Internationalization of the Curriculum through Faculty Professional Development

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Introduction
The Russia/Ukraine National Security Education Program (NSEP) was created in 1999 to enhance the language, cultural, and technical agriculture skills of participating faculty and students. Between 1999 and 2005 eighteen faculty members from six U.S. land-grant institutions participated in this federal grant-funded program. Participating U.S. faculty taught one 3-credit course in either Russia or Ukraine during a one-month stay at the host institution. The course was taught to both local and visiting U.S. undergraduate students in two eight-hour days per week. Non-class weekdays were utilized for group study tours and faculty-student interaction.

Purpose
The purpose of the study was to examine the self-assessed influence of faculty participation in the NSEP on two primary areas: 1) faculty teaching, research, and outreach; and 2) professional development and international perspectives. This poster illustrates the results of the faculty survey and its implications for faculty interactions and professional development.

Information to be Shared
The survey was completed by 17 of the 18 past faculty participants in the NSEP. Faculty were asked to rate their responses to twenty-six statements regarding the program’s impact on their professional responsibilities and growth using a Likert scale model (0-4). Analysis of survey results found that faculty respondents indicated participation in the Russia/Ukraine NSEP had a positive impact on their teaching, research, and outreach; as well as their professional development and global perspectives. Particularly high scores were given for survey items...
relating to the enrichment of teaching practices ($M=3.73$), the intellectual value of the experience ($M=3.82$), developing the respondents’ sense of globalization ($M=3.76$), and openness to future international involvement in professional work ($M=3.94$).

**Conclusions**

Faculty participation in programs similar to the Russia/Ukraine NSEP can improve professional development and increase international perspectives of faculty. This growth also has a significant impact on their interaction with students, colleagues, and others in their professional responsibilities.

**Implications**

Faculty participation in programs similar to the NSEP holds potential for the continual improvement and globalization of U.S. institutions of higher education. This change is important in order to effectively prepare graduates to live and work in an increasingly global society, as well as to produce research and outreach efforts relevant to the current U.S. and world situations. Increasing faculty participation in similar international exchange programming can increase their professional development; internationalize the experience of students with whom they interact; and aide in the globalization of their home institution in relation to course subject matter, research and outreach efforts. Additionally, participating educators will come in contact with hundreds of students, and these positive experiences could in turn motivate more undergraduate study abroad participation and international awareness.

**Keywords:** Faculty professional development, curriculum internationalization, study abroad programs