ranged from 3 days to 3 years.

The most common way respondents gave back to their local communities after their overseas project was through presentations and development of printed materials and culture kits. Media communication was also mentioned.

When asked how they communicated the value of International Extension to local stakeholders, again presentations and media were listed. Others developed reports to administration or conducted networking following the trip.

Increased cross-cultural awareness did not appear to be affected by the four respondent's international activity. One indicated that this did not happen and two were unsure. One person thought their activity did "create better understanding of Latino culture and American culture."

Respondents did appear to apply their international experience to their current job position. Examples listed include:

- Program development skills
- Increase knowledge of cultures, economies, and markets
- Learn professional development needed
- Help train others and assist with other's International Extension programs
- Work with Latino audiences
- Better understand global agricultural markets
- Better understand Land Grant mission

Three of the four respondents felt that International Extension participants build global markets that benefit local communities Global markets mentioned included:

- Master Gardeners and Community and Economic Development programming efforts internationally, and
- Staff member involvement when "Governor Maggie of Brazil traveled to the US where I put him in touch with an ethanol production facility in the state of Illinois."

Finally, three of the four respondents felt that International Extension participants collaborate on international problems. Collaboration examples cited include:

- Working with African farmers to improve yields
- Assisting with international water management issues
- Work on a biofuels projects

- Work on agricultural pests, including Soybean Rust, Western Corn Rootworm, and Soybean Cyst nematode

### ***Literature and Internal Document Review Results***

The literature and internal documents begin to build the case for International Extension programming having an impact.

Place's research found that positive effects occur among extension faculty from their actual participation in an international endeavor. (Place, Vergot III, and Dragon 2005, 57) His work found:

- Increased international awareness and understanding
- Incorporation of international components into extension programming
- Improved self-esteem applicable toward extension careers
- Professionals reinvigorated about extension careers
- Grassroots involvement in extension education

Place said that "One participant seemed to capture the sentiment of the group" that participated in the international activity in the following words '[the program] is very valuable as extension continues to change and adapt to the needs of local citizens, respond to the changing state demographics, and be a part of the national participation in international affairs.'

Place stated that "Globally competent extension professionals, students and local officials that are committed to extension and its overarching mission result from effective international programs." (Place, Vergot III, and Dragon 2005, 57) Inherently Extension programs have a multiplier affect that spread messages exponentially throughout local communities and beyond and thus have the potential to do the same with global/international messages.

Recurring benefits of International Extension programming were found during the literature and document reviews. These included

- Revitalization of Extension
- Increased Cross/Cultural Diversity
- Youth Benefits
- Business Implications
- Home Benefits
- Networks and Connections

### **Revitalization of Extension**

International Extension provides for the revitalization of Extension. International Extension experiences appear to be powerful and even contagious to participants.

Gallagher said that his International Extension experience provided him with an Aha moment that “Extension is a very powerful and valuable concept.” He said, “I returned to Corvallis with an even greater respect for what Extension means in the United States.” “I am more motivated to serve and better able to focus on how and what to serve.” (Gallagher 2002, 3-26-08)

Research by Place found that 92% of the participants said that they would “definitely” recommend participating in an international program to their colleagues or to others with whom they work. (Place, Vergot III, and Dragon 2005, 57) His research showed respondents had significant change in their perspectives of U.S. Extension and their attitudes about Costa Rica as a nation.

## Increased Cross/Cultural Diversity

The most documented benefit of International Extension programming is its impact on cross cultural awareness and understanding.

Many people report having a broader worldview and feeling more accepting of cultural differences after an international experience. (Albrecht, Crave, and Havlovic ; Hodge and Leuci , 11) Upon returning home, the Missouri participants reported that they had developed new ways to understanding economic and diversity issues that exist throughout Missouri.

In addition to feeling more accepting of different cultures, international experiences also allow participants to have increased awareness of minorities, language differences, and concern for different cultures. This was found after Montana faculty visited Russia/Ukraine (Marsden 2000, 2-26-08). In Florida, faculty had a greater understanding of the necessity to work locally and internationally on issues that impact the world. They also had a greater appreciation for the needs of third world countries. (Place, Vergot III, and Dragon 2005, 57)

This increase in cross cultural competency translates into Extension professionals whom are more effective locally. The Florida respondents had an increased ability to relate to Hispanic audiences in Florida. (Place, Vergot III, and Dragon 2005, 57) (Ludwig 2002) This increased competency is emphasized in the following statements:

*“I have learned to appreciate diversity on a whole new level” and “I am more comfortable in various types of groups. I do not hesitate to speak-up”.* (Hodge and Leuci , 11)

*...felt a strong “sameness” between the institutions there and here.* (Gallagher 2002, 3-26-08)

Yet, an article by Anne-Michelle Marsden described her cross cultural awareness in a different way. She said, “I will never truly understand the cultural orientation of an elderly

Hispanic woman... While I am a female, I am not Mayan, Hispanic, or elderly. Long-term behavior change will never come about unless we work with the culture instead of trying to change it. My experiences have given me a deeper and more profound understanding of the term 'change agent.'" (Marsden 2000, 2-26-08)

More tangible lessons are learned abroad in the area of language. Learning language is often a reason for international travel, especially in immersion trips. Learning another language is important and has been cited in many studies. (Albrecht, Crave, and Havlovic ; Boyd and others 2001, 3-26-08; Hodge and Leuci , 11; Place, Vergot III, and Dragon 2005, 57)

## **Youth**

It is especially important for America's youth to be involved in international programming.

International programming for youth occurs abroad as well as at home.

Many international youth programs are exchanges. Impact was found in two different 4-H exchange programs. 4-H clubs in Arizona exchanged with 4-C clubs in Durango, Mexico. The exchange resulted in a better understanding among all the people, change in stereotyped impressions, and improvement in second language abilities. Personal friendships were established and cultural awareness enhanced. (Boyd and others 2001, 3-26-08)

Similar results were found in a study of the International 4-H Youth Exchange (IFYE) program. Participants reported that participation was a "life changing experience." Persons close to the IFYE participants also believed that the participant was changed by their participation in the foreign exchange program. Additionally, IFYE participants affected other around them, making others more aware of global events too.(Boyd and others 2001, 3-26-08)

Study Abroad programs are increasing in America's colleges and universities. Still, an Advisory Committee in the University of Illinois College Of ACES (Agricultural, Consumer,

and Environmental Sciences) reported that their companies faced continual challenges in getting U.S. citizens to work abroad. (Ferree 2006)

A study by Sumka in 1999, found that students derive many benefits from studying abroad. It was reported that students improved their language skills and gained new cultural perspectives. They reported also that studying abroad helped them make career and life decisions and improve problem-solving skills. As opposed to tourists, study abroad participants have the time and opportunity to develop meaningful relationships. (Boyd and others 2001, 3-26-08)

### **Business Implications**

Agriculture is the most common international extension program, next to youth. In Illinois, Educators have conducted training for farmers, observed horticulture, and networked with agricultural professionals all around the world. Many past trips occurred specifically to investigate possible agricultural markets in foreign countries, including Brazil, Mexico, and China.

Extension Educators from America often go to foreign countries to help educate others about growing, harvesting, and marketing crops. But it is not a one way learning process. Participants typically come home with something new to pass on locally in their own community. Hodges found that respondents reported gaining a greater appreciation for the implications of alternative production systems for rural communities and their residents. (Hodge and Leuci, 11)

A quote from Patton in 1984 concerning Extension and agriculture is just as powerful today.

*“An international dimension is basic to effective Extension programs. Not secondary. Not a luxury. Not an afterthought. Not an add-on. But basic. An*

*international dimension is basic to Extension because the future of American agriculture is inextricably linked to international markets and world development.” (Patton 1984, 4-7-08)*

## **Home Results**

It is important that participants gain support at home for their international work. This occurs before, during, and after the actual trip. One of the most common concerns that Extension Educators have about international extension work is the perception of local funders and supporters about their work.

Research in Florida found that this was not an issue. “There was relatively little concern about potential political impacts resulting from the participant’s involvement in the program.” Florida programs often include County Commissioners. They reported that Commissioner’s received positive feedback from their constituents. Additionally, Extension staff found that immediate supervisors were positive to their international affairs, in fact they were “very supportive and encouraging.” (Place, Vergot III, and Dragon 2005, 57)

The Florida example is not typical. Rogers emphasized that it is important to let home clients know what’s going to happen. (Rogers 1993) Albrecht stated that demonstrating value at home is a challenge. Educators need to show benefits and be accountable. (Albrecht, Crave, and Havlovic )

Research shows that, upon returning home, international extension participants conduct many activities to educate others about their experiences and what they learned abroad.

Many participants integrate their international experience into their Extension teaching in their local communities. Examples include:

- Integrated Costa Rican alternative production, environmental preservation strategies, and small family cooperative strategies into their teaching and work with Missouri clients. (Hodge and Leuci , 11)
- Following an Ireland-Missouri exchange, Missouri Educators integrated their learning into work in rural and urban communities and felt that they were more effective in assessing and analyzing communities, situations, and organizations, particularly when there are issues of conflict, social isolation, or diversity. (Hodge and Leuci , 11)
- The experienced changed the way that faculty in Montana teach and interact with students. It helped them develop professionally, encouraging further participation in international research and similar faculty exchange programs. (Hand, Ricketts, and Bruening 2007, 148)
- Participants have designed or modified educational programs to incorporate a global perspective; counseled individuals about international awareness, shared materials or resources about international programs with others, provided input based on their experience into professional development activities, conducted presentations at professional association conferences, supported community groups with international interests, and created or maintained linkages with contacts in Costa Rica. (Place, Vergot III, and Dragon 2005, 57)
- Exchange of an American forestry agent with Australia found him taking new technical ideas back to his own clients. (Rogers 1993)

Participants often make presentations to extension colleagues and community groups about their international experience. It is often emphasized that these presentations should not be travel logs, but rather educational in nature. “These are not travel programs...my goal is to make

my audience understand our common goals and see how we differ in our approach to solutions.”  
(Hodge and Leuci , 11)

Florida participants indicated that they conducted presentations to clientele, students, or community groups and disseminated media communications that integrated aspects learned. Conservative calculations were that over 100 presentations were made by twelve people over six months. (Place, Vergot III, and Dragon 2005, 57)

### **Networks/Connections**

Finally, reported networks developed during and after international experiences are not only valuable, but continue global communications into the future.

Many reported that groups keep in touch with their foreign hosts well after trips are completed. Building human capacity is important world-wide and these programs have a significant influence on participants and the people they meet.

Missouri staff “developed a large network of colleagues and has used that network in developing and implementing additional programs.” After the Missouri-Ireland exchange, a number of linkages and networks evolved and were strengthened between communities, institutions, and agencies. (Hodge and Leuci , 11)

Sometimes the connections also help strengthen relations back home. Place’s research found that “because of a greater understanding and appreciation for Extension, some commissioners have increased funding for local Extension and its many services.” (Place, Vergot III, and Dragon 2005, 57)

## **Summary of Findings**

Clearly the literature and document review indicate that there are benefits to Extension employees, the institution, local communities and residents from international extension activity. However, data is lacking to support these claims.

Similarly, even with a low response rate, the survey of University of Illinois Extension employees indicates there are benefits to international extension activities. However, the benefits are sketchy, inconclusive, and need data support to adequately prove their value in Illinois.

There are similarities between the literature and document review findings and what the four staff members provided in their survey responses. These include

- Better understanding of the Extension mission (revitalization)
- Presentations made to local groups after the trip
- Training materials were prepared for local groups
- Better understanding of Latino culture
- Networking occurred after a trip

Based on the survey results and readings, it appears that the intensity of international extension efforts fall into two main categories. Table 1 used argumentation mapping in order to “map the plausibility and importance of elements of policy arguments.” (Dunn 2008) The two scales are:

1. Intensity of International Extension work while abroad (Work Abroad). International Extension work varies from vacation-like to professional development to public presentations to training in the field.
2. The amount of international work passed on to local clientele upon returning home (Home Efforts). This varies from no follow-up after a trip to extensive communication through presentations, training, media, and more.

**Table 1. Intensity of International Extension Efforts**

LOW Work Abroad		
LOW Home Efforts	<p><u>I</u></p> <ul style="list-style-type: none"> <li>• Vacation only</li> <li>• No or little Extension work performed</li> <li>• Don't educate efforts when return home</li> </ul> <p>Implication:</p> <ul style="list-style-type: none"> <li>• No impact achieved</li> <li>• For personal benefit only</li> </ul>	<p><u>II</u></p> <ul style="list-style-type: none"> <li>• Vacation only</li> <li>• No or little Extension work performed</li> <li>• Share experience when return home</li> </ul> <p>Implication:</p> <ul style="list-style-type: none"> <li>• Moderate impact achieved</li> <li>• Individual likely to move toward conducting Extension work abroad in the future</li> <li>• Interested in global issues</li> </ul>
	<p><u>III</u></p> <ul style="list-style-type: none"> <li>• Intensive Extension work conducted</li> <li>• Don't educate efforts when return home</li> </ul> <p>Implication:</p> <ul style="list-style-type: none"> <li>• Moderate impact achieved</li> <li>• Personal benefit achieved</li> <li>• Benefit to those abroad is assumed</li> <li>• Individual likely to do more and travel again</li> </ul>	<p><u>IV</u></p> <ul style="list-style-type: none"> <li>• Intensive Extension work conducted</li> <li>• Share experience when return home</li> </ul> <p>Implication:</p> <ul style="list-style-type: none"> <li>• High impact achieved</li> <li>• Personal benefit</li> <li>• Likely to do much more abroad in the future</li> <li>• Encourage others to do same</li> <li>• Influence organization policy</li> <li>• Benefit to others at home and abroad</li> </ul>
HIGH Work Abroad		

International Extension participants in Quadrant I do very little work abroad and implement little effort once they return home to continue the international experience. Though likely classified as an Extension activity, the trip is actually basically a vacation and involved very little outreach or educational work with clientele abroad. Do efforts are implemented when a Quadrant I person returns from their trip to educate their international extension activity. The

implication is international extension activity with no impact, though some personal benefit is likely achieved.

Quadrant II participants also do little outreach and education abroad and have vacation-like trips. However, when this person returns from abroad they expend significant effort to share their international experience with colleagues and community members. A Quadrant II participant achieves moderate impact from their international activity. This person is likely to move toward conducting more intensive Extension work abroad in the future and is interested in global issues.

Similarly, participants in Quadrant III have moderate impact after their international experience. This person, however, conducts extensive outreach and educational efforts abroad, but does not educate that effort when they return home. The Quadrant III participant likely achieves significant personal benefit and greatly impacted those contacted while abroad. This individual is also likely to do more international activity in the future.

Quadrant IV participants achieve the highest impact from their international extension activities. They conduct intensive outreach and educational efforts abroad, changing the lives of those they reach while on their trip. This individual comes home to share their experience and implement their experience into their future Extension work. A person doing Quadrant IV work influences many others abroad and at home, as well as experiencing personal and professional growth themselves. This person is very likely to do additional international work and will encourage others to work globally. A Quadrant IV participant is likely to influence international organization policy through their active participation in international efforts.

Based on this, the four respondents to the Illinois survey appear to be in two quadrants: II and IV. One respondent reported doing some work abroad (gave a presentation and toured) and did appear to integrate that experience into teaching and training efforts in an Illinois community.

The other three respondents took this a step higher. They had higher levels of international involvement and time spent doing international travel. There appeared to also be increasing effort performed at home to enhance the international activity.

More work is needed to see how other University of Illinois Extension employees with international experience are categorized using this chart.

### ***Barriers and Limitations***

There were limitations to this research and there are barriers to International Extension activity.

Limitations of particular concern include:

- External factors exist that affect many of the questions, making it difficult to adequately evaluate Extension's total impact on globalization of local communities. Possible influencers include schools, family vacations, business operations, community leaders, and more.
- Existence of missing and nonexistent data.
- Lack of time to coordinate and conduct survey fully.
- Coordinating survey and external factor analysis via long distance using technology.
- Much of the information gleaned could be subjective and not particularly research (quantitative) based, at this time.

Many barriers to International Extension programs have been documented. Routinely mentioned and of significance is the perception that Extension leadership lacks support for

international extension programming. Ferree found a repeating statement among Illinois staff questioning the commitment of leadership for international programs. (Ferree 2006) Other literature references perceptions of administration not being engaged or caring about international programs. (Boyd and others 2001, 3-26-08; Lewis 2006, 380; Place, Vergot III, and Dragon 2005, 57)

Work is needed to change this perception so that Extension staff knows the true feelings of administration and staff toward international programming. A Ludwig survey in 2000 found that US Extension systems could be characterized as globally challenged where Extension Directors were more concerned about clientele support, while Extension personnel were more concerned about whether the organization saw globalizing as a priority. (Ferree 2006)

Other barriers often reported include:

- Lack of financial support (Boyd and others 2001, 3-26-08; Lewis 2006, 380)
- Program management and staff resistance (Boyd and others 2001, 3-26-08)
- Not a programming priority and lack of time. (Lewis 2006, 380)
- Not included in Extension Plan-of-Work (Place, Vergot III, and Dragon 2005, 57)

### ***Future Considerations***

Based on the argumentation map, participants should consider two factors when planning international programs abroad: intensity of work abroad and amount of home effort following a trip.

To be most effective in international extension programming, Extension staff should strive to be in quadrant IV. To do this, they must plan an interactive and productive trip, followed by significant communication and integrations of lessons learned once they return home.

Proper planning prior to international programming is imperative to be sure the participant does quadrant IV work. Jackson's considerations for future programs provide a good foundation to begin planning future program and include the following (Jackson and Boateng 2006, 282)

- Arrange for coverage of responsibilities well before trip begins.
- County Commissioners and elected officials, clientele, and others may require some education on why international work is important. It should not be taken for granted that others are supportive.
- Get needed internal support from deans and directors.
- Share knowledge and experiences with other organizations and agencies who are engaged in international work. Trade missions to other countries are a good example.
- Identify local benefits to programs and clientele. Take clientele and commissioners along on international assignments. Otherwise, they may value "good work" done in other countries, but not see it as their responsibility to support Extension in international projects.
- Frame the message to the audience, when returning to normal responsibilities. Don't tell locals about "vacations" or show "vacation pictures." Clearly communicate benefits of the work.
- Commitment to scholarly outputs...journal articles, fact sheets, conference presentations, etc.
- Build relationships. The need for international extension work has never been greater. Extension professionals have much to offer and much to learn. The solution to many problems can be found through building of relationships.

It is obvious that additional work is needed to determine the worth of International Extension programming locally in Illinois. Certainly there are benefits to International Extension programs, but the impact of those programs on the citizens of Illinois communities has not been effectively documented.

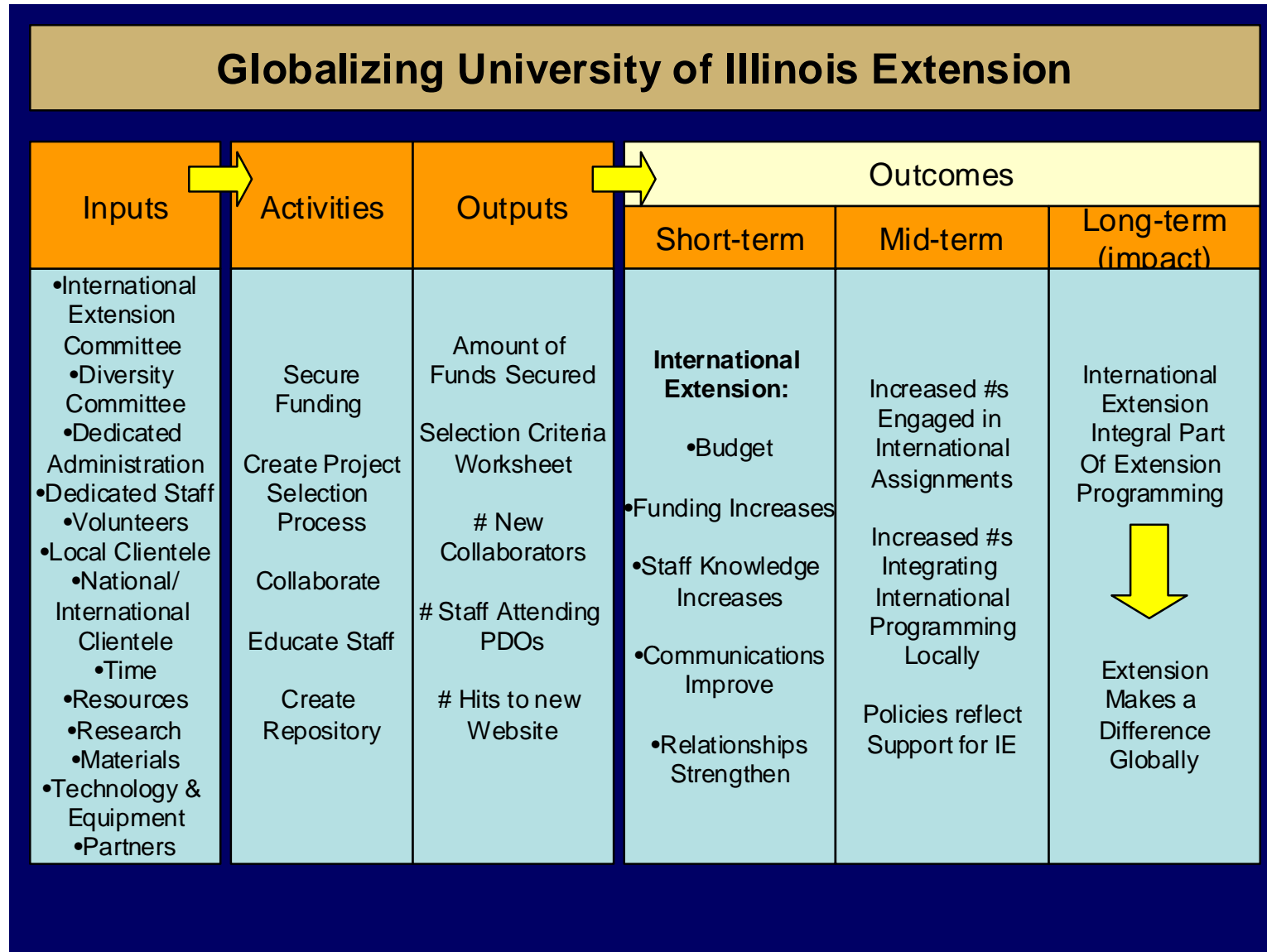
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## Appendices

### A. Logic Model



## **B. University of Illinois Extension International Activities...Timeline and Key Players**

- 1984 - 2 Educators to Belize for 14 days to train ag agents
- 1989 - Educator to Canada for professional development
- 1992 - Educator to Thailand for professional development
- 1993 - Educator to Poland to train on 4-H program
- 1995 Educator to Poland for several months
- 1996 Educator to Armenia for 3 months
- 1998
  - Educator to Poland again
  - Educator to Bulgaria on UN sponsored training project
- 2000 - Educator to Mexico for 6 days about ag trade
- 2001
  - 10 Educators to Panama for 14 days to train Peace Corps staff
  - Educators, Specialists and Administration (7 staff) to Cuba to present papers at International Scientific Seminar on University Extension
  - Educator to China for 10 days about ag trade
- 2002
  - Educator to Europe for 14 days to train agronomists
  - Educator to England for professional development
- 2003
  - Educator to Ukraine for 1 month to develop markets (CNFA volunteer)
  - Educator to France for professional development
- 2004
  - Educator to Argentina for 1 month on ag markets
  - Specialist to Brazil to train farmers and consultants
  - 4 Educators to Puerto Rico for professional development
  - Educator to Canada for professional development
  - Extension Global Connect Strategic Plan Completed
- 2005
  - Specialist to Vietnam to review nutrition study
  - Educator to Ukraine for 1 month to train and build markets
  - Specialist to Europe to network on Western Corn Rootworm
  - Educator to Costa Rica for 10 days to observe ag practices
  - Specialist to Russia for 1 month on tourism development project
  - Educator to Saskatoon for professional development
- 2006
  - Specialist to Antigua on Agritourism projects
  - Educator to Africa for 30 days to train farmers
  - Educator to Mexico
  - Educators/Specialists to Ukraine to train and network
  - ACES Global Academy begins (includes some campus Extension Specialists)
  - Rhonda Ferree research and paper: “Is University of Illinois Extension Globally Preeminent?”

- Kevin Brooks research and paper on “Internationalizing Extension.”
- 2007
  - Martina Mohlenbacher hired by Extension Administration to coordinate International Extension efforts (part time)
  - 10 (Illinois and Purdue Educators and Specialists) to Ukraine to train at University
  - Master Gardeners and field staff to Kenya to observe ag/hort practices
  - Educators/Specialists to China to build networks for 2008 trip
  - ACES Global Connect Academy includes an Extension Educator from the field
- 2008
  - 2 to AIAEE conference in Costa Rica to present on Illinois activities
  - ACES Global Connect Academy includes another field Educator
- Ongoing Activities
  - Burt Swanson efforts internationally are significant
  - ESP (Epsilon Sigma Phi) [www.espnational.org](http://www.espnational.org)  
Kathy Reuter and Maurice Ogutu, co-chairs of global relations committee, doing entrepreneur project in Africa
  - 4-H International Exchange Programs (detailed at <http://www.4-h.uiuc.edu/opps/internprog.html>)
    - Eight State Exchange - 4-Hers, ages 15-19, travel to Australia or Finland with others from eight Midwestern states.
    - Outbound National 4-H/Japanese Exchange Program
    - Be a host 4-H Family (for a summer or a year)

Source: (Anonymous)(Ferree 2006)

## **C. Strategic Plan Mission/Goals/Objectives**

### Strategic Plan – Goals and Objectives

#### *Mission Statement*

The mission of the University of Illinois International Extension programming is to increase knowledge, strengthen relationships and enhance multicultural, technological and international competencies with constituencies in Illinois and targeted regions and nations in the world. Build an environment that encourages and supports international research, teaching, Extension and interdisciplinary efforts.

#### *Vision Statement*

To become a globally centered Extension and outreach organization within a multicultural society that provides quality innovative learning experiences and educational opportunities to an interdependent global population.

#### *Organizational Goals*

1. Advance international and multicultural understanding, cooperation, economic trade, and collaboration.
2. Enhance the resource base for international opportunities and learning experiences.
3. Lead in establishing off-campus community educational programming to meet the needs of an interdependent global society.
4. Increase the visibility of international programs and foster the integration and infusion of international activities and experiences into all aspects of Extension and outreach efforts.
5. Enhance leadership knowledge and skills necessary to live and work in an interdependent and international / multicultural society.
6. Facilitate programming utilizing the resources of the University and its partners in addressing international needs of citizens and immigrants, businesses, communities and youth.
7. Build partnerships and linkages with College of ACES Global Connect efforts as well as the Urbana/Champaign Campus International efforts within the major initiatives outlined.

#### *Leadership Development Objectives:*

- Support the human capital development of Extension staff and clientele in the international arena by providing skills to link Illinois with the global community.
- Enhance the capacity of Extension staff to prepare Illinois clientele to succeed and live responsibly in the global society of the 21st century.
- Provide international Extension professional growth opportunities for Extension personnel.

#### *Trade and Business Objectives:*

- Identify potential regions in the world for establishing Extension programs and marketing of Illinois agricultural products. Initial emphasis will be placed on Latin American and Caribbean nations.

- Through staff training and experiences, enhance Extension's understanding of the global community which will build institutional capacity to develop a more multicultural dimension to its programming.
- Educate Illinois producers on global economics and world security.

*Multicultural and International Community Education Objectives*

- Expand the knowledge and understanding of staff and/or local citizens about the culturally diverse populations in their community and state.
- Enhance staff and/or citizens' appreciation of international relationships and the global economy.

## D. Institutional Review Board Application and Email consent letter

**University of Illinois at Springfield**  
Protocol for Research Involving Human Subjects

Name: Rhonda Ferree

Phone: (w) 217-241-4644 (h) 309-543-6725

Faculty  Student  Staff

Email: ferreer@uis.edu

Program/Dept: Public Administration

Mailing Address: (home) 16464 CR 1900 E, Havana IL 62644

Project Title: International Extension...What are the Local Benefits?

Project Type:            Master's Project/Thesis            Faculty Research            Sponsored Research  
                                   Student Research                            Other: please specify \_\_\_\_\_

Name of Faculty Advisor (if applicable): Dr. Patrick Mullen (professor)

Anticipated Start and Completion Dates: 3-24-08 to 4-13-08

Explain briefly what the study attempts to investigate: Does International Extension programming benefit local people and programs in Illinois communities?

Who are the participants: University of Illinois Extension Staff with International Experience

Number of participants: 15

Age of participants: 25-60

How will participants be identified and recruited (e.g. mail, phone, classroom presentation):

Participants selected based on previous International Extension experience.

Will participants be told that participation is voluntary and that they are free to withdraw at any time?

Yes                    No                   If no, please explain: \_\_\_\_\_

If participants are under 18 years of age, will parental permission be obtained?

Yes                    No                   If no, please explain: \_\_\_\_\_

Where will the research be conducted? (Be specific.) SurveyMonkey.com website

When, where, and in what form will feedback be given to research participants? (Be specific.)

Participants will be asked in an email to access the SurveyMonkey website to complete a series of questions.

What are the potential benefits of the research? This class project will begin to demonstrate the benefits of International Extension programming to Illinois communities. This will in turn help strengthen and move programming into the future. Additionally, this project will reveal where additional research is needed.

What are the potential risks to participants? no risk to participants

If deception will be used, please describe the nature of the deception and the debriefing procedures that will be used:

none used

Describe the steps to be taken to protect the privacy of participants and maintain the confidentiality of identifiable information:

No questions will be asked that indentify participants and SurveyMonkey assures anonymity .

Is follow-up with the participants anticipated?

Yes

No

If Yes, please state the reason: \_\_\_\_\_

Please attach one copy of each of the following (as applicable):

- a) Detailed description of the research methods to be used in this study
- b) Cover letter or informed consent form
- c) Questionnaires, interview questions, etc. that will be given to participants
- d) Permission from the facility where the research will be conducted

**Required signatures:**

\_\_\_\_\_

Researcher's Signature

Date: \_\_\_\_\_

\_\_\_\_\_

Faculty Advisor's Signature (if applicable)

Date: \_\_\_\_\_

Send form and attachments to Grants and Contracts, MS PAC 525, One University Plaza,  
Springfield, IL 62703-5407

## Survey Consent Email to Participants

Hello, this is Rhonda Ferree. I am a currently a graduate student in the *Doctorate of Public Administration* Program at the University of Illinois at Springfield. I am conducting a survey as part of an assignment for Dr. Mullen's *Conduct of Inquiry and Theoretical Foundations* (PAD 651) course this semester.

My class project is investigating the benefit of International Extension programming to local people and programs in Illinois communities. The survey takes about 20 minutes to complete. My project goal is to begin to demonstrate benefits of International Extension to Illinois communities. This could in turn help strengthen and move programming into the future. Additionally, this work will reveal where research is lacking or nonexistent and where additional work is needed. This is valuable as I develop my dissertation emphasis.

Your participation is completely voluntary, and your responses will remain confidential. I will not use any names in my final report. You do not have to answer any question you'd rather not answer. There are no consequences if you decide not to complete the survey. If you participate, please complete survey by April 13th. By completing the survey, you are agreeing to participate in the project.

This survey is being hosted on [surveymonkey.com](http://www.surveymonkey.com), a popular Web survey hosting site. This service may have access to the data you submit and your IP number. While we cannot guarantee that this service will keep information you submit confidential, [surveymonkey.com](http://www.surveymonkey.com) has a well-defined privacy policy that clearly states that they will not share information with a third party. Please refer to [surveymonkey.com](http://www.surveymonkey.com)'s privacy policy at [http://www.surveymonkey.com/](http://www.surveymonkey.com) to learn how Survey Monkey collects and uses information.

All questions are presented on one screen. Please scroll down to see all the questions or response options. When you reach the end of the questionnaire, please click the "Done" button so that your responses can be saved in the database.

If you need to exit the survey before completing or you have problems with the Web site, simply close your browser. You can resume from where you left off by clicking the link in this e-mail invitation.

This course project is supervised by the course instructor, Dr. Patrick Mullen. If you have any questions about the assignment, you can call Dr. Patrick Mullen at 217-206-8326. This project has been approved by the UIS Human Subjects Review Officer. Dr. Lynn Pardie can answer questions about your rights as a volunteer participant in this project. She can be reached at 217-206-7230.

The results of my research will be available April 22, 2008. If you would like a copy of the results of my research or have any questions, please contact me using contact information listed below.

Thank you for your participation.

Ferree International Extension Survey

([http://www.surveymonkey.com/s.aspx?sm=h\\_2fHpzLOyte9f7POkG\\_2bJQxQ\\_3d\\_3d](http://www.surveymonkey.com/s.aspx?sm=h_2fHpzLOyte9f7POkG_2bJQxQ_3d_3d))

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**Rhonda J. Ferree**

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University of Illinois Extension - West Central Regional Office  
2930 Montvale Dr., Suite E  
Springfield IL 62704  
phone: 217-241-4644  
fax: 217-241-4645

## E. Survey Results

4 of 15 respondents (27%) – bad timing due to fiscal crisis at same time survey was sent

1. List your International Experience(s) by providing locations visited (trip length).

- Germany (immigrant from)
- Serbia (2 years)
- Europe – Austria, Romania, Kosovo, Croatia, Bosnia (3 years)
- Ukraine (10 days)
- China (6 days)
- Finland (4 weeks)
- Australia (4 weeks) (2 weeks)
- Germany (5 days)
- Switzerland (3 days)
- Mexico – numerous trips
- Ukraine (11 days)
- India (8 days)
- Poland/Belgium/France (7 days)

Summary:

- Locations include Europe, Mexico, Ukraine, Australia, India
- Lengths of stay range from 3 days to 3 years

2. How did you give back to local community(s) after your overseas project(s)?

- Presentations
- Printed materials
- Culture Kit
- Media (radio and TV)

3. How did you communicate the value of International Extension to local stakeholders?

- Report to administration
- Media
- Presentations
- Networking

4. Did your International Extension activity enhance local cross-cultural awareness leading to increased tolerance and more diverse programming? If so, how?

- Don't know or NA (2)
- No (1)
- (1) Yes, created better understanding of Latino culture and American culture

5. How did you apply your International Extension experience to your job position?

- Program development skills
- Increase knowledge of cultures, economies, markets,

- Learn Prof Dvlp needed
- Help train others/assist with their IE programs
- Did not bring experience back home – only taught there
- Work with Latino audiences
- Better understand global ag markets
- Better understand Land Grant mission

6. Do you feel that International Extension participants build global markets that benefit local communities? If possible, provide examples in your answer.

- No – 1
- Yes – 3
  - Can do more
  - MG and CED examples
  - Ethanol/Brazil example

7. Do International Extension participants collaborate on international problems (i.e. Asian soybean rust)? If so, how and give examples.

- NA (1)
- Yes (3)
  - African farmers improve yields
  - International water management issues
  - Biofuels projects
  - Soybean rust
  - W. Corn Rootworm
  - Soybean Cyst nematode