

Perceptions of Agricultural Leadership Academic Programs of 1862 Land-Grant Universities

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Reviewing the Literature

Stating the Problem:

Agricultural leadership programs exist at institutions across the country, but there is a lack of research regarding program objectives, available courses, perceptions of programming, placement of graduates, and needs for programs (Morgan, King, Rudd, & Kaufman, 2013).

Need for the Study:

Recommendations include conducting a qualitative study to include leaders within the field to better understand knowledge of the discipline (Williams, Townsend, & Linder, 2005).

Purpose Statement and Objectives

- Identify and characterize agricultural leadership programs in colleges related to agriculture.
- Four research objectives guided the larger study, which included:
 1. Describe the need for development of agricultural leadership programs at land-grant universities;
 2. Describe agricultural leadership's discipline-wide evolution;
 3. Describe faculty members' recommendations on how to holistically advance the discipline for future improvement and growth; and,
 4. Examine why faculty believe agricultural leadership programs are relevant by analyzing their outlooks for the future.

Methodologies

- Websites searched for agricultural leadership programs of 1862 land-grant institutions
- Invitations to participate
- 26 institutions identified with agricultural leadership programs
- Faculty members have taught courses, advised students, and created leadership curriculum
- 73% (n=19) response rate of institutions that participated in interview
- NVivo software used to analyze data

Findings

Objective 1 - Describe the need for development of agricultural leadership programs at land-grant universities

Theme: Creation of Agricultural Leadership

Sub-Themes

- Historical Roots in AEED
- Industry need for AGLE Education

Findings

Objective 2 – Describe agricultural leadership’s discipline-wide evolution regarding curriculum, training, teaching practices, and courses offered

Theme: Evolution of the Discipline

Sub-Themes

- Broad Academic Appeal
- Maturity and Growth
 - Community and Rural Leadership Development
 - Movement to standardize curriculum

Findings

Objective 3 – Describe faculty members' recommendations on what should be developed or changed to holistically advance curriculum and update programming efforts within the field for future improvement and growth of agricultural leadership programs

Theme: Recommendation for Growth

Sub-Themes:

- Collective Collaboration
 - Professional Organization
- Unified Vision for Agricultural Leadership Education
 - Experiential/Service-Learning Opportunities

Findings

Objective 4 – Examine why faculty believe agricultural leadership-related programs are relevant by also analyzing their outlooks for the future of the discipline

Theme: Outlook for Agricultural Leadership

Sub-Theme:

- Growth in Varying Capacities

Findings

Objective 4 – Examine why faculty believe agricultural leadership-related programs are relevant by also analyzing their outlooks for the future of the discipline

Theme: Relevancy of Agricultural Leadership

Sub-Themes:

- Creating Leadership Through “Human Capital”
- Political, Policy, and Public Influence

Conclusions

Agricultural leadership:

- Has roots in agricultural and extension education
- Compares to a general agriculture degree
- Serves a broad audience
- Is driven by industry demands
- Lacks professional standards and consistency
- Needs a professional home
- Develops leaders for the agricultural industry and beyond

Recommendations

- Expand research to include all institutions offering agricultural leadership programming
- Conduct needs assessment to identify a professional “home”
- Examine specific key concepts among programs
- Conduct industry analysis to gauge graduates’ success

Questions



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