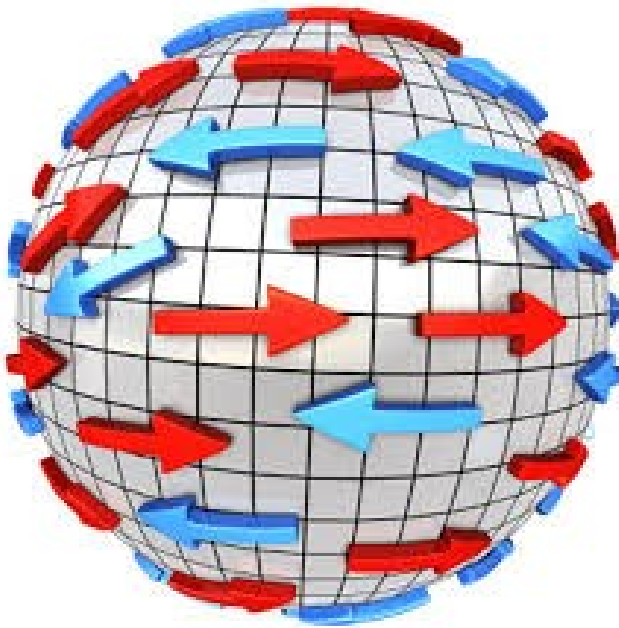


THE ATTITUDES OF AGRICULTURAL FACULTY AT NEW MEXICO STATE UNIVERSITY TOWARDS GLOBALIZING PROGRAMMING EFFORTS

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Need for this Study



- * Globalization presents a challenge to agricultural education
- * In 2002 the Extension Committee on Organization and Policy (ECOP) listed the “Impact of Globalization as one of six major challenges facing the Extension system
- * Land Grant College’s vision of producing leaders that understand our global community (APLU Strategic Vision Statement, 2000)
- * For 30 years agricultural faculty have been encouraged to internationalize their programming efforts (Ludwig & McGirr, 2003)

Why This Study?

- Mandate to internationalize by NMSU, ECOP, and APLU
- No formal documentation of participation, interest, and attitudes of NMSU faculty towards internationalizing their programming efforts



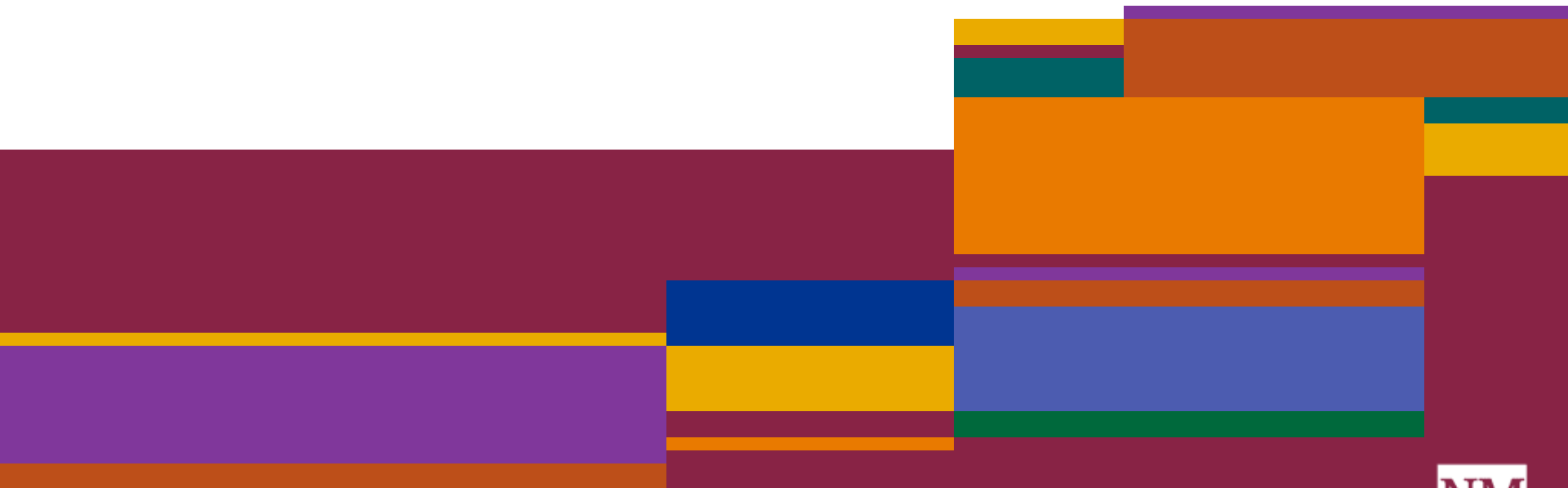
Statement of the Problem

The purpose of this study is to assess the attitudes of agricultural faculty at NMSU toward globalizing their programming efforts

Research Questions

1. To what extent are Agricultural faculty engaged in globalizing their programming efforts?
2. What are the attitudes of Agricultural faculty toward globalizing programming efforts?
3. To what extent are the previously mentioned attitudes and behaviors related?
4. What are the perceived barriers towards globalizing programming efforts?
5. What is the relationship between select antecedent characteristics and engagement in globalizing programming efforts?

Methodology



Research Design

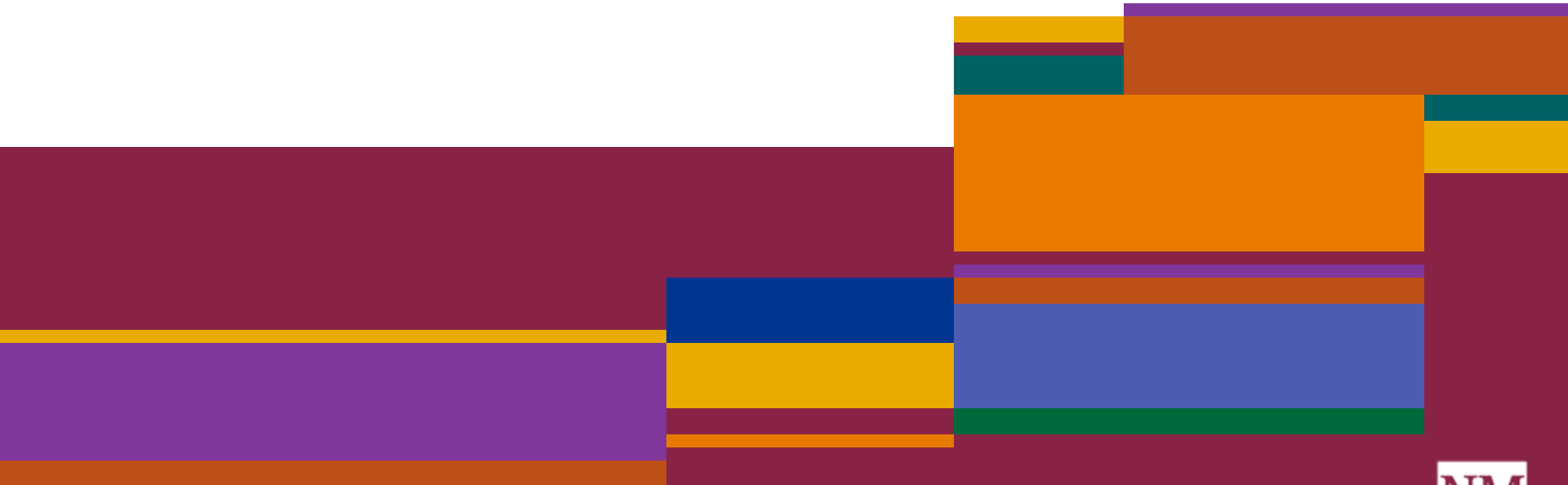
- Correlational research between attitudes and involvement in international activities
- Census survey using a Likert type scale on Survey Monkey
- Population included all ACES agricultural faculty, including teaching faculty, experimental station faculty, and extension faculty, but excluding professional staff ($N=231$)

Validity and Reliability

- Content and face validity was assessed by a panel of experts
- Instrument was pilot tested by Ludwig in 1993 and 1999, Lewis verified reliability in 2006 and obtained a coefficient of 0.87. Reliability was assessed post hoc on this study and a coefficient of 0.89 was obtained.



Results



Response Rate

- 54% response rate
- Compared early and late respondents to account for non-respondents. According to Ary, Jacobs and Sorenson (2010), Late respondents will often respond similarly to non respondents. T-test scores provided no evidence that early and late respondents differed in attitude scores.

Research Question 1: To what extent are agricultural faculty engaged in globalizing their programming efforts?

- Eighty-five percent of respondents reported engagement in international activities within the past ten years.
- Demonstrates a high level of engagement, but not within the past year.
- Valued by faculty, but lack of system in place to provide incentives and opportunities for regular involvement.

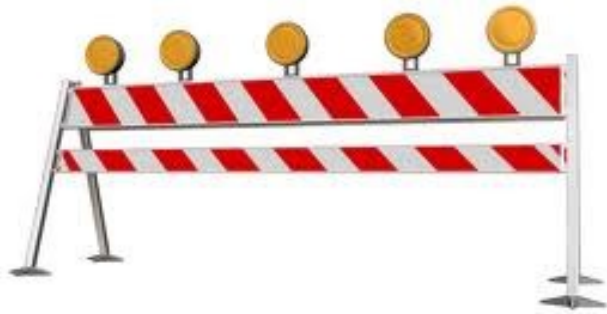
Research Question 2: What are the attitudes of agricultural faculty toward globalizing programming efforts?

- Overall positive attitude with a mean score of 2.93 on a scale from 1-4.
- Highest attitude scores were on items related to “other cultures.”
- Lowest scores on items related to leadership expectations and rewards for international involvement.

Research Question 3: To what extent are the previously mentioned attitudes and behaviors related?

- Weak relationship between attitudes and behaviors (*R-square* value of 0.28).
- Overall positive attitude score, but low involvement in recent years in international activities.

Research Question 4: What are the perceived barriers towards globalizing programming efforts?



- Top three barriers were “Lack of financial support,” “Lack of time,” and “Not a programming priority.”
- This shows that there is a lack of communication by leadership in stating this as a priority that has been mandated by the APLU.

Research Question 5: What is the relationship between select antecedent characteristics and engagement in globalizing programming efforts?

- Respondents who were over 50 years old scored higher with regards to behavior and attitude. They were more involved and had a more positive attitude towards international issues.
- Teaching faculty had higher involvement and a more positive attitude towards international issues than extension and experiment station faculty.

Conclusions

- High participation but a lack of incentives from the ACES college for participation.
- Positive attitude towards international issues, but involvement is not expected.
- Lack of direction from leadership on whether this is a programming priority.
- Lack of time and financial support. Guidance and resources are necessary if this is a programming priority.
- Participation in international activities leads to a more positive attitude, which in turn leads to more participation.

Recommendations

- ACES leadership needs to decide if this is a programming priority.
- If it is, then it must be communicated effectively and resources of time and funding need to be allocated to encourage these efforts.
- Define what it means for ACES to internationalize its programming efforts.
- Develop partnerships within the university and with other agencies to tap into resources that are already available.
- More short-term international exposure opportunities are needed for ACES faculty. Exposure to international activities was an indicator for more involvement according to this study.

Thank You!