

# **Is University of Illinois Extension Globally Preeminent?**

by  
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***Pat Buchanan Administrative Internship Project***

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## ***Introduction***

Robert Easter, Dean, University of Illinois, College of ACES, says we should be “globally preeminent and locally relevant.” Certainly, University of Illinois Extension has local relevance, but do we have global preeminence? Do we “weave global experiences and perspective into our programs as a natural course of action?” and “are we recognized for preeminence in the global context?” (Quotes taken from College of ACES Statement of Strategic Intent, September 2005<sup>3</sup>).

Why this project? Various conversations, meetings, conferences, readings, and thoughts lead me to this project during my first weeks of the Pat Buchanan Administrative Internship in December 2005. Some of these included:

- My final NELD (North Central National Extension Leadership Development) session in Miami focused on Internationalizing Extension. I was convinced that this is important and affects us all – rural and urban.
- President White’s Strategic Plan<sup>10</sup> included many references to the importance of global engagement such as preparing students for life as global citizens and establishing our presence as a crucial academic participant in state, national, and world arenas.
- The ACES SWOT analysis<sup>2</sup> of 2005 included an Extension initiative to build new partnerships in local and global communities and global food and health initiative related to nutrition and wellness.
- The ACES Global Connect movement toward an Academy of Global Engagement.
- The ACES College Advisory Committee reported on the challenges their companies face in getting U.S. citizens to work abroad.

Various other references my first few weeks on campus showed me bits and pieces of a global picture, but I couldn’t get “my arms around where Illinois Extension really is in the big picture.”

## ***Goals and Objectives***

My overall goal of this project was to better understand University of Illinois Extension’s International programming. Objectives included:

- Research current staff activities.
- Explore developing an Extension website for staff that will highlight our strategic plan/committees, show activities/opportunities, link to other Illinois offices/departments and other campuses, and be a resource regarding the possibilities in international Extension.
- Research and hopefully begin developing professional development opportunities to raise international awareness and global involvement of Extension faculty, staff, and stakeholders.

- Provide recommendations learned from my research on how to improve the globalization of Illinois Extension.

## ***Methods***

My research methods were broad and extensive for the time involved (January 4, 2006 to June 16, 2006 – 1 to 2 days per week). This included:

- Talking to people/staff
- Literature search
- Web search
- Conference attendance
- Reading book(s)
- Reading reports

A complete listing of my research activities is found in Appendix 1.

## ***Findings***

During my weeks of interviewing Extension personnel and reading material and literature about the globalization of Extension, it became increasingly clear of the importance – in fact necessity – of these programs.

Patton in 1984 says, “An international dimension is basic to effective Extension programs. Not secondary. Not a luxury. Not an after thought. Not an add-on. But basic.<sup>8</sup>” Somersan in 1992 said “My hypothesis is that supporting our faculty and staff to develop an international perspective will strengthen our leadership position in the educational marketplace...international content and understanding is a core competency in Extension work.<sup>8</sup>”

### **Literature Review**

#### Perception of leadership’s commitment

Yet, there is a repeating statement among Illinois staff questioning the commitment of leadership for international programs. This perception about whether the organization and its leadership see globalization as a priority is supported in the literature. Ludwig<sup>5</sup> found a need for Extension program leaders to continue to communicate the importance of incorporating global perspective into ongoing Extension programs.

Ludwig<sup>6</sup> surveyed Extension directors in 2000 and found that while some progress has been made, U.S. Extension systems could be characterized as globally challenged. The lack of a plan for globalization or adding an international perspective to Extension programming was evident in responses from most states. Lack of time, financial support, and not a program priority were viewed as primary barriers by

Extension personnel. Directors were more concerned about clientele support, while Extension personnel were more concerned about whether the organization saw globalizing as a priority.

A Purdue study in 2005<sup>11</sup> recommended that Extension leaders be enthusiastic, provide opportunities for learning, and stress the need to incorporate new clientele audiences in order for the international Extension efforts to progress.

And at the AIAEE meetings in Florida, Edwin Lewis<sup>4</sup> said there appears to be a perception that administration is not engaged or cares about international programs.

At University of Illinois Extension this perception is strong. Do we need additional research to prove/disprove this perception?

### Builds Cultural Understanding

Extension international programming is important to build cultural competencies within the system. In 2002 Ludwig<sup>6</sup> said, “Cross-cultural competency will make Extension professionals more effective locally and also open to them the possibility of personal professional growth through involvement in a project or study tour.”

She found that internationalization does not always mean overseas travel. Other activities suggested included:

- Invite international visitors, do exchanges, partner with institutions, find out about sister city projects, and more.
- Take advantage of international visitors/students in our country. Invite them to talk with 4-Hers or to attend an Extension advisory committee.

All these activities help a person better understand other cultures and people.

As Mark Twain said, “Travel is fatal to prejudices, bigotry and narrow-mindedness...Broad, wholesome, charitable views of (human beings) and things cannot be acquired by vegetating in one corner of the earth all of one’s lifetime.”<sup>6</sup>

### Enhance Extension Systems

The literature also provides information on overall Extension personnel attitudes and perceptions about internationalization of Extension and provides recommendations to enhance current Extension systems.

A Lundy study in 2006<sup>9</sup> found that overall Extension personnel recognized that Extension has a responsibility to prepare their clientele for participation in global markets. However, individual perceptions are influenced by many factors, including gender, travel experience, and specialization.

Similarly a Ludwig study in 1999<sup>5</sup> of 654 Midwestern Extension professionals found a need for Extension program leaders to continue to communicate the importance of incorporating global perspective into ongoing Extension programs. Additionally, other

states may want to assess their current situation as they engage in futuring and strategic planning activities for the coming century.

Ludwig<sup>8</sup> found that there are five elements needed for an Extension system to be international.

1. Clientele understand global and national independence.
2. Programs stress impact of global forces on agricultural markets.
3. Education incorporates international perspective into ongoing activities.
4. Recognize relationship between basic international issues and Extension mission.
5. Personnel evaluation system recognizes international efforts.

Some recommendations to preparing Extension educators for a Global Community were given in a 2005 Purdue study<sup>11</sup>. These included:

1. Provide staff development programs to enhance their capacity and increase their confidence for working effectively with underserved clientele and with understanding complex global issues.
2. For all Extension leaders to be enthusiastic, provide opportunities for learning, and stress the need to incorporate new clientele audiences in order for the international Extension efforts to progress.
3. Examine hiring system to determine methods to recruit a more ethnically diverse staff that mirrors the clients served in Indiana.
4. Assist the educators in applying their personal travel experiences to their job position.

### **Extension Global Connect Strategic Plan**

In 2004 a University of Illinois Extension task force completed the Extension Global Connect Strategic Plan. Upon review of this document and interviewing task force members, I provide the following comments/recommendations.

Overall, the plan still seems appropriate for today. The document provided specific recommendations. Here is the status of those in 2006.

1. Establish a statewide committee – Global Connect Committee (now International Committee) was formed and has met.
2. Appoint a 0.50 FTE Administrative/Assistant Dean position to coordinate International Extension – This is definitely needed, but is it possible financially?
3. Establish a competitive mini-grant program – This proposal also provided criteria for requesting funding and an application. But, it is unclear to Extension staff whether there is a budget for funding these projects and a plan for how these proposals are awarded (review committee, etc.). These opportunities are also funded in other ways, including fellowships and internships.
4. Establish an international leadership academy –important to assure that Extension is “Globally Preminent.” Suggest working through ACES Global Connect, NELD alumni, or another entity of Extension to accomplish this.

5. Encourage local unit staff and councils to develop local international cross-cultural committees to address global issues - ongoing, but should be reminded occasionally in FYI or elsewhere.
6. Develop an online international intranet system with partners from other nations – not there yet. We don't have connections from which to link. We do need an international website for Illinois Extension, however, to share important information on what international Extension is and how to participate.
7. Focus Extension staff and resources on three major initiatives: Leadership Development, Trade and Business, and Multicultural and International Community Education - ongoing, but should be reminded occasionally in FYI or elsewhere.
8. Establish an award for international activities in the College of ACES – ACES has a faculty award for global impact. Extension should consider adding a similar category for Extension awards (diversity award is not broad enough).

### **Email Staff Responses**

I emailed all Extension staff to query their participation in international Extension activities. Results are found in the appendix. Overall, activities are few and mainly done by individual initiative. There does not appear to be an overall Illinois Extension goal for international activities. Nor is there any regular/routine coordination of international activities to enhance Illinois Extension, thus meeting the three initiatives from the Strategic Plan.

### **Association for International Agriculture and Extension Education**

The Association for International Agricultural and Extension Education (AIAEE) was established in 1984 to provide a professional association to network agricultural and Extension educators who share the common goal of strengthening agricultural and Extension education programs and institutions worldwide.

I attended their conference May 14-18, 2006 in Clearwater Beach, Florida. Here are some take-home messages I learned at that conference.

- Jimmy Cheek, Florida – “Hard to be a world class institution if you're not involved in the world.” ...soybean rust, global impact, urban growth, water, land, green space issues, energy for the future, ethanol, food.
- Russia Study Abroad Program – partnership between several universities
  - Science-based with 18 credits, in Russian and English. Program provides “Global Ready Graduates.”
  - Students do Russian-American field trip each week to learn about transformation of Russian agriculture. Do home visits, international travel for cultural understanding. Involved students and faculty.
  - Internships include John Deere, Botanical Gardens.
  - Funded by Kellogg grant, national Security Education Program, ACDI/VOCA, GCHERA.org
  - My questions: Why isn't Illinois involved since John Deere is apparently so prominent in this and their headquarters is in Illinois?

- Could we get money from John Deere for international programming?  
 Could other companies support study abroad programs (Caterpillar, Monsanto or others from ACES Advisory group)?
- A graduate student did a SWAT analysis and consulting with John Deere management in Moscow. Why couldn't Illinois Extension CES Educators do this?
  - Institutional Factors and their Relationship to Hispanic Participation in Texas Extension Programs, David Lawver.
    - Data looked at parity percentages.
    - Does Illinois reach the percentages of minorities that we have?
  - Role of the Work Experience Module in EARTH University's Program of Community Development, Nick Place.
    - EARTH University supported researcher's travel and provided her housing for the project.
    - Could this be a funding source for Illinois projects there or at other locations? Illinois needs to learn about international locations and their programs so that they can work with them. This could be a good connection for field Extension specialists and funding sources.
  - The Attitudes of Extension Faculty in Virginia Towards Globalizing Extension Programs (Edwin Lewis).
    - Justification of international programming.
      1. We need to be able to educate our farmers about foreign markets.
      2. Increases in immigration
      3. 2002 ECOP report says without international programming we could jeopardize relevance of our programs.
      4. 2002 National Initiative to Internationalize Extension
    - Perception that administration is not engaged or cares about international programs. Do we need an Illinois Extension research survey to prove/disprove this?
    - Barriers to globalize Extension?
      1. lack of financial support
      2. not a programming priority
      3. lack of time
    - This talk reinforced to me that we need data in Illinois to know how to proceed. We should consider repeating Lewis's study in Illinois to get similar data. One adjustment to the Lewis study is to add our Extension regions to the survey so that we can determine if regional directors influence staff in this area. (Note: Would this be a good PhD project for me?)

### **Studies by Spanish Language Task Force**

A University of Illinois Extension task force studied the experiences, knowledge, and strengths that Extension professional field staff and secretarial staff have with Spanish-speaking people and Latino/Hispanic cultures.

Some findings from the secretarial staff in the field study included:

- 40 percent of the staff is willing to help with Extension Latino-Hispanic programming.
- 39 percent have had inquiries at the office from Latino-Hispanic audiences.
- 49 percent feel their level of involvement with Latino-Hispanic audiences would stay the same, 58 percent feel it would be more, and 18 percent feel they will have no involvement with the audience.

Some findings from the U of I Extension Field Staff study included:

- The majority of the staff (301 surveyed) are interested in serving Spanish-speaking audiences, but many have questions about how to conduct needs assessments and develop meaningful programming.
- Two-thirds of the respondents were willing to help with Latino-Hispanic programming and many showed an interest in learning how to work with Latino/Hispanic community-based organizations to develop partnerships.
- 86 percent of the staff said there was a need to translate materials into Spanish.
- Over half of the respondents have worked with Latino/Hispanic audiences and almost 40 percent have visited a Spanish-speaking country.
- Those surveyed identified the need for Extension to employ more people who are Spanish-speaking, as well as the need for more language training with existing staff. In addition more than a third mentioned the need for training to better understand the culture of Latinos.
- Program development was an over-riding theme with the respondents.

### **Alpha Nu Chapter of Epsilon Sigma Phi - Global Relations Committee**

2005-2006 members include Maurice Ogutu (Co-Chair), Kathy Reuter (Co-Chair), Phyllis Herring, Evelyn Prasse, Cathy Wilhelms, Martha Winter, Jacqueline Wilson, Lynnette Mensah, Rosie Gibbons, Brenda Roedl, Charlie Clark, and Pennie Crinion.

The group submitted a project for funding: "Kenya Small Business Management and Entrepreneurship Project." This needs put on an Illinois Extension website for others in Extension to see what is going on. For example, when I mentioned it to a Youth Educator at a regional meeting, she indicated that she has a 4-Her from Kenya and so was very interested in this project. We need to better communicate all our projects statewide.

### **University of Illinois Resources**

University of Illinois International offers many resources that can help staff when planning and participating in international activities. These are found on their website at <http://www.ilint.uiuc.edu/> Examples of how Extension might better interact with this office include:

- UIUC International Study and Tour Policies – see websites for specifics. Important that staff know it normally takes two months advance notice to seek approval for international travel.

- Use campus language trainers in Extension (per Richard Clark’s suggestion). They do intense training in May on campus, but we could do a special request and have training for our staff at our locations.

## **ACES International Activities**

### Global Connect Office

ACES Global Connect helps promote the most effective use of faculty, departments, college and external resources to support and strengthen the international dimension of the College of ACES<sup>1</sup>.

Mary Ann Lila currently leads the international activities for ACES Global Connect. An interview with her provided the following.

- Need better commitment campus wide for international programs and to a degree in ACES.
- Consider including an Extension field person in the ACES Global Academy in future years. She indicated that this requires financial support from the Extension office.
- Feels Extension office (Denny Campion) should appoint someone (suggested Dick Warner) as an official liaison from Extension to ACES Global Connect. According to Lila, this is a simple designation that has great meaning, especially on college flow charts.

Teresa Miller is a Visiting Media Communications Specialist for international activities in ACES Global Connect. An interview with her provided the following.

- Discussed how Extension staff (especially field staff) can better integrate with the Global Connect Office. Ideas include:
  - Use their skills to assist researchers on trips.
  - Invite Extension staff on student study tours.
- Their office is very interested in the new Chicago Extension positions.
- They’d like to have a website integrated with ours for global programming.
- She suggested having a Global Connect office person on our Global Connect Committee (now called International Committee).

The ACES Global Academy was established in 2006 as a year-long program to heighten global awareness among ACES faculty. Seven scholars were selected for the class of 2006, which included Karen Chapman-Novakofski, Rob Knox, and Angela Wiley who have Extension appointments. It was suggested that the 2006 class speak at Extension’s 2007 Annual Conference, which is at the end of their program. They are required to do talks at the end to discuss their experiences and it would be a good connection/integration for Extension. Participants in 2006 are all campus based.

Prior to establishing the Global Academy, ACES Global Connect provided grants for international work. Prior grant recipients from Extension included:

- 2005 – Kevin Brooks, Ukraine to do farm business development
- 2005 – Michael Gray, Europe to build linkages on problems with Western Corn Rootworm
- 2005 – Angela Lyons, Asia to establish connections concerning household demand for credit

## Study Abroad Office

The ACES study abroad office believes that “studying abroad contributes greatly to an education and a career.”<sup>1</sup> Andrea Bohn, Assistant Dean, heads the ACES study abroad office. My conversation with her provided the following.

- The office coordinates study abroad opportunities for students. Majority are short programs during winter break or summer, with a faculty escort. Includes culture, company visits, and field visits. Gives some international experience.
- The office also can help with study abroad opportunities through the University of Illinois campus office (not ACES).
- The office manages partnerships with universities abroad at undergraduate (not grad) level. These want to do faculty exchanges. None currently have Extension programs at their partner universities, so they wouldn’t know what to do with us unless the Extension staff member has a research interest (example: Burt Swanson’s Egypt project).
- She could see us “tagging” along on study abroad trips. We need to consider these questions: “What is Extension’s overall purpose on this trip? What are we achieving by going on this trip? Why are we tagging along?”
- <http://www.aces.uiuc.edu/Students/StudyAbroad/> Check frequently for updates of tours. Sometimes includes other states too.

## **Other State Extension International Programs**

Other State Extension websites were researched to determine what they are doing in international programming. This provides examples of programming that Illinois Extension could do. Several have good websites that could be a model for Illinois.

*Michigan State University Extension* is known as a leader in international Extension. Their websites is [http://www.msue.msu.edu/portal/msue\\_url\\_frame.cfm?pageset\\_id=25644&page\\_id=25646&target\\_url=http://web1.msue.msu.edu/intext](http://www.msue.msu.edu/portal/msue_url_frame.cfm?pageset_id=25644&page_id=25646&target_url=http://web1.msue.msu.edu/intext) Highlights from their website and programming include:

- The International Extension Training Program (IETP): This in-depth professional development experience is available every two years to experienced Extension campus and field staff. The program consists of five three-day training sessions and one two-week international field training experience requiring considerable commitment and involvement. Topics covered are: global and regional development, North-South relations, MSU International programs and resources, Extension around the world, sustainable development, living and working in another culture, and designing international programs for Michigan audiences.
- Scholarships are available for international Extension training.

*Florida Extension* offers extensive international opportunities for staff. These are detailed at their website (<http://international.ifas.ufl.edu/extension1.html>). Highlights include:

- Orientation to International Extension: Preparing (County) Extension Faculty for their First International Experience. This workshop rejuvenated agents and

gave them a greater appreciation for the support system they have within the University Extension program. Objectives are many and include:

1. Better able to respond to needs of individuals and communities impacted by cultural diversity and global interdependence.
  2. An understanding of assistance available on campus
  3. Develop international outreach programs for local clientele
- Internationalizing Extension: Florida and Costa Rica – Participants visit EARTH University, tour agricultural operations, and visit with local government and Extension officials. Group includes Extension faculty, county commissioners, and University of Florida graduate students.

*Wisconsin Cooperative Extension* has an Internationalizing Extension Strategic Planning and provides international professional development opportunities, as well as information on various other international related events and activities. Their program is found at <http://www.uwex.edu/ces/international/> Highlights include:

- Wisconsin-Nicaragua Partnership
  1. 40 persons/5 years
  2. With Peace Corps, USAID, ACDI/VOCA, Farmer to Farmer
  3. What: training, teaching, evaluating, developing, designing
- Internationalizing Cooperative Extension Workshop
  1. One day workshop limited to 50 participants
  2. Discussions about how to internationalize Wisconsin Extension – not meant to prepare colleagues to do Extension work abroad or offer resources for finding opportunities to do Extension work abroad.

*Purdue University Extension* is one of several that have an International Extension Program Coordinator (Kelli Selby). Their program is found at <http://www.ces.purdue.edu/iace/index.asp> Purdue also houses the International Extension Curriculum at <http://www.ces.purdue.edu/iec/> The curriculum includes eight learning modules and can be completed online.

The *University of Georgia* provided an International Cross-Cultural Public Service & Outreach Training Seminar in Mexico. Highlights included:

- Visited Universidad Veracruzana, Xalapa, Mexico.
- Included agribusiness visits, social agency visits, language immersion, US and Mexican history, and free time.
- Provided learning for Extension personnel from ag, food safety, nutrition, 4-H, and consumers sciences.
- Provided a new understanding and respect for Mexican society and our relationships with our southern neighbor.
- Provided appreciation of the difficulties that language and cultural differences can create for new residents and Georgians alike.
- Provided new opportunities for programming (several examples of long-term benefits to Extension programming were given).

*Missouri Extension* has a unique program called “Exploring Global Resources through Extension Training (EGRET).” Highlights include:

- International Extension Study Tour – Costa Rica.
  - Objectives
    1. Learn how ag and business function in another country, global society
    2. Implications of global society for Missouri
    3. Compare different production technologies
    4. Observe how Extension functions in another country
  - Impacts
    5. Home stays most valuable
    6. A broader worldview and more accepting of cultural differences
    7. A greater appreciation of the implications of alternative production systems for rural communities
    8. Changes in how they develop programs in Missouri
    9. More inclusion of diverse populations in programming
    10. Learn Spanish
  - 50 participants over 5 years, participants paid 25% of the trip cost (2-week trip)-\$700, sometimes that was paid regionally, rest paid by Extension-\$2197 each. Application requirements, marketing limited, 4-year evaluation.
- Master Gardener EGRET trip to Thailand

*Delaware* conducts workshops funded by CSRESS International Activities office to raise international awareness and global involvement of Extension faculty, staff, and stakeholders. Efforts are centered on training that will enable Extension to better serve the expanding Hispanic and Asian immigrant populations in the area.

Penn State has a good international Extension website at <http://www.cas.psu.edu/docs/international/Welcome2.html> The “at a glance” link is especially impressive and useful. By clicking on a world map, viewers can find details about Penn State international activities worldwide. Of possible interest to Illinois Extension is a study done by Mary Lou Carlson. She did an evaluation study for USDA/FAS of the Cochran Fellowship Program in Poland, Armenia, Georgia, and Azerbaijan. Question: Is Cochran Fellowship Program a possibility for Illinois? (<http://www.fas.usda.gov/icd/food-industries/cfp/index.html>)

### **CSREES International Activities**

CSREES’ International Programs office works with universities to find ways of engaging students, faculty, and staff in the world outside our borders. Some examples of programming supported by CSREES include:

- National Initiative to Internationalize Extension – This 3-year program funded by CSREES was launched in March 2003. <http://web1.msue.msu.edu/intext/newsite/>
- International Programs projects in Congo, Ghana, and Nigeria – previously in Ukraine and other locations.

## **Illinois Extension International Committee (formerly Global Connect Committee)**

This committee serves as a sounding board and advisory group for University of Illinois Extension as it addresses issues related to international and cross-cultural education. This includes bringing disciplinary backgrounds to bear in international and local settings.

Members and other committee information is found at

[http://web.extension.uiuc.edu/intranet/intranet.cfm?s=committee\\_detail&CommitteeID=7](http://web.extension.uiuc.edu/intranet/intranet.cfm?s=committee_detail&CommitteeID=7)

## **Illinois 4-H International Activities**

The University of Illinois Extension 4-H program offers extensive international programming for 4-Hers and their families in Illinois. Details are found at <http://www.4-h.uiuc.edu/opps/internprog.html> Exchanges and hosting opportunities are available.

Additionally, Bea Bagby, retired Extension Regional Director, has traveled to South Africa and is interested in doing 4-H programming there. In 2006, Mike Plumer, Extension Educator, traveled to Africa and took many donated 4-H shirts to give children there.

## **Extension Interviews**

I interviewed many people in an effort to learn what staff thinks Illinois Extension international programming is currently and their ideas for the future of this program.

Highlights from those visits are given below.

*Denny Campion*, Associate Dean, Extension & Outreach. “There is a need for more staff to understand and get excited about global experiences.” Possibly we should check into more PDO opportunities and show staff more ideas. Also, we need to find more funding opportunities for global learning.

*Dick Warner*, Interim Assistant Dean, Extension Program Coordination. This is an area where Illinois Extension should be more active.

*Kevin Brooks*, Extension Educator, Farm Business Management and Marketing. Kevin has extensive international Extension experience and great interest in this area. His reports from trips to the Ukraine should be posted on an Illinois International Extension website for other staff to read and learn from. Additionally, Kevin took a study leave in 2006 to work on “Internationalizing Extension: Developing a Model for Extension Educators Engaging in Professional Development Activities.” This work could prove very beneficial for future activities of Illinois Extension.

*Mohammad Babadoost*, Extension Specialist, Plant Pathology. He has extensive international experience, including researching horseradish in Europe, trips to Mexico, and presentations in Netherlands. Babadoost suggests the following:

- Expanding our international activity by using Chicago as a gateway to the world. Most countries (50 at least) have consulate offices in Chicago. Extension could give talks to them and invite them to Extension offices to receive our outreach programs to show how our outreach programs could be useful for them and their countries. This could initiate program interaction or visits to their countries.

- Think beyond China and Mexico to the Caspian Sea area. This area has a large educated population and good land for agriculture, but they need help to start Extension activities. If we help them, they may buy Illinois products.
- He'd like to start an International Extension Society that is open to the world with meetings globally. It is difficult to bring people here from different countries and they need seed money to start. This might help.
- International Extension activities need to be an overall part of Extension: part of annual review and more than just awards. We can help bring food, a basic need, to the people of the world.
- He'd like to do a Plant Diagnosis Course (7-14 days long) that is taught overseas. Include workshops on pest management with a practical, not lecture based, style.

*Mike Hirchi*, Extension Specialist, Soil & Water. Thoughts included:

- It seems like Extension and ACES used to do much more in international programming. For example, there once was an Extension Exchange with farm educators in Japan in the 90s that included SIU and other states. We had teams that went to Japan.
- We might want to explore other country Extension systems to see how they do "fee for service." He mentioned Japan, Denmark, Netherlands, and Poland.
- International areas we should emphasize include: understanding global agricultural economic markets in China and Brazil, and biotech attitudes in Europe. Extension staff needs this knowledge in order to deliver the message to clientele.
- Could Extension go on ACES class tours?
- In order to measure up against other Extension systems (benchmarks), it is imperative that we have strong international Extension programming.

*Sheri Seibold*, Extension Specialist, 4-H Youth Development - Volunteer and Staff Development. Sheri went to Cuba in 2001 with a group of Extension professionals to present papers at the International Scientific Seminar on University Extension. Her thoughts on international programming include:

- We need an international Extension director to provide overall leadership in this program area. This is especially important to obtain funding for these projects and programs.
- We should use other resources more (other agencies/groups). For example WIN-ROCK pays 100% of your trip (you request the country and are put on waiting list). Also, use our University of Illinois International office more to help Extension staff better understand different cultures.
- Have other states mentor us – to jumpstart our program.
- Encourage staff to tie this programming to the Extension Diversity Award more.

*Dennis Epplin*, Extension Educator, Crop Systems. Dennis enjoys international travel. He has been to Belize (trained staff) and Panama (trained volunteers). His thoughts on international programming include:

- Feels Extension trips should be fully funded. All safety procedures must be well planned and adhered to.

- Suggests offering Extension study tours (travel seminars) for staff every 2-3 years. These should/could include diversity, ag operations, ongoing structure, and identified priorities. Ideas for places to visit include Cuba, S. America (soybean rust, ethanol plants), India, and Africa.
- A minimum number of staff should be involved in international activity – less than 1 percent? This should be ongoing and a threshold level of staff members.
- We need to find a way to get people aware and interested. PDO on basics of international programming?
- We should consider partnering with other states, local civic groups, etc.

*Jim Becker*, Extension Educator, Community & Economic Development. Jim was in the Peace Corp. He helped plan trip to Panama, which included several Extension staff. The trip included home stays, which Jim feels were important for cross cultural training. His thoughts on international programming include:

- Use other state trips and develop partners for international work. The Michigan State trip to Mexico was mentioned.
- Study tours – use to visit another country’s “Extension Service.” Learn what our jobs are like there. Include language emersion and cross cultural training.
- PDO – have Mexicans train us here.
- Spanish Department – have them do our language training (Ann Abbott, Darcy Lear).

*Dar Knipe*, Extension Specialist, Marketing and Business Development. Dar has had several international experiences including training professionals in Bulgaria, a Caribbean Island project for women, and Going Solo training in Italy. She feels that:

- Study tours give exposure for staff – help them determine if they might be interested in doing more international Extension work.
- Extension needs an international assessment: evaluate Extension expertise (What do we have to offer and what programs are exportable?), opportunities and what is needed internationally, who are our international players, etc. Are Extension branded programs sustainable at the international level? Target flagship programs to have an international component.
- We should target a percentage of Extension staff to do international work. (Examples: 2% now and 30% in 5 years?)
- Work with other groups/organizations/faith based groups and Bob Nelson.
- Offer PDO – Why International Programming?
- Form a support group for international Extension workers. It could serve social, relationship building, and enthusiasm building roles. Also, develop a “Portfolio of Individuals” that do international Extension programming, including those interested and what they do (programs and people).

*Rich Knipe*, Animal Systems Specialist, Beef and Ag Entrepreneurship. Rich has international experiences including 4-H livestock trips to Europe, a Livestock Production School in Cuba, and International Livestock Symposium in Cuba. He feels:

- We need an administrative position for international programs.
- International programming is important for Extension. On these trips, we learn much more than we teach. In today’s world, Extension must understand the

global markets. This is especially imperative in agricultural export markets (a justification for why to travel and not always work at home first. We can travel and then educate the markets at home.).

*Barb Farner*, Extension Educator, Nutrition & Wellness. Barb worked with the Peace Corp in Columbia in 1960s doing nutrition education. She worked in Poland on six month appointments doing an ag economics project. She says we have an “obligation to share what we know” with other peoples. International programs “build bridges and help build peace and markets.” Other thoughts include:

- We can learn from other states. Michigan does a camp for staff to experience other cultures. Penn State does a lot of international work.
- In Illinois we have diverse cultures and need to understand them. We have a lot of work to do here:
  - There are benefits to our country globally to make positive relationships internationally, but international work is not for everyone. It is an individual decision to go to another country. It does help you feel more comfortable working with different cultures.
  - We cannot close our eyes and say we won't work with these populations.

## **Conclusions**

University of Illinois Extension has done quite a lot globally, but it is not well publicized. There are many international opportunities within Extension and across campus that staff could participate in, but often they are not aware that these exist. Unfortunately, the international effort for Extension is not unified or well connected to other entities on campus or across the nation.

Here are some general conclusions from my research concerning the internationalization of Illinois Extension.

- Globalizing characterized as integral to Extension's mission and includes an international component.
- Administrative support for international Extension programming in Illinois must be clearly stated.
- Illinois Extension's global programming should cover three major initiatives: Leadership Development, Trade and Business, and Multicultural and International Community Education.
- To be successful one person should take leadership for all international/global programming within Illinois Extension.
- Extension should have closer affiliation with ACES Global Connect and ACES Study Abroad office. Appoint Dick Warner as official “liason” from Extension to Global Connect.
- We need better communication for staff on opportunities available to them (website?).
- Recognize that globalization and internationalization are different and that we do not necessarily have to leave the country or even Illinois to do either.

## **Recommendations**

- Programming Ideas
  - Use Chicago as a gateway to the world – many countries have offices (consulates) in Chicago.
  - Offer routine *study tours* to locations identified by Extension priorities – language and culture immersion, market exploration, global awareness, international cost recovery, etc. Find funding, partners, and/or business sponsors. Promote study tours offered through ACES study abroad office.
  - Develop *field work* in various international locations as needs and funding allows. Partner with other states, professional organizations, and agencies. Use Kevin Brooks's new model.
  - Host international visitors here or do exchanges.
  - Offer PDOs or annual conference workshops on basics of international programming, why international programming, globalization of Extension, and other staff training.
  - Establish an international leadership academy for Extension or obtain admittance into ACES Global Academy.
- Possible Extension International Committee Projects
  - Website development – promote Illinois funding opportunities, provide listing of opportunities worldwide, list other agencies/groups to work with, list association events/tours, etc.
  - Create a discussion group among staff interested in international issues (Dar Knipe idea).
  - Create a portfolio of individuals - who is interested in international programming and what they do (Dar Knipe idea).
  - Develop programming on several levels: study tours, field work, exchanges, PDOs.
  - Include ACES Global Connect person on this committee.
- Do survey of Illinois Extension staff and administration (using Ludwig model) to determine current status of globalization in University of Illinois Extension.
- Promote and use University of Illinois international resources. Use campus language trainers.
- Encourage staff to apply for diversity Extension award or create a new category to better encompass global Extension work.

## **References**

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## ***Appendices***

### **Appendix 1 - Activities**

1. Studied the Extension Global Connect Strategic Plan
2. Researched Extension and U of I websites for global/international references
  - a. ACES Global Connect
  - b. Illinois International
3. Sent email to Extension staff asking for listing of international experiences. (22 responses by 2-16-06)
  - a. Started list. Two parts: programming work and professional development
  - b. Emerging issues
    - i. How time is counted during international travel.
    - ii. Staff doing international programming on their own time.
4. Researched *Journal of Extension* and literature for research on the topic
5. Researched other state websites and for state project ideas
6. Read *The World is Flat* & attended first PDO discussion
7. Read parts of *Global Chicago*
8. Met with various people to learn about their views and experiences – most valuable!
  - a. Denny Campion – January 20, 2006
  - b. Dick Warner – January 20, 2006
  - c. Glenn Seeber – January 19, 2006
  - d. Richard Clark – January 27, 2006
  - e. Pennie Crinion – February 1, 2006
  - f. Bill Million – February 2, 2006
  - g. Mary Ann Lila – February 2, 2006
  - h. Mohammad Babadoost – February 15, 2006
  - i. Mike Hirschi – February 15, 2006
  - j. Sherri Seibold – February 15, 2006

- k. Kevin Brooks, Dick Warner, Michelle Morris via telenet about Ukraine – February 24, 2006
  - l. Theresa Miller – February 28, 2006
  - m. Kevin Brooks by phone – February 28, 2006
  - n. Jim Becker – March 1, 2006
  - o. Dennis Epplin – March 1, 2006
  - p. Dar Knipe – March 24, 2006
  - q. Rich Knipe – March 24, 2006
  - r. Andrea Bohn – March 29, 2006
  - s. Barb Farner – April 5, 2006
  - t. Burt Swanson – May 16, 2006
9. Attended the Association for International Agricultural and Extension Education (AIAEE), May 14-17 in Clearwater Beach, FL.

## **Appendix 2- Why Should We Internationalize Extension?**

"During job interviews, one of employers' main criteria was the ability to deal with cross-cultural environments. Having the experience and international studies courses to back up my ag degree is one of the things they said helped me get the job. I was able say 'I've been there, I've seen this, and I have a realistic idea of what it's like.'" Carol Schramm, Program Assistant, U.S. Department of Agriculture Foreign Agricultural Service.

1. Missouri website objectives from trips
  - a. Learn another language
  - b. More inclusion of diverse populations in programming – change how programs are developed locally
  - c. Greater appreciation of implications of alternative production systems
  - d. Broader worldview and more accepting of cultural differences
2. Ludwig Dissertation<sup>8</sup>
  - a. We have the expertise to:
    - i. Alleviate world hunger, strengthen families, communities, and societies;
    - ii. Build global markets – U.S. ag interconnected
    - iii. Look for new partners & links – markets especially
  - b. Patton, 1984 says “An international dimension is basic to effective Extension programs. Not secondary. Not a luxury. Not an after thought. Not an add-on. But basic.”
  - c. Somersan, 1992. “My hypothesis is that supporting our faculty and staff to develop an international perspective will strengthen our leadership position in the educational marketplace ... international content and understanding is a core competency in Extension work.”
3. Babadoost
  - a. Economics – opens up markets to local producers
  - b. Attracts students, scholars to Illinois (low numbers of grad students in ag right now)
  - c. Regional crops around the world – we can exchange ideas and learn from each other

- d. We are responsible to go back to help our ancient ancestors build a better society and better world. Extension can play a real role in globally building a better world – we are better educators than the researchers are.
  - e. Alleviate world hunger – help people produce food.
4. Hirschi
- a. So we don't fall behind others – Benchmarks.
  - b. Need knowledge of “what is global”, so that we can deliver message to clientele, not just teaching and research, but must include Extension too.
  - c. We must stay in perspective and keep current.
  - d. Global issues benefit the system.
5. Sherri Seibold
- a. We have to! The world is small and everything we do affects someplace else.
  - b. We do a disservice to ourselves and others if we don't.
  - c. We and our clientele need a broader view of the world to open our minds – it can start with Extension. We are change agents. We move people out of their comfort zone to make a difference in the world.
  - d. We need to be an integral part of the whole system.
6. *World is Flat* book principles.

### **Appendix 3 – University of Illinois Extension International Activities**

#### Programming Work

- 1984
  - Dave Robson & Dennis Epplin  
Location: Belize for 14 days  
Purpose: UI/Midwest Universities Consortium for International Agriculture (in cooperation with Univ. of MN). Transporting equipment (pick-ups/AV) and training supplies to the "ag agents" of Belize. Provided training on equipment use and on "being an agent."
- 1993
  - Barbara Farner  
Location: Skierniewice and Lublin, Poland  
Purpose: Help train staff to understand the 4-H program philosophy and its application to Extension system.
- 1995 - Mary Lou Carlson (no longer with Extension) to Poland
- 1996 (June – December) Paul Elgation, Quad Cities CED (no longer with field Extension) to Armenia (?purpose)
- 1998
  - Barb Farner to Poland again
  - Dar Knipe  
Location: Sofia, Bulgaria  
Purpose: Going Solo computer simulation – United National sponsored project
- 2000
  - Pete Fandel  
Date: June 21-27, 2000

Location: Mexico

Purpose: Learn about corn traits the Mexicans preferred in food grade corn to make tortillas.

- 2001
  - Liz Haynes, Sandy Shetler, Jennifer McCaffrey, Mike Plumer, Dennis Epplin, Jim Becker, Charlie French, Ann Marshall, Mark Hoard, and Tosha Cantrall.  
Date: March , April 2001 for 14 days  
Location: Panama, Boca del Toro, 4 provinces  
Purpose: train Peace Corps staff, interact with subsistence farmers, study use and abuse of natural resources, visit National Geographic 's Bioshere
  - Dr. Champion, Richard Clark, German Cutz, Sheri Seibold, Drusilla Banks, Ted Funk, Robert Skirvin  
Locations: Pinar Del Rio, Cuba  
Purpose: Present papers at International Scientific Seminar on University Extension
  - Pete Fandel  
Date: June 20-30, 2001  
Location: China  
Purpose: Focus on learning about China's ag and teach them about ours.
- 2002
  - Mike Plumer  
Date: March, April 2002 for 14 days  
Locations: Austria, Czech Republic, Slovakia, Slovenia, France  
Purpose: Train agronomists from 11 different countries in no-till systems and management, provide teaching materials for them to take back to train the rest of their staff
- 2003
  - Kevin Brooks  
Date: Oct/Nov 2003  
Location: Poltava Oblast Globino Rayon, Ukraine  
Purpose: CNFA volunteer. Assisted rural Ukrainian villagers in developing marketing cooperatives and overall project evaluation
- 2004
  - Gary Letterly  
Date: February 2004  
Locations: Buenos Aires and Argentina  
Purpose: Inspect beef markets and view pre-clearance program to export organic fruits to US. Support networking opportunities with campus staff doing international projects.
  - Bob Hoelt  
Date: July 2004  
Location: Rio Verde and Parasacaba, Brazil

Purpose: Present agronomic information to two audiences- farmer group in Rio Verde and consultants in Parasacaba

- 2005
  - Robin Orr
    - Date: March 2005
    - Location: Vietnam
    - Purpose: To review a nutrition study conducted by the Nutrition Center in Ho Chi Minh City - funded by NESTLE Foundation.
  - Kevin Brooks
    - Date: May/June 2005
    - Location: Poltava Oblast Globino Rayon, Ukraine
    - Purpose: Part 1 = Business and marketing plans for villagers. Part 2 = Assess condition and determine viability of individual cooperatives. Part 3 = Set up contacts with universities for future exchange program.
  - Mike Gray
    - Date: Summer 2005
    - Location: France and Germany
    - Purpose: Build new linkages with European scientists on problems with Western Corn Rootworm.
  - Sandy Mason
    - Date: December 13-22, 2005
    - Location: Costa Rica
    - Purpose: View agricultural practices along with Parkland College students
  - Bruce Wicks
    - Date: 2005-2006
    - Locations: Vladimir, Russia
    - Purpose: Tourism development project
- 2006
  - Bruce Wicks
    - Date: February 2006
    - Locations: Antigua and Barbuda
    - Purpose: Agritourism project funded by OAS and at the request of the Ministry of Ag.
  - Mike Plumer
    - Date: September, 2006, 30 days
    - Locations: Zambia, Africa Lusaka, Kabwae
    - Purpose: Train farmers on utilization of no-till, equipment management, soils. Meet with research station staff, provide materials, information study soils, pests, diseases. (WINRock)
  - Larry Wilson to Mexico?

#### Professional Development

- 1989

- Dennis Epplin  
Canada  
UI Extension LEAP program
- 1992
  - Dennis Epplin  
March 1992  
Thailand, Malaysia, Singapore, and Indonesia  
Illinois Agricultural Leadership Program International Travel Seminar
- 2002
  - Maureen Statland  
April 2-4, 2002  
Keele University, Keele, England  
International Consortium for Intergenerational Programmes
- 2003
  - Dave Feltes  
June of 2003  
Montpellier France  
Midwest Institute for Biological Control
- 2004
  - Brenda Eyler, Kia Rae Pittman, Kay Doll, and Emma Theuri  
Oct. 26-28, 2004  
San Juan, Puerto Rico  
Attend a Working with Hispanic/Latino Audiences Conference.
  - Maureen Statland  
June 2-5, 2004  
University of Victoria, Victoria, British Columbia, Canada  
Attend International Consortium for Intergenerational Programmes
- 2005
  - David Robson  
July 2005  
Saskatoon  
International MG Conference

#### Other Activities

- *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)
- 2006, Lawrence B. Schook, Professor, submitted application to do animal health project in Costa Rica with the Wellcome Trust. Target audience is

Costa Rican private veterinarians and owner/managers of production systems including leading private farmers.

- Barb Roberts (Youth Educator from Olney) goes to Nicaragua?

#### **Appendix 4 –International Related Awards**

- 1998 – Epsilon Sigma Phi International Award to Evelyn Prasse
- 2004 – International Achievement Award - Burt Swanson
- 2005 – 4-H International Exchange – Bill Million, Evelyn Prasse, Miriam Rosenbaum