

# Long-term Impacts of a Faculty Development Program for the Internationalization of Curriculum in Higher Education

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## Abstract

*Faculty development programs for internationalization of the curriculum in higher education are often evaluated for short- and medium-term outcomes, but more long-term assessments are needed to determine impact. This study examined the long-term (6 years) impacts on faculty from colleges of agriculture after participating in a one-year professional development program for internationalization, which included a two-week experience in Costa Rica with immersion in both pedagogical and global topics. The objectives of this study were to identify (1) the long-term impacts of the program and (2) the factors (program, personal, and environmental) that contribute to, or hinder, the success of internationalization efforts. Guided by social cognitive theory (Bandura, 1978), the researchers conducted semi-structured interviews with program participants (N = 8). Findings showed that perceived impacts varied considerably among participants and were highly dependent on their personal characteristics and their current environment, as predicted using social cognitive theory. Strengthened peer relationships was the most common and significant theme among participants, with sub-themes that included cross-departmental collaborations, a support group on campus, friendships/informal interactions, and validation of own scholarship. The other two themes included internationalization and new/broader perspectives.*

**Keywords:** curriculum; faculty development; impact; internationalization

## Introduction

Various discourses exist around the preparation of university graduates for a globalized and multicultural workforce. Specifically, in the past two decades, colleges of agriculture have sustained heightened internationalization efforts to support the development of globally-minded students, such as through promoting international study abroad programs, internationalizing courses, or inviting internationally-relevant presenters.

Internationalization is commonly defined as “the process of integrating an international, intercultural, or global dimension into the purpose, functions or delivery of postsecondary education” (Knight, 2003, p. 2). In the classroom context, internationalization encompasses the

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integration of global dimensions into the delivery of discipline-specific content. Thus, whether they partake in international travel or not, all students have access to opportunities for growth globally.

Delivery-level curriculum change for internationalization, as Carter (1992) argued, is ultimately at the pivotal discretion of individual faculty members as to whether or not they integrate components and materials into their coursework, resulting in the need for focused efforts toward the training and support of faculty regarding this aim.

As Schuerholz-Lehr (2007) articulated, it is not sufficient to assume faculty—even those with extensive travel experience and broad intercultural perspectives—can effectively translate global concepts into effective teaching strategies. Faculty development programs for targeted training and support of global integration have yielded mixed short-term outcomes. Further, research exploring the long-term outcomes and impacts of such programs on faculty is not common in the literature, which supports the need for conducting this study. As time progresses, outcomes and impacts become more challenging to assess (Taylor–Powell, Steele, & Douglass, 1996). In an empirical study comparing 23 different manuscripts pertaining to the way faculty were translating their international experiences and mindsets into their classrooms, Schuerholz-Lehr (2007) presented the need for more qualitative research studies to investigate the long-term impacts of these educational programs. Furthermore, Roberts, Rodriguez, Gouldthorpe, Stedman, Harder, and Hartmann (2016) also recommended the heightened assessment of medium- and longer-term impacts.

Responding to such need, this study qualitatively examined the long-term impacts of one of these programs, six years after its completion, to understand the broader implications of this program from the perspectives of its faculty participants. Using triadic reciprocal causation as the theoretical framework (Bandura, 1978), the objectives of this study were to identify (1) the long-term impacts of the program (6 years later), and (2) the factors (program, personal, and environmental) that contributed to, or hindered, the success of internationalization efforts.

### **Literature Review**

The implementation of faculty professional development programs for internationalization is an intervention approach that incorporates various pedagogical and global topics for a comprehensive training experience. An international travel component is often a keystone piece of these programs. Hand, Ricketts, and Bruening (2007) supported the value international faculty experiences can have on faculty and student development. A study conducted by Bull (1996) found that faculty respondents who had experience with international exchanges and/or collaborations were more likely to integrate global content into their courses than those who had not.

Navarro and Edwards (2008) stated internationalization must be clearly communicated to faculty, fairly representing it as a change process of integrating concepts throughout course material, not as a separate addition. Therefore, a focus on pedagogical strategies should be a priority in these programs, as faculty members' personal international experiences do not simply translate into their classrooms by themselves (Schuerholz-Lehr, 2007).

Most faculty development programs consist of a cohort of participants. Sometimes cohorts are purposely designed as a faculty learning community (FLC), which can produce additional benefits. Cox (2004) used Miami University's definition of an FLC, described as a group comprised of six to fifteen faculty and staff from various disciplines who regularly engage around topics of teaching and learning throughout a yearlong program. FLCs are designed as either cohort-based or topic-based, with FLCs for internationalization corresponding with the latter. Harder, Lamm,

Roberts, Navarro, and Ricketts (2012) stated faculty should continue to “work together after the trip to incorporate international experiences into teaching, develop curriculum, design learning opportunities for students, and refine teaching strategies” (pp. 25-26) to facilitate the translation of faculty experience into classroom practice. FLCs may provide a formalized structure to meet this need.

Previous research on the outcomes and impacts of faculty development programs have resulted in mixed findings, but given the wide-ranging designs of these programs, these variances in outcomes and impacts are expected. In the qualitative study by Hand et al. (2007), 12 faculty spent one month in Ukraine and/or Russia teaching a 3-credit course while simultaneously taking part in agriculture-related group tours, visiting their host city, and developing course material. Given the multiple offerings of the program, the period in which faculty were interviewed varied from a few months to six years after the conclusion of their specific program. Results showed improved pedagogical techniques and increased internationalization of course material. Labeled as a *life changing experience* by many of the participants, the program helped them gain broader global perspectives, particularly in their content areas. Respondents claimed this experience stimulated future participation in international research and other faculty exchanges (Hand et al., 2007).

In a related and recent study (Roberts et al., 2016), Kirkpatrick’s (1994) four levels of outcomes were used to examine the short- and medium-term outcomes of a faculty development program to Ecuador two years after completion. Changes in attitudes and aspirations included valuing international experience and benefiting from the interactions with new colleagues. Knowledge about Ecuador, their own discipline, and pedagogy increased, and some of the changes in behavior included focusing work on Latin America, increased engagement with study abroad, and collaborations with other participants.

In another previous study (Sandgren, Elig, Hovde, Krejci, & Rice, 1999), cohorts of approximately 12 faculty from various disciplines spent an average of three weeks in either India or countries in South America, Central America, or Southern Africa participating in pedagogy training sessions and engaging with residents. The quantitative study found the faculty had a significantly higher degree of globalization in their courses compared to faculty interested in the program but did not attend. In addition, Barlett and Rappaport (2009) examined long-term impacts (1 to 16 years later, depending on when faculty participated in the program) of two faculty development programs on sustainability and the environment. The results reported beneficial changes in teaching methods and topics, faculty research, interdisciplinary cooperation, and personal awareness of the topic at hand. The program helped 72 of 75 respondents (96%) from one program and 32 respondents (100%) from the other program feel more connected to the academic community within the university (Barlett & Rappaport, 2009).

Alongside these programmatic successes lie inevitable challenges and factors that can hinder or aid internationalization implementation. Navarro (2004) outlined the factors that influence whether and to what degree faculty internationalize their courses: (1) the work context and environment, (2) support given by administration, (3) personal priority and value placed on internationalization, (4) current curriculum, along with value and effort for changes, (5) available personal incentives, (6) available faculty professional development opportunities, (7) available resources, and (8) perceived needs. Bond, Qian, and Huang (2003) stated: “While intentions [to internationalize] are good, there is little evidence (with some notable exceptions) such priorities are supported by institutional policies and everyday academic practice” (p. 1).

Support and value for internationalization within the academic institution may be verbalized. However, without actionable incentives and resources, faculty can be limited. In an academy where substantial research and promotion go hand in hand, faculty claim experiences abroad are not credited (Hand et al., 2007) and are not considered in the promotion process (Carter, 1992). Other institutional barriers include limited resources, structuring of disciplines, and the lack of incentives (Green, 2003).

Social cognitive theory, particularly triadic reciprocal causation, served as the theoretical framework for this study. Triadic reciprocal causation acknowledges the continual interactions among person, environment, and behavior, affecting one another through reciprocal influences (Bandura, 1978). Through the identification of long-term impacts, specifically as they relate to internationalization, triadic reciprocal causation was used to examine how these impacts were functioning relative to the specific university environment and the personal factors of faculty participants.

### **Purpose and Objectives**

The purpose of this study was to examine the long-term impacts, six years after the conclusion, of a yearlong faculty development program for internationalization, including a 12-day international experience. The program also had specific objectives, presented later, in which outcomes and impacts could be measured. The authors, however, aimed to gain a holistic perspective of the relevant, and perhaps unpredicted, long-term impacts relating to classroom internationalization, the personal impacts on faculty participants, and the impacts on the affiliated academic institution.

By conducting a long-term assessment of the program, the design and degree of value these programs offer to participants, their students, and their home institutions at large were explored. Ultimately, these findings will help inform the design of future professional development efforts on internationalization for faculty in colleges of agriculture.

### **Background of the Program**

#### **Program Overview: 2010 Costa Rica Faculty Learning Community**

Funded through a grant titled “Teaching Locally, Engaging Globally (TLEG): Enhancing the Undergraduate Curriculum,” University of Florida, University of Georgia, and Texas A&M University collaborated in the development and implementation of *The Faculty Professional Development Program for the Internationalization of Curriculum*. The program objectives stated *faculty* (1) will create culturally-rich reusable learning objects (RLOs) and case studies focused on their discipline and the USDA priority areas, (2) will develop favorable attitudes about global academic activities, (3) will enhance knowledge of Latin American culture and global aspects of their discipline, and (4) will integrate the RLOs into their classes. In addition, program objectives stated *students* (1) will develop favorable attitudes about Latin American culture and global aspects of their disciplines and (2) will gain knowledge about Latin American culture and global aspects of their disciplines.

The subprogram of the University of Georgia is the concentration of this study, allowing a focused examination of the impacts of this specific subprogram design. While all subprograms were aligned under the same objectives, program activities and locations varied from one another. This program was comprised of 11 faculty members of the College of Agricultural and Environmental Sciences, ranging demographically in subject area, professional rank, and

professional appointments, i.e. teaching, research, extension, administration. The FLC engaged in a one-year program for internationalization, which included a 12-day experience in Costa Rica with immersion in both pedagogical and global topics.

The three segments of program activities were as follows: pre-trip, 12-day field trip to Costa Rica, and post-trip. Pre-trip activities included an overview of trip objectives, pedagogical training, an introduction to RLO concepts, planning for on-trip teaching material acquisition, and trip logistics. The 12-day trip to Costa Rica included various day excursions, including professional development topics concerning Costa Rican culture, relevant topics in agricultural and environmental sciences, and pedagogical training to help faculty integrate international issues into their courses and enhance student learning. Faculty collected teaching materials, including visual and audiovisual examples of subject content in an international context, case studies, and problem-based examples, which they could use for curriculum development, principally for the development of their own content-specific RLO. Post-trip activities included the completion and implementation of individual RLOs. One graduate student participated in the program to support faculty in the development of the RLOs. A staff member also joined the trip to Costa Rica to provide logistical and translation assistance.

### **RLOs as Curriculum Development Tools**

Faculty were asked to develop RLOs, the program deliverable, as standardized curriculum material with global content they and other faculty could implement into content-specific courses. While this was not the only way internationalization was presented through this program, faculty prepared the RLOs as a pre-packaged, ready-to-use tool to help them and others integrate global and cultural insight into their courses. As a self-contained, digitalized learning activity lasting 2 to 15 minutes in duration, the purpose of an RLO in the classroom is to engage students in critical thinking through discipline-specific content. Through various media forms, such as models, text, simulations, video clips, audio clips, charts, and PowerPoint presentations, faculty had autonomy and flexibility in the design of their RLOs.

### **Methodology**

This qualitative study collected data through semi-structured, one-on-one interviews with participants of the University of Georgia (UGA) based program. Of the 11 faculty contacted for this study, eight ( $n = 8$ ) agreed to participate in the interview, resulting in a response rate of 73%. Of the 11 program participants, two individuals did not respond to the study recruitment letter and one individual responded but did not find time in his/her schedule for an interview. Interviews were conducted either face-to-face ( $n=7$ ) or through Skype ( $n=1$ ). Interviews ranged from 26 to 69 minutes in length.

At the time of the study, all respondents were employed faculty members at the University of Georgia and represented the following departments: Agricultural Leadership, Education, and Communication (2), Poultry Science (1), Food Science and Technology (1), Plant Pathology (2), and Horticulture (2).

At the time of program participation, all participants had varying levels of international exposure, foreign language ability, and university appointments — specifically two professors, two associate professors, and four assistant professors. One participant also held the role of Assistant Dean for Diversity and Multiculturalism in his or her college. Three were female and five were male.

To strengthen the exploration and reflection process of the researchers, one additional interview was conducted with a participant of a different sub-program who is now employed at that same university as the main study participants. The data from this individual is not presented in the results tables, but is quoted to bring clarification to the construct of *environment*.

Triadic reciprocal causation (Bandura, 1978) guided the development of the research objectives and interview questions, aligning with theory-based qualitative inquiry (Patton, 2015). The interviews were designed with a semi-structured question path including a series of open-ended, non-guided questions. An initial grounded theory design was used to elicit responses related to participants' perceived impacts of the program, later labeled as *unprobed long-term impacts*. Through the initial question and subsequent probing questions, the researchers identified *behavior* within the triadic reciprocal causation framework. The interviews continued with questions regarding *personal* reasons for participation in the program. Finally, questions were asked regarding the *environment* in which faculty were currently working. Constant comparative analysis was used throughout the data collection process to enhance the probing questions of each subsequent interview (Charmaz, 2006).

Secondary data were collected from publically available sources to gain additional program information, fact-check claims of the program participants, and to explore the context and environment in which these faculty members were and continued to be employed. Sources included the original grant application, the comprehensive report of program outcomes, UGA website, UGA course bulletin, academic journal articles with cross-departmental collaborations, and university news and announcements regarding teaching awards, international involvement, and other related faculty achievements.

During analysis, the researchers quantified the number of respondents who articulated a particular concept or theme to facilitate clarity in communicating regularities of concepts among the respondents (Pearce, 2012). In qualitative research, there are various approaches used to quantify data (Wao, Dedrick, & Ferron, 2011; Braun & Clarke, 2006). Wao et al. (2011) used the term *theme frequency* in qualitative research for the percentage of respondents who cite a theme. As an alternative approach used throughout qualitative research, *prevalence* is the term selected for use in this article to quantify the number of respondents who cited a theme or concept (Braun & Clarke, 2006). While *prevalence* is used in this study, the researchers did not discount any relevant theme even if its prevalence was low, i.e. only one respondent; however, prevalence allowed for a clearer understanding of the breadth of impacts among the study participants.

The *holistic long-term impact* themes of the program were conceptualized through a view of all comments made by interview respondents, which supported content from secondary data. The tables in the results section display these themes and subthemes and the prevalence; however, prevalence has its limitations in expressing the level of significance each theme embodies overall within this long-term assessment of the program. Therefore, the researchers ranked the themes according to the level of *significance* placed on them by the FLC respondents. Significance places *meaning* at a forefront of *frequency*, identified through the interpretive act of researchers throughout the rigorous procedural methods and documentation of qualitative research (Kirk & Miller, 1986).

### Subjectivity

In qualitative research, researchers are the instruments of data collection and analysis, resulting in a persistent obligation to examine themselves in relation to these processes (Patton, 2015). The lead researcher had no involvement in or prior knowledge of the program before the

initiation of the study. She conducted all data collection and completed the majority of the data analysis. The other two researchers were either actively engaged in the development and leadership of the Costa Rica FLC, or actively involved in the design of this research project. Table 1 displays steps taken to maintain trustworthiness (Lincoln & Guba, 1985).

Table 1

*Steps Taken to Maintain Trustworthiness (adopted from the study findings of Lincoln & Guba, 1985)*

Criterion	Activity
Credibility	<ul style="list-style-type: none"> <li>▪ <i>Triangulation</i> - data from multiple sources: participants' perceptions and publically available secondary data</li> <li>▪ <i>Triangulation</i> - multiple researcher involvement in the design, data collection, and analysis</li> <li>▪ <i>Peer debriefing</i> - contributing researcher probed primary inquirer to investigate held biases and positionality</li> <li>▪ <i>Member checks</i> - informal engagement during the interview process of repeating certain comments back to interviewee</li> </ul>
Transferability	<ul style="list-style-type: none"> <li>▪ <i>Deep description</i> - thorough description of program design, nature of development, and participants' demographics</li> </ul>
Dependability	<ul style="list-style-type: none"> <li>▪ <i>Inquiry audit</i> - traceability through researcher journal and memos in ATLAS.ti</li> </ul>
Confirmability	<ul style="list-style-type: none"> <li>▪ <i>External reviewer check</i> - two external researchers reviewed the interview guide and reviewed analysis procedures and findings</li> </ul>
All of the above	<ul style="list-style-type: none"> <li>▪ <i>Reflective journal</i> - researcher journal and memos in ATLAS.ti logged researcher thoughts, methodological steps and changes, and development of conclusions</li> </ul>

## Results

### Unprobed Impact

Table 2 displays five unprobed impacts of the Costa Rica program participants, including *internationalization of courses, peer relationships, new/broader perspectives, new courses, and participation in similar opportunities*. Overall, comments from the respondents regarding the program and its subsequent outcomes yielded much positivity.

Table 2

*Unprobed Long-term Impacts*

Unprobed Impacts	Prevalence (N=8)
Internationalization of courses	6 (P2, 3, 4, 5, 7, 8)
Peer relationships	3 (P1, 6, 8)
New/broader perspectives	2 (P1, 5)
New courses	1 (P6)
Participation in similar opportunities	1 (P6)

**Overall Impact Themes**

Table 3

*Holistic Long-term Impacts*

Overall Impacts (Themes)	Prevalence (N=8)
<b>(1) Peer relationships</b>	
Friendships/informal interactions	7 (P1,2,3,4,5,6,8)
Cross-departmental collaborations	5 (P1,3,6,7,8)
Campus support group	4 (P1,5,6,8)
Validation of own scholarship	2 (P1,8)
<b>(2) Internationalization</b>	
Original RLO	5 (P2,3,4,5,6)
Components of RLO (photos, films, stories)	4 (P1,5,7,8)
Stories (from the program)	5 (P1,2,3,7,8)
New courses	2 (P6)
Student benefits (perceived): from internationalization of courses	4 (P2,3,4,5)
<b>(3) New/broader perspectives</b>	
Personally	4 (P1,3,5,6)
Teaching	7 (P1,2,3,4,5,6,8)
Content area	8 (all)

***Peer relationships*** was a significant theme, with all participants mentioning at least one program outcome related to peer relationships. P8 explained:

From my perspective, it created relationships with, at least for me, it created relationships with almost all of these teaching faculty. I think that us educators in higher education, we are in danger of isolating ourselves from teaching discussions... If I had to say what I gained, the biggest thing was that I gained strengthened relationships with a series of colleagues in my college, and I think that's probably the most important one.

*Friendships/informal interactions* during and after the trip stimulated various positive outcomes. P2 “maintained contact and friendship with all the people on that trip.” P3 and P1 also acknowledged:

You get to be friends with them rather than just colleagues. You get to, you know, you get to build relationships that you can then use later on. Several people from the trip I still remain in really good contact, people I’ve known for a long time but I didn’t get to really know them. (P3)

I’ve been able to tell our students, we’ve got some great faculty in this college that I would not have known about had I not gone on that trip. Now I can talk about them, and I’d say you need to go over and you need to take that course with [P6], because I became friends with him through this experience and I would promise you that that class would be something relevant and fun for you to take... They now may consider reaching out to them as a committee member. (P1)

Multiple respondents mentioned the organized FLC lunches held in subsequent years, but then they eventually dissipated. Nonetheless, friendships remained.

We did [meet up for lunches] for the first two years but then we kind of faded away from that. I think everybody has gotten busy but yeah [the program] really did improve the relationship or the interaction between us. Because now when I see some of them, we reflect back on that time we shared you know in Costa Rica. So yeah, friendships were developed from that. (P5)

*Cross-departmental collaborations* resulted from the friendships and interactions among the FLC. In many cases, the opportunity for faculty to learn about each other’s personalities and areas of expertise led to collaborations in research, teaching, and other professional responsibilities. P1 remarked, “It’s not all about the productivity in terms of the academic stuff [on the trip]. It is about relationships. Because those relationships can lead to collaborations, could lead to improved quality of life, all those things.” P3 stated:

What it is, is you have a more, a better awareness of what’s out there and who’s interested in what. When you have an idea for a grant or a class or for an experience, you know who to go to and talk to, or you can ask them for who could I talk to in your unit that might be interested... There’s faculty [who have] some really fascinating things and have some really cool interests and we just don’t know.

P3 continued, “This has impacted me by showing me that experiences like this are very useful for building or enhancing the quality of collaboration that is possible amongst faculty.”

This college-wide program not only resulted in many collaborations, but specifically cross-departmental collaborations. One respondent (P1) from agricultural education was collaborating with a respondent from poultry science on an initiative that funded two graduate students. The same respondent from agricultural education also notes collaborating on grants with a faculty member in plant pathology and other grants with a participant in horticulture and vice-versa, explaining, “If I hadn’t gone on that trip, I probably would have never met that guy, wouldn’t have known exactly what he does. He wouldn’t have known what I did.” One respondent in poultry science taught a course with another peer from the FLC [who did not participate in the study] “before he/she took another job.” A faculty member in food science spoke of a grant writing collaboration with an

individual in plant science, and his/her collaboration with individuals from agricultural education and food science on a funded grant from the US Department of Agriculture titled, "Training National Needs Fellows to Produce Healthier Foods." One participant described collaborations with a faculty member in the same department, agricultural education, and another one from food science.

[Another program participant] and I now are writing a paper on experiential learning. The reason why [he/she] started thinking about the scholarship of teaching and learning was because of this participation and discussions on scholarship of teaching and learning. (P8)

[P7] included me in the teaching grant... I don't think [P7] would have included me if [he/she] didn't think what I could contribute from a teaching perspective was valuable. Well if [P7] considered what I can contribute from a teaching perspective is valuable, it means that what he got from this trip was valuable. (P8)

An unofficial *campus support group* resulted from the program, enabling access to new resources and facilitating *validation of own scholarship*. P1 argued, "You know that you got a support group of folks on this campus, that you're not alone as you're working through stuff. It's a great thing." P6 and P1 acknowledged:

I kept in close contact with the members of the group that went so that has been a good, a positive, in terms of career wise here, in terms of getting support... P8 has been extremely helpful with the class that I have. So you know that interaction with [him/her] giving me insight into what to do. You know [he/she] read over the syllabus. P8 has taught in my class. (P6)

It really has impacted my teaching. It's convinced me just from some of the comments of some of the colleagues that I went on that trip with, that I am doing some innovative stuff in what I'm doing in my teaching. And I used to just think that I was just kind of crazy and I'm doing it this way because that's how I do it. But that it's appreciated by other people and I like that validation. (P1)

The *internationalization* of courses was an essential outcome of the program, as the program objectives sought, but the method and intensity with which courses were or are being internationalized vary throughout the cohort. The RLO was implemented in the program design so participants would complete the program with at least one lesson that could be directly implemented in their courses. While five participants claimed to have integrated the *original RLO* into their courses, only two respondents (P3 and P5) continue to use the *original RLO*. P3 developed nine RLOs and noted:

I am able to present an aspect of tropical morphology or environment or uses of plant materials in the tropic jungle to my class every week... There's a whole window that opens up and [students] begin to realize that the tropical plants that we sell here and use in interiorscaping is actually an industry that supports families and is in an integral part of their concept of agriculture in Costa Rica. So [the students] love it. It's a different world. (P3)

P5 commented on the RLOs:

Very useful and very pertinent and still even after five years, they are very much useful to me ... I have used for two years in the online, because that's how long I've been teaching online. Before I used to just assign it to my students and they would all you know access it on their own time.

However, developing the RLO and gathering content, photos and videos, was a beneficial activity to help faculty think about best ways in which they could integrate their international experience into their curriculum. The majority of respondents continue to use some of the *components of RLO*. P4 "tweaked it quite a bit" and P3 commented the RLOs were "useful and we have them and we still use them in class" but later states, "I don't use [the RLOs] to the full extent of their capacity." P6 used them for his/her freshmen seminar course "in the same form, just because it fits right in" but stated his/her "[in] other classes, it's more modified."

More commonly, respondents spoke of bringing *stories* from the trip into their classrooms. P1 stated, "If I hadn't had gone on that trip, I wouldn't be able to share that story." P3 argued that "if you can tell a student a story about something that you actually experienced, an anecdote that fits sort of what you're trying to teach, it's very impactful." P8 continued with the value of these experiences: "To have stories to demonstrate to the students why that global mindset is important."

Two *new courses* were a direct result from the program. P6 developed and has been teaching an undergraduate course, mentioning, "The second part of the program was to integrate, you know, international agriculture into classrooms and from that I've actually designed a whole new class." He/she now teaches a 3-credit course related to international agriculture and culture and has led a short-term study abroad to Costa Rica for five years (secondary data). One of the participants who had no international experience prior to the program, co-led a one-week service-learning course to Scotland during 2016. A fellow participant commented regarding P1's new course: "I'm not saying that it's related but what it is is that P1 went from not being abroad to suddenly someone who's had an experience abroad and wants to do it again."

Initiatives for internationalization are ultimately targeting students as the final recipients of course internationalization efforts. By incorporating these international experiences into their courses, respondents perceived many *student benefits* to these additions. P5 stated, "I do believe my students have gained a different appreciation and also a different perspective." P3 continued similarly, "[The lessons are] making them really competent for working in a global system." P2 argued:

The students are definitely impacted [by the lessons]. Clearly, clearly, clearly. Most of them have never stepped foot in a foreign country. They have no idea other than travel magazines what the tropical forest looks like, much less how people actually farm or raise cattle or grow wood products anything of that nature. No clue. And when we show them pictures of Costa Rica for example... And so little things like that they immediately realize, wow this is totally different from where I grew up and where I go to school and what my school looks like.

*New/broader perspectives* are divided into the three sub-themes of growing *personally*, *content area*, and *teaching*, but all are ultimately interrelated. P3 grew *personally*, stating, "The personal growth, the ability to see something in, we see real things here but to see a disease happen, an impact, in a place where you go, wow, what we do is really important." This comment related to growth in his/her content area, as well. P5 claimed a similar experience and declared, "It allowed

me to grow professionally and to use this experience and really enrich myself as a person but also professionally.”

Growth in perspectives a faculty member’s *content area* did often help them to think about *teaching* differently. P2 claimed:

That’s far better and far different and far more beneficial to the students to see you know a broader perspective than what I was before I had that experience. You know. My vision was limited. Now it’s a little bit broader.

The experiences from the program added to faculty’s levels of pedagogical and content knowledge, with P6 stating, “I mean the most relevant impact was just... opening my eyes to an alternative way to thinking about... um you know, education. You know sometimes you don’t know what your interests are until you try something new. Similarly, P4 mentioned, “You see it on the news, but there is really nothing like being able to experience it yourself and talk to those individuals who actually work in that area. And get a better understanding of what they do.” The program leader/participant spoke of the philosophy for the design of the program stating,

It was a process to help people focus and think about teaching in a specific way... And for me, being a better teacher is having a global mindset, having the students have a global mindset but also focus on a, a 360 [degree] teaching, right. Its experiential learning and it is group discussion and it is, so it has more value than learn by heart these food science things. So it was a way to help people think about teaching in a different way.

Growth *personally* and in *teaching* resulted for P4. For P4, the program led to involvement in international partnerships and a new research direction. This early career faculty member stated:

I’ve been working with several colleagues working on this minor cereal crop. And that, you know, this trip *really* has kind of increased my interest in doing that, because even before then I was working on major crops like soybean and maize and things like that, that are you know central to the US. But because of this project, my interest in smaller, minor crops in you know smaller countries has grown my interest... I felt if I could work on some of these minor crops, it will have huge impact on, as I mentioned, not only the [smallholder farmer] that’s working on these smaller crops and these smaller countries, but it makes, it gives that bridge. (P4)

P6 stated the program opened doors to possibilities and ideas for *participation in similar opportunities*, in which he/she was involved. Through increased personal international involvement, P6 articulated that he/she was much more likely to promote international experiences to students when in the *student advising* role.

I advise a lot of students. You know I am more likely to suggest that they do study abroad, that they take opportunities to do international you know, international experiences and stuff like that. So I guess in terms of advising, I’m a little bit more pushy when it comes to study abroad and stuff like that because I can see the advantages that are associated with it. (P6)

## Environment

Faculty had an overall perception of a supportive environment for internationalization, with support factors such as a qualified graduate student supporting RLO development, FLC support on campus, and an *implicit* expectation from the university and college level to integrate global concepts. P5 described, “There is not only an appreciation but there is also an expectation. But as far as specifics are concerned, we are left to design our own experiences and pursue those opportunities ourselves.” P3 also mentioned this existing expectation and importance of global engagement at the institutional level, he/she declared, “Others may not share my opinion but I’ve always felt like the college, the university as a whole, it is making international engagement a priority and I don’t have any real evidence to suggest otherwise.”

Faculty who met program expectations and continued to internationalize their curriculum have support and recognition from their direct supervisors, their department heads. P2, who developed nine RLOs and continues to use them in his/her courses regularly after six years, noted he/she received departmental publication credit for the development of the RLOs.

I got high impact off of this. All of those RLOs were refereed in a sense. They were reviewed by peers. It counted as publications and because we use it literally as part of the curriculum that’s built into the University of Georgia syllabus. That’s a legitimate educational material we’ve generated. (P2)

P6 is now teaching a new international course, which is not directly related to his/her discipline area, but expresses the support given by the department to do this nonetheless. P6 revealed, “My department head is very supportive so that’s been, I mean, I teach a non-[his/her discipline] class, right, so that’s a lot of support from the department.”

Alternatively, other faculty members felt they had *support* from their departments, but when it came to actionable support and recognition, they were faced with a challenging environment. The faculty member who participated in an alternative sub-program (not in the Costa Rica cohort) expressed general concerns of untenured faculty even if not necessarily his/her own:

Let’s be honest, I think more international experience would be great. But it is having the support. Being told that you can do this international experiences and not, quote-unquote, get in trouble for it. That’s big. So I went to a conference and had asked about similar experiences like this and a department head at, no college dean for a college of ag at the public university, essentially told me, do what your boss told you. Do what’s in your appointment. Once you get tenure and you get the job a little bit more secure, then you can go outside and do some of these experiences. And so I think it’s easier for tenured and full professors to do this.

He/she continued later with this conflict between international involvement and the lack of professional reward given for these efforts from the perspective of untenured professors, in general and articulated, “If I can’t directly apply [this new international activity] to my research and teaching and its just a great experience but how’s that going to help me get promotion and tenure?”

## Individual

All respondents went on the trip with plans of sharing their experiences with their students after returning home. When asked, “*How did you come to participate in*

*the program?*” all participants, without probes, mentioned some intent to internationalize their courses. P1 remarked,

I thought, I can really become a better teacher as a result of this trip.” P2 recalled, “I also had an opportunity for the development for those kinds of [global] materials for my own classes here and be able to interject a broader understanding of tropical plants to my students.

P4 and P5 described:

I really wanted to get an international perspective, as well in regard to how rusts are managed in countries that deal with them that have smaller agriculture programs and then be able to compare that to what we do here in the US, which are you know the larger crops. And so, I was really interested in being able to experience that myself and then be able to come back and integrate that into my class and talk with the students about that perspective. (P4)

In the process in developing the course, I was really wanting to produce an aspect from different cultures. How different cultures have approached healing and medicine and recognizing that different parts of the world do not have the access that we have to medications to pharmaceutical drugs and even really medical, professional health. So recognizing all this, I wanted my students to have exposure and really an appreciation of how herbs, spices, and medicinals have impacted history and how they have come about to being 21st century and again bringing all the aspects to the whole course. (P5)

### Discussion

Given the nature of theory-based, qualitative inquiry, the semi-structured interview questions and data analysis were continually referring back to how findings were functioning within triadic reciprocal causation (Bandura, 1978). As the main purpose of the program was to prepare faculty to internationalize their domestically-based content courses, internationalization is the central *behavior* for this examination, as well as student-focused international activities (see Figure 1). The program faculty and their associated characteristics are representative of *person*, with the University of Georgia, including the associated college and departments, representative of *environment*. A limitation of the study included the absence of data from the three faculty who participated in the program but did not participate in the study. The researchers cannot assume these individuals have similar perspectives to their cohort peers; however, some study participants mentioned the involvement of these individuals in the program, continued relationships with them, and/or post-program research collaborations.

According to the data, faculty did internationalize their courses, but the degree and longevity of these internationalization efforts varied greatly among the respondents, ranging from very high to very low degrees of continued internationalization after the six-year period. Two of the five respondents claimed to have used their RLOs *as is* in their courses and continued to do that after six years. Of the program participants who were interviewed, nearly one-half are heavily engaged with teaching-related global activities while the others were not. The other faculty claimed internationalized components of their courses up to the present. Triadic reciprocal causality (Bandura, 1978) enabled us to examine other factors that positively influenced or hindered the success of internationalization and offer insight to the wide-ranging variance among faculty behaviors.

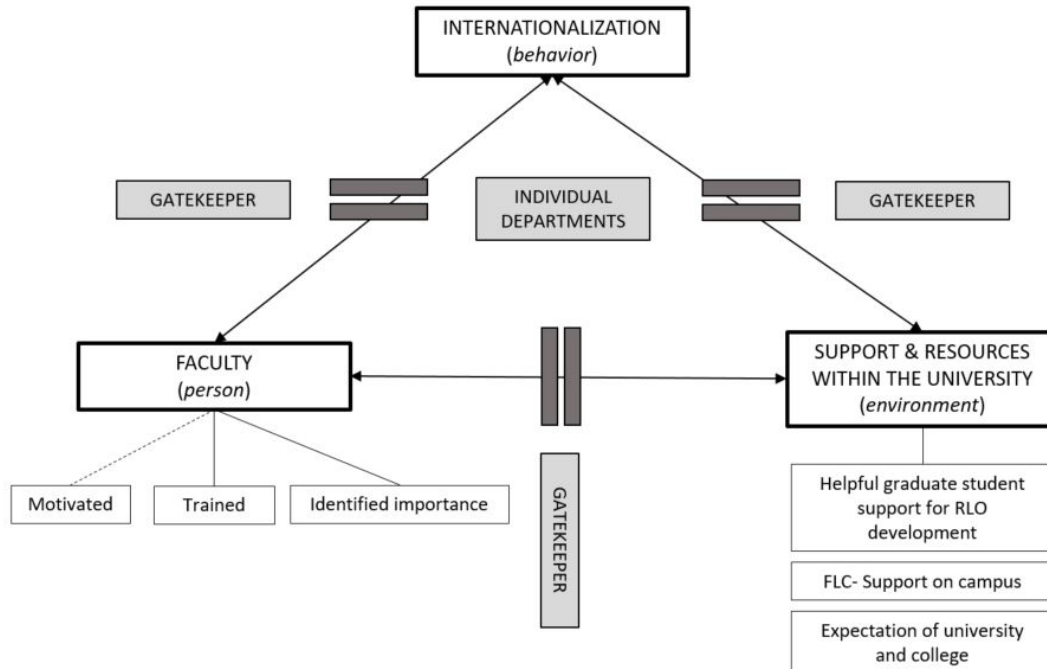


Figure 1. Internationalization in Relation to Triadic Reciprocal Causation (modified from Bandura, 1978)

Nearly all faculty responded positively in regard to their personally identified importance of internationalization and its *cause* and wanted to bring global aspects into their classroom when asked the open question, “*How did you come to participate in the program?*” They also perceived the program provided them with basic training overall. A limitation may have emerged with participants responding in ways to please the inquirer. But, overall, a value of importance on internationalization were experienced by the faculty participants. Faculty also received training through the faculty development program, thus, additionally contributing to the *individual* (see Figure 1). However, motivation to internationalize varied depending on their departments’ support, primarily in the area of tenure and promotion and professional assignment, ultimately determining the amount of time and priority placed on international activities and classroom internationalization.

Faculty overall spoke positively about the graduate student who helped them develop the RLOs during and immediately after the program and having support from the FLC on campus, particularly for the first two to three years after completion of the program. However, given the difference between those faculty who were still heavily involved in international activities and internationalization and those not are largely dependent on the support, or “support,” from their departments to do such activities. It was found that individual departments, within the context of *environment*, were ultimately the gatekeepers of curriculum internationalization for faculty (see Figure 1). Departmental support and credit strengthen participants’ motivations toward internationalization efforts. The varying degree of departmental support either strengthens or weakens faculty members’ motivations to spend effort and time on internationalizing their courses.

Triadic reciprocal causation (Bandura, 1978) provided a lens to develop an understanding of tri-directional influences that either support, or hinder, the success of internationalization efforts. Given the three main long-term impacts identified by the faculty in this program—peer

relationships, internationalization, and new/broader perspectives—the authors offer related conclusions and recommendations that would likely strengthen the success of the prioritized behavior: Internationalization of university curriculum in colleges of agriculture.

### **Conclusions and Recommendations**

Through an inquiry of participants' perceptions and activities after the completion of a faculty development program for internationalization six years ago, the findings from this long-term assessment relate to the design of the program and the environment in which faculty were functioning. Aligned with the objectives set by the program, faculty did complete RLOs from their experiences, but after six years very few are continuing to use them in their original form. Instead, most faculty were using separate components of the RLOs in their courses. Therefore, the practice of gathering material and developing an RLO was helpful to start faculty members' thinking process, but faculty training on the integration of global concepts needs to go beyond the development of a single RLO, as it did in this program, as internationalization is flexible and dynamic according to the classroom environment and course content.

One suggestion for improvement faculty gave was sharing completed RLOs and post-trip teaching experiences with the FLC, an activity not formally done during the program. It is important for faculty to keep working together after the trip to put knowledge and experiences into teaching. One study suggested that “continuing to work together after the trip to incorporate international experiences into teaching, develop curriculum, design learning opportunities for students, and refine teaching strategies, is of foremost importance to translate faculty global competence into teaching practice and student learning” (Harder et al., 2012, pp. 25-26). Even though the Costa Rica FLC remained in contact two or three years after the program concluded, it had virtually dissipated. Developing and maintaining a sustainable FLC would help support internationalization in the long-term. Petrone and Ortquist-Ahrens (2004) explained that the FLC facilitator must ultimately transition his or her role of “champion, coordinator, and energizer” (p. 64) to the other members of the FLC to promote its sustainable existence.

An important finding of this study was the effect departments' support or indirect discouragement of internationalization or international activities hold on faculty, ultimately either stimulating or reducing their motivation to internationalize. Departments may idealize international involvement, but essentially the lack of active and direct support limits what faculty do and the motivation they have to do such. Further studies could address this gatekeeper role of departments and the methods by which departments could support internationalization through action. For example, departments should place increased attention on and reward for curricular changes, such as internationalizing their courses, in the promotion and tenure process and should provide curricular support initiatives (Hubball & Gold, 2007). At the same time, it is important to note that departments often receive a trickle-down effect of institutional pressures, such as ensuring faculty meet the promotion and tenure requirements. Rather than placing blame on department heads, greater university- and college-wide efforts should be initiated to support departments in conducting university-wide initiatives to prepare globally prepared students.

According to the program's objectives, faculty were to develop favorable attitudes toward global academic activities. From the long-term findings, this objective was met positively with faculty internationalizing their courses, developing new internationally focused courses, conducting international research, participating in similar programs, and advising students to partake in international opportunities. Hand et al. (2007) and Roberts et al. (2016) found similar outcomes related to the stimulation of future international involvement. However, it is uncertain as to how this program specifically contributed to these favorable attitudes. The respondents claimed

to have a high interest in gaining international experience and wanting to transfer it to their students at the start of the program.

The final two objectives of the program focused on the change of students' attitudes and knowledge toward a Latin American culture and global aspects of their disciplines. Although faculty perceived their students impacted positively as a result of this program, their perceptions provided just one account. Schuerholz-Lehr (2007) noted the need for more studies on internationalization to go beyond faculty perceptions and include student interviews and classroom observations to further outline the intensity and extent to which faculty are truly internationalizing their courses. Nevertheless, the broadening global perspectives of faculty, particularly in their content area, has been shown to positively affect the perspectives of their students (Sandgren et al., 1999).

The strengthening of peer relationships, and the subsequent outcomes, was the most significant impact of this program. This experience led to cross-disciplinary faculty bonds, including technical and social sciences collaboration. In stimulating an institutional environment for successful and sustainable internationalization efforts and interdisciplinary collaborations, institutions need to enhance activities at the institution for purposeful relationship building. This program was one such example, as faculty gained knowledge of the topic in focus while building valuable peer relationships.

### Recommendations for Future Research

Future research should expand the scope of study beyond faculty perceptions of internationalization. Student perceptions through individual interviews and/or focus groups and classroom observations are needed to better understand how faculty are internationalizing their courses as a result of faculty development programs. Through these approaches, a broader conceptualization may be gained regarding the modes and methods of internationalization being implemented by faculty and the subsequent impacts on the intended beneficiaries, i.e. the students.

Furthermore, future research should have increased focus on the roles of departments in stimulating or hindering the success of internationalization efforts. Through the perspectives of department heads, an exploration of the associated culture related to internationalization narratives could provide a deeper understanding of the pressures and expectations they face, the ways they view globalized education, and the values and actions they support to promote or hinder internationalization in their departments.

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