

UNIVERSITY OF
MARYLAND
EXTENSION



COLLEGE OF
AGRICULTURE &
NATURAL RESOURCES

Growing Servant Leaders Through LEAD

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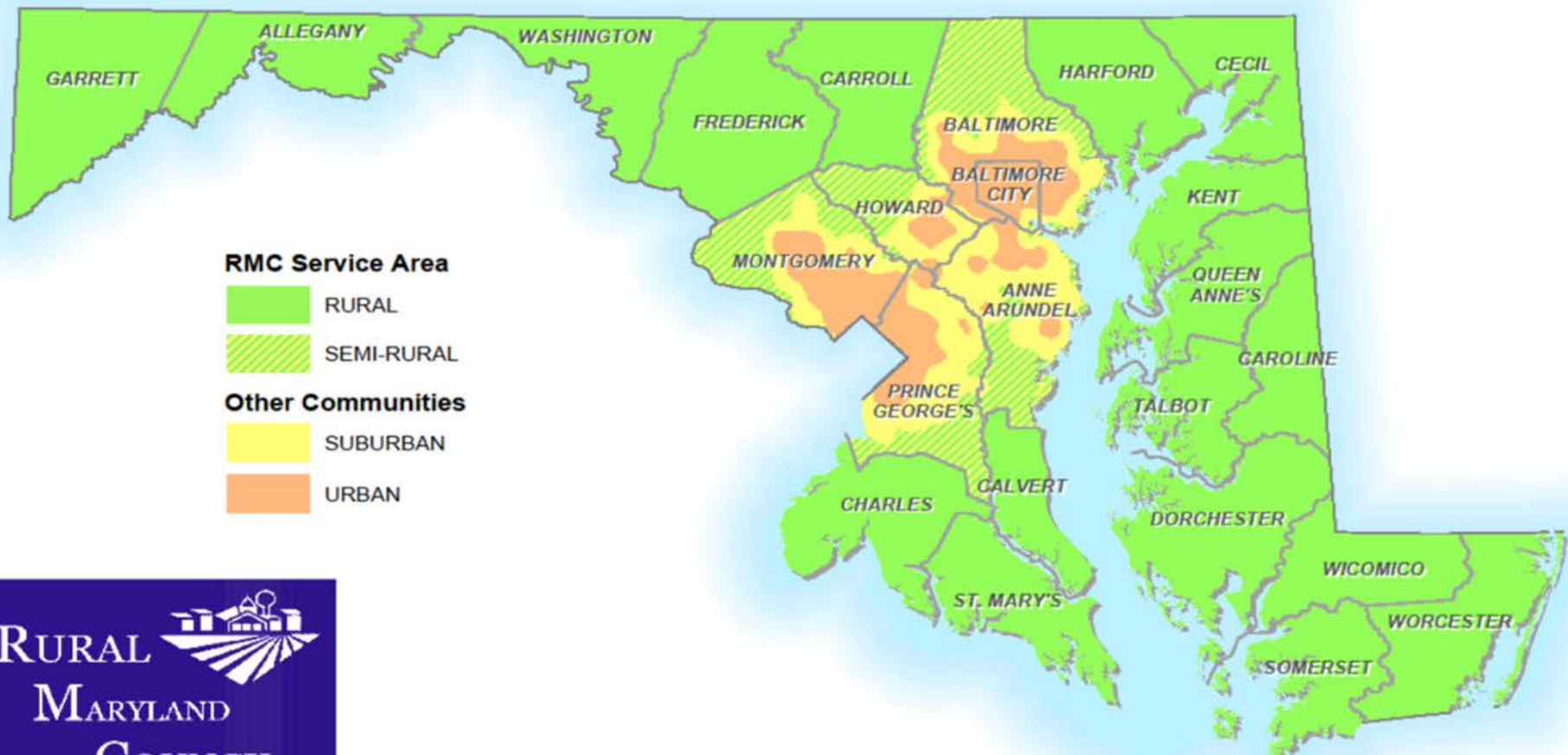


Extension's LEAD Maryland Fellowship Program
Increases the Numbers and Capacity of Leaders
Serving Agriculture, Natural Resources,
and Rural Communities



More rural than most think!

COMMUNITIES SERVED BY THE RURAL MARYLAND COUNCIL (RMC)



Maryland needs confident leaders who can:



- See a “larger picture”
- Stay informed on issues
- Offer **problem-solving** ideas
- Use networks to create **teams of support**
- **Promote the economic importance** of agriculture, natural resources, and rural communities
- **Tell others** about agriculture’s positive roles
- **Respond** to agricultural and environmental issues
- **Work with public officials** to shape policy



LEAD provides two-year educational Fellowships, forming classes of 20-25 emerging leaders.



225 Graduates

22 Current Class



LEAD Maryland
Foundation
Board,
February 2019



Extension and LEAD Maryland Foundation, a 501(c)(3), share responsibilities to fund and deliver the fellowship curriculum, create public value, and provide measurable outcomes of the fellowship program. Board trustees also serve as an advisory board to the program.



Thank you for funding the LEAD Maryland Fellowships!



LEAD Maryland Foundation, Inc.

UNIVERSITY OF MARYLAND EXTENSION



Maryland Agricultural Education and Rural Development Assistance Fund (MAERDAF)



Northeast Agriculture Education Foundation



The Delmarva Farmer



Choptank Electric Trust



Delmarva Poultry Industry Inc.



Maryland Crop Improvement Association, Inc.



Thank you to the many individuals, businesses, and organizations who support the LEAD Maryland Foundation.

Funding comes from UME and the LEAD Maryland Foundation, through grants and donations.

The Foundation matches Extension's contributions in faculty salaries and benefits, program operations, and overhead to the program **1.5:1**.



Who are LEAD Maryland's Fellows?

- Farmers, growers, producers
- People serving rural community development, natural resources, land use, forestry, food processing, sales, finance, law, conservation, research, education, government, advocacy, nonprofits, and many more





Curriculum

- Public issues education
- Skills training
- Agricultural literacy
- Mixed teaching methods
- Diversity of trainers, speakers, and educators
- Fellows learn from each other





International Travel Experience

Netherlands & Belgium; Cuba; Brazil; China; Finland, Estonia, Russia; Hong Kong, Vietnam, Taiwan; Chile; South Africa; India, United Arab Emirates; and Poland



Researcher position, approach & analysis

- Original studies 2012 & 2016
 - Quantitative main focus-deductive process
- Pragmatic \Rightarrow Heuristic Inquiry
- Reflexivity as social critique (Findlay, 2002)
- Thematic analysis
 - Auto codes / keywords
 - Search for themes
 - Review themes - researcher/participant
 - Summary analysis



Survey at 20th Year of Program

- Descriptive study
- Researcher is a participant
- 22 questions in Qualtrics
 - Demographic, Likert, multiple choice & open-ended
- Individually addressed / emailed invitations to 219
- 107 responded
- 97 complete surveys
- Qualtrics reports
- Nvivo coding auto & themes
 - Open coding → themes



2 tickets to attend the
20-Year Celebration



Who Completed the Survey?



Class 1 (1999-2000: Netherlands, Belgium) Class 2 (2001-2002: Cuba)

Class 3 (2003-2004: Brazil) Class 4 (2005-2006: China)

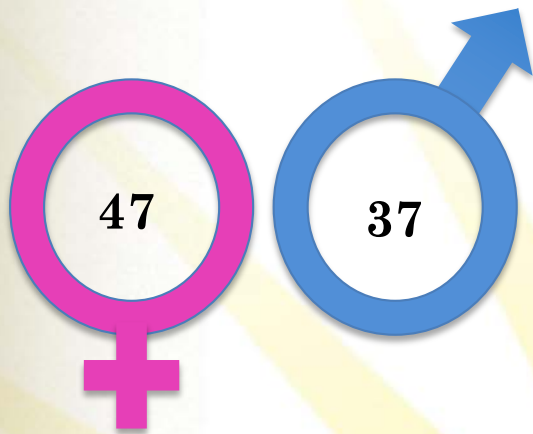
Class 5 (2007-2008: Finland, Estonia, Russia) Class 6 (2009-2010: Hong Kong, Vietnam, Taiwan)

Class 7 (2011-2012: Chile) Class 8 (2013-2014: South Africa)

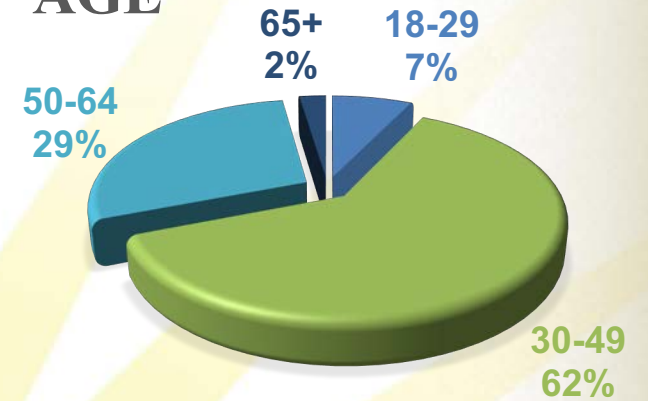
Class 9 (2015-2016: United Arab Emirates, India) Class 10 (2017-2018: Poland)



Living Present Community



AGE



**Supportive
& Other**



**Production
Agriculture**



LEAD influenced your actions to work with:

Often

Non-profit Ag based Organizations

Industry Organizations

Local Government

State Government



Rarely

Civic Community Organizations

Non-profit non-Ag Focused Organizations



Why taking action or why NOT

- Action based on skill development
 - Public speaking, media training, advocating
- Action based within occupation
 - Duty as new leader, network, job
- Action with groups not based on LEAD
 - Prior interest, community connections
- Lack of action
 - Time constraints
 - Conflicts with job responsibilities



Leadership Position Interest

Interested

Agricultural Commissions (28)

Professional Association Office (25)

State Representative (24)

Planning/Zone Board (21)

County Fair/Recreation Board (19)

Not Interested

County Executive (88)

City Official (83)

Education/School Board (78)

State Senator /

Commissioner (76)



Skill Development from LEAD

- Public Speaking (9)
 - Fear to confidence growth, personal mission statement,
- Social Media(6)
 - Non-existent to huge factor for agriculture
- Other
 - Honing of skills, empowerment to act with skills, identifying opportunities to act with confidence
- Didn't develop but practiced



Personal Growth in Educating Others in Relation to Public Policy

- Has taken action
 - Obtained leadership role, testifying, guest speaker, opportunity outreach/education
- Increased interest
 - Reaching out to networks, empowered to be vocal, interest to help connect others
- Increased understanding
 - Agriculture peers (challenges), connections to resources/gatekeepers, how to “tell my story”



Impact of International Study

- Globally Connected
 - Markets, cultures
 - Similar challenges, politics/fraud
 - “big world-small MD”
- Eye Opening
 - Culture & travel shock (personal comfort), Food, hospitality/humbling, broad/similar AG
- Appreciation
 - Americans (fortunate & spoiled), US Ag/Innovations
 - Spirit of humanity against odds
- Relationship Building
 - Friendship bonds with classmates/hosts



Introspective Summary

- Us vs Them
 - Native farmers & agricultural immigrants
 - Appreciation of others but may lack understanding
- Food is the platform for common dialogue
 - Adversity in cultivating food draws empathy & bonds strangers
- Empowering agriculturalists may occur through the process of developing & practicing skills [bricks] - however peer support ties efforts & builds self-confidence [mortar].



Thank You!



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Questions?



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