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## Toward an Understanding of Georgia Faculty Internationalization Perceptions

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# Toward an Understanding of Georgia Faculty Internationalization Perceptions

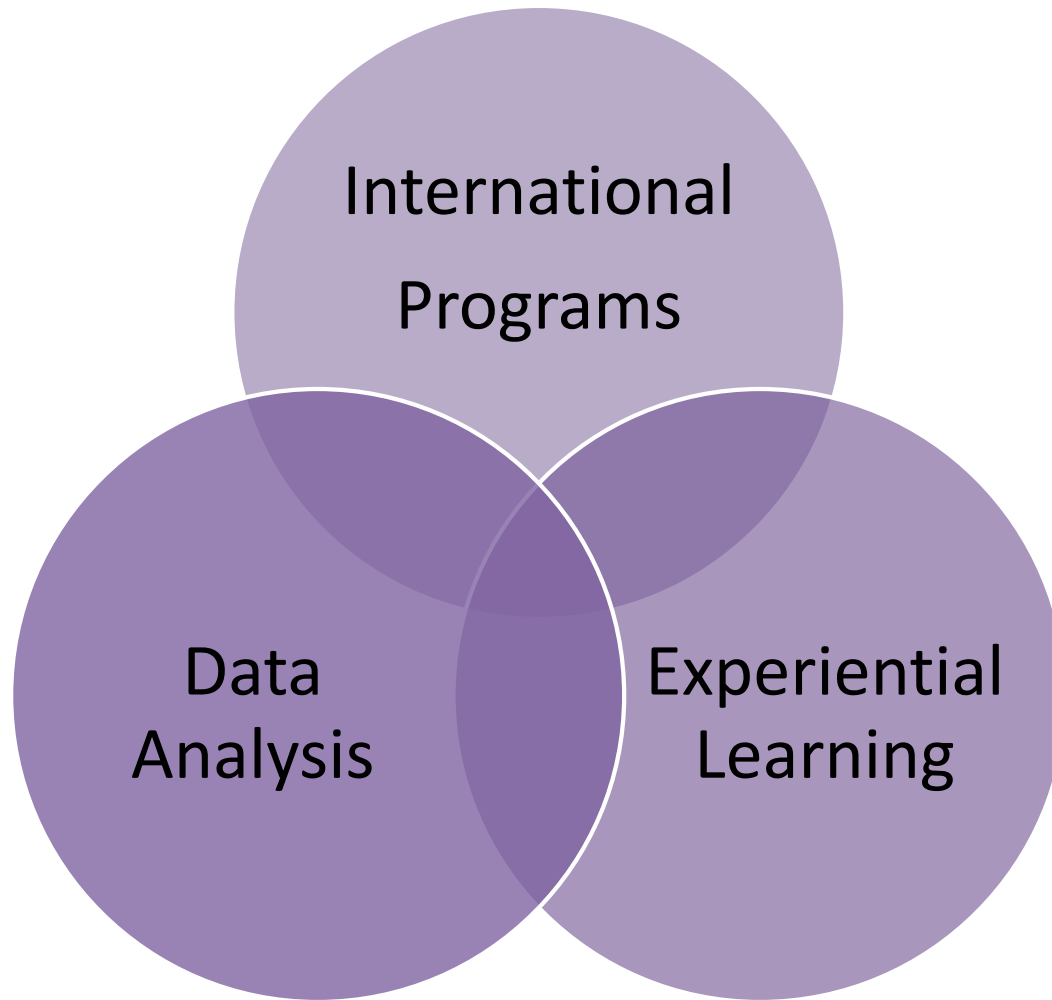
John Girard

Laura Thomason

Chris Tsavatewa



**Middle Georgia** State University  
GERA 2020



# Faculty Internationalization

“The ultimate purpose behind internationalization is better connection of institutions to a changing local and global environment and providing more relevant service to society and clientele under these changing realities. Internationalization can be a means to prepare graduates for life and work in a global market of products, services, and ideas”

John Hudzik (2011)





# Faculty Internationalization in Georgia

- As of January 2018, 50% of USG institutions had an internationalization plan
- 31% had an international component in their strategic plans
- Informal survey of USG institutions in 2015 suggested that the majority do not “count” internationalization activities when evaluating faculty members for promotion and tenure
- The system’s and its component institutions’ mixed and shifting focus is in keeping with studies that suggest a disconnect between high-level strategy and ground-level tactics.

# MGA as a Lab

- As a five-campus, 8000-student institution with a blended mission, Middle Georgia State University is an ideal laboratory for studying Georgia faculty attitudes toward internationalization.
- Our breadth of degree offerings, diverse student population, geographic reach, and institutional history, MGA is an ideally representative institution among USG system schools and thus an ideal laboratory for the scholarship of teaching and learning.



# Research Methodology



Our project focused on the research question:

**Do significant differences exist amongst Georgia faculty members' perceptions of support for internationalization?**

Data exploration methodology, which has been described as “the art of looking at your data, rapidly generating hypotheses, quickly testing them, then repeating again and again and again. The goal of data exploration is to generate many promising leads that you can later explore in more depth” (Grolemund & Wickham, 2017).

# Survey Instrument



**InstSp1:** Top leaders express verbal and written support for internationalization.

**InstSp2:** Institutional mission/vision statements specifically reference an international dimension (e.g. global, international, world, multinational).

**InstSp3:** Top leaders express support for faculty participation in international activities.

**FinSp1:** Adequate funding for international teaching is available.

**FinSp2:** Adequate funding for international research is available.

**FinSp3:** Adequate funding for international conferences is available.



# Demographics



Characteristic	Count	Percent
<i>Gender</i> Female	41	0.56164
Male	26	0.35616
Prefer not to answer	5	0.06849
Undisclosed	1	0.01370
<i>Faculty Status (FacStatus)</i> Fulltime		
Non-tenure Track	8	0.10959
Fulltime Tenure Track	15	0.20548
Fulltime Tenured	39	0.53425
Part-time	11	0.15068

# Professional Experience



Experiences	Count	Percent
<i>International Research (IntRes)</i>		
No	60	0.76923
Yes	18	0.23077
<i>International Teaching (IntTea)</i>		
No	62	0.80519
Yes	15	0.19480

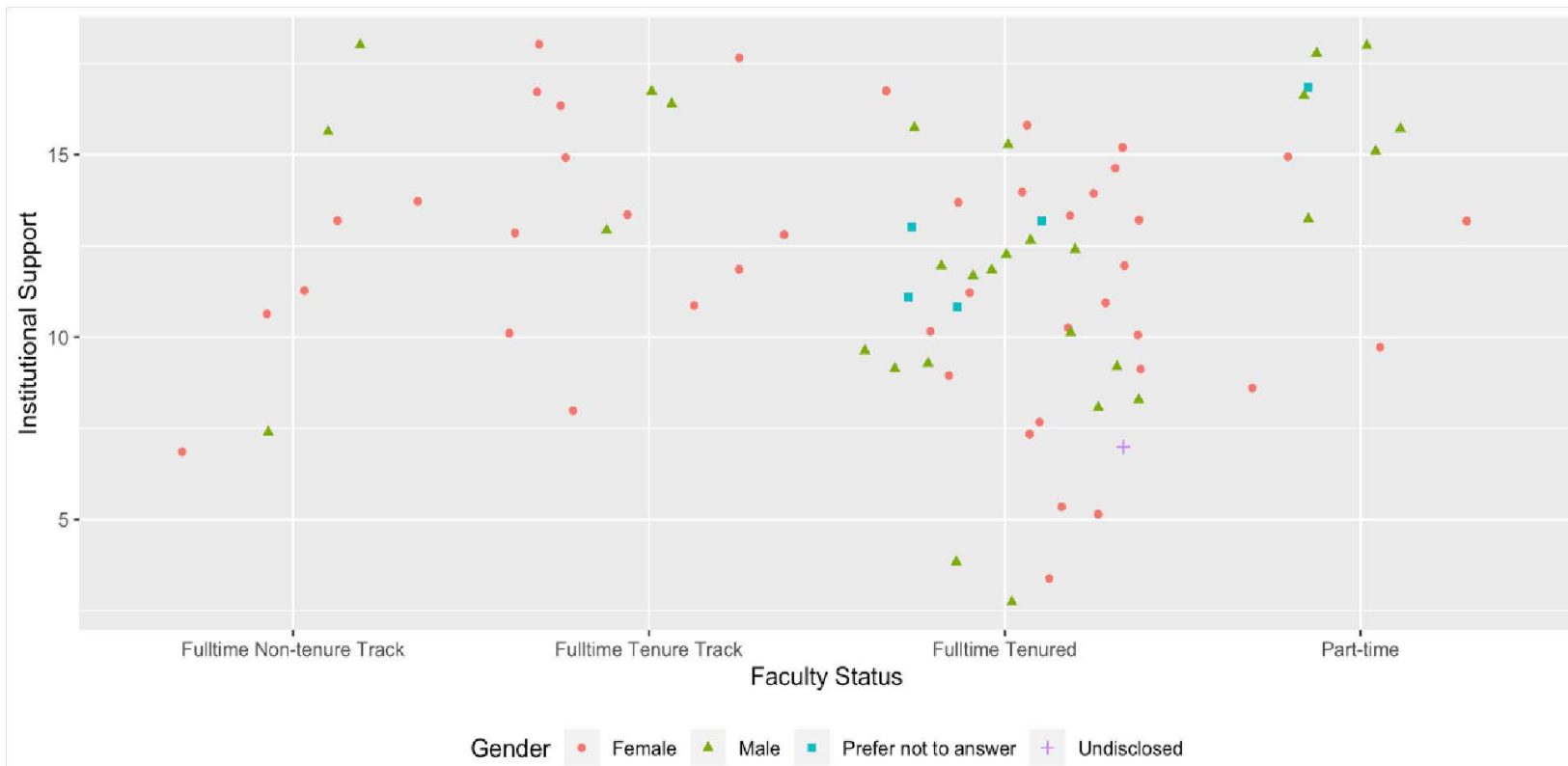
# Relationships to be Considered



	Demographic Characteristic					Professional Experience			
	Gender	Depart	Live Out	Lang	Fac Status	StuEx	FacEx	IntRes	IntTea
Inst Sp									
Fin Sp									
Significance codes: *** = 0.001    ** = 0.01    * = 0.05    . = 0.1									

# Institutional Support - Faculty Status

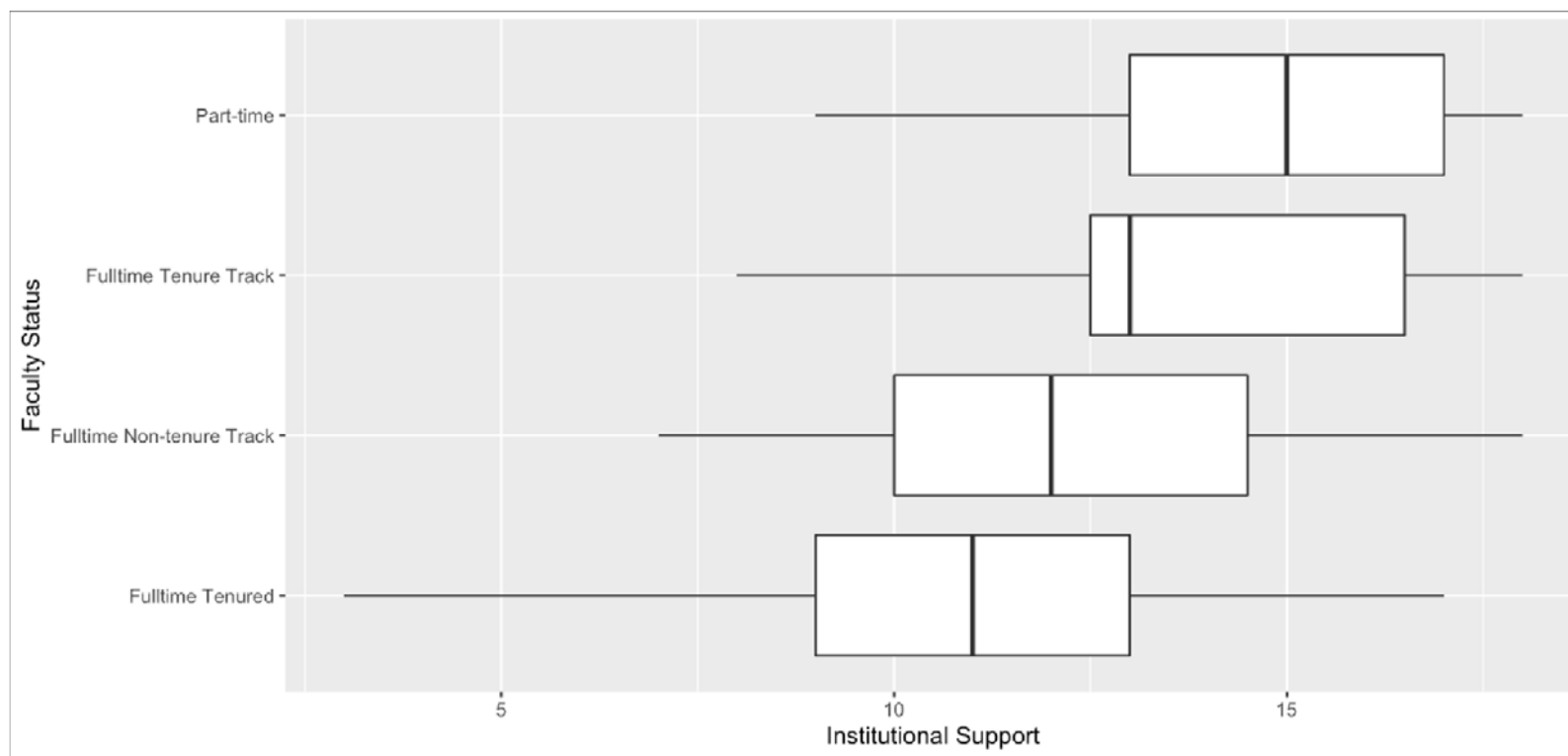
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# Institutional Support - Faculty Status



Boxplot

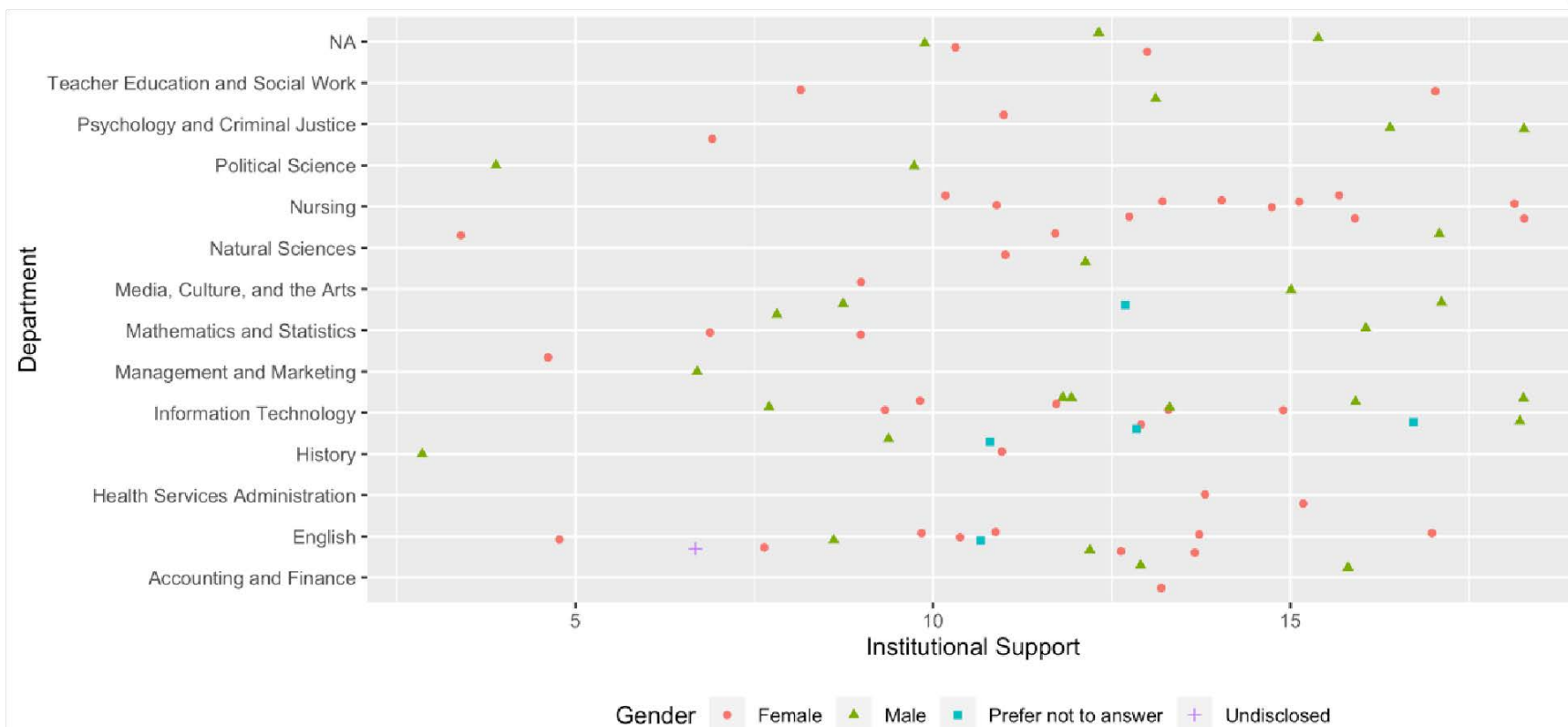




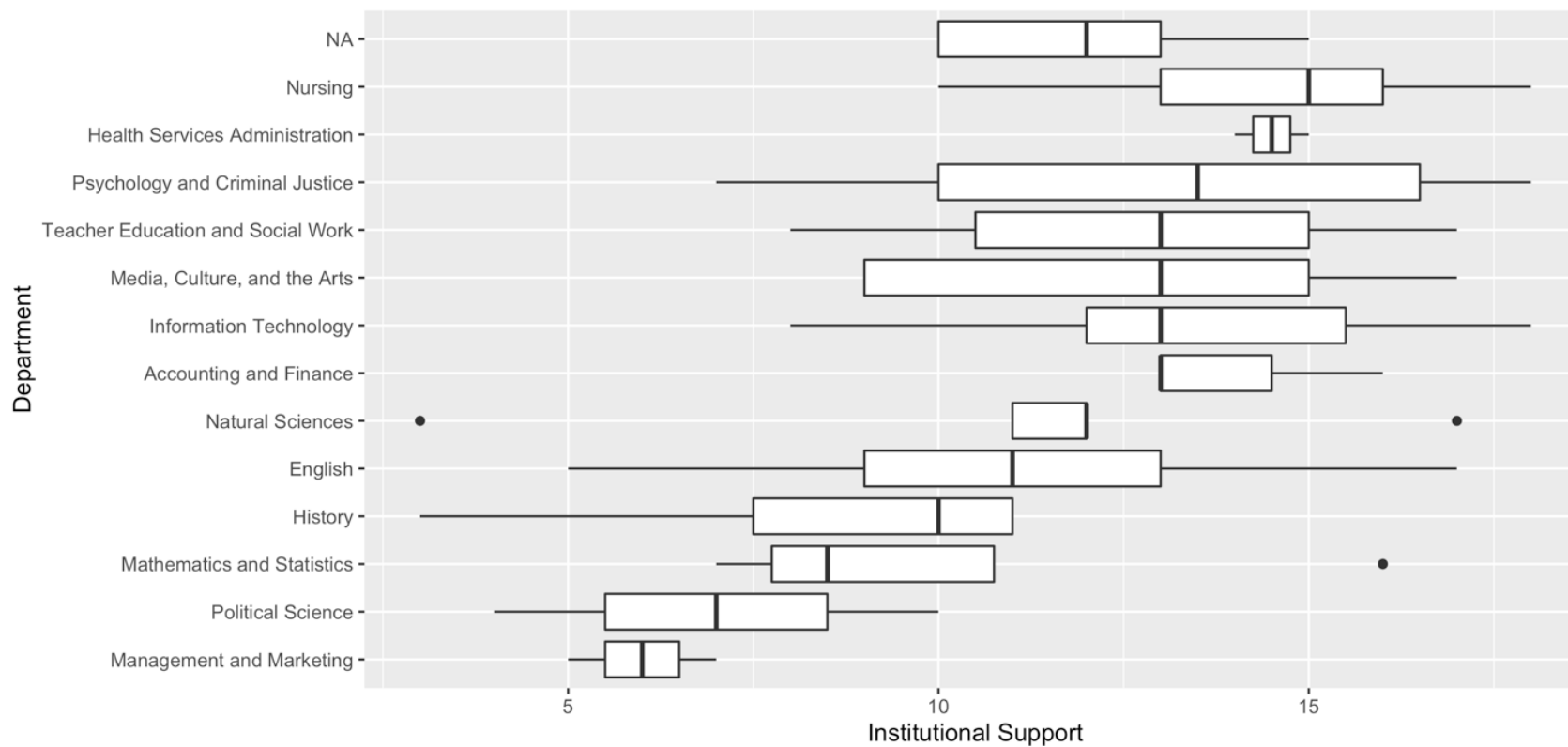
# Institutional Support - Faculty Status

- Visualization suggest a difference worthy of an ANOVA test
- Significant difference in mean Institutional Support [ $F(3,74) = 6.203$ ,  $p = 0.0008$ ] between reported Faculty Status categories
- Post hoc analysis (Tukey HSD) indicate there was a significant difference between Fulltime Tenured and Fulltime Tenure Track ( $p = 0.008426$ ) as well as Part-time and Fulltime Tenured ( $p = 0.004773$ )
- Finding should be developed into a hypothesis for a future project.

# Institutional Support - Department



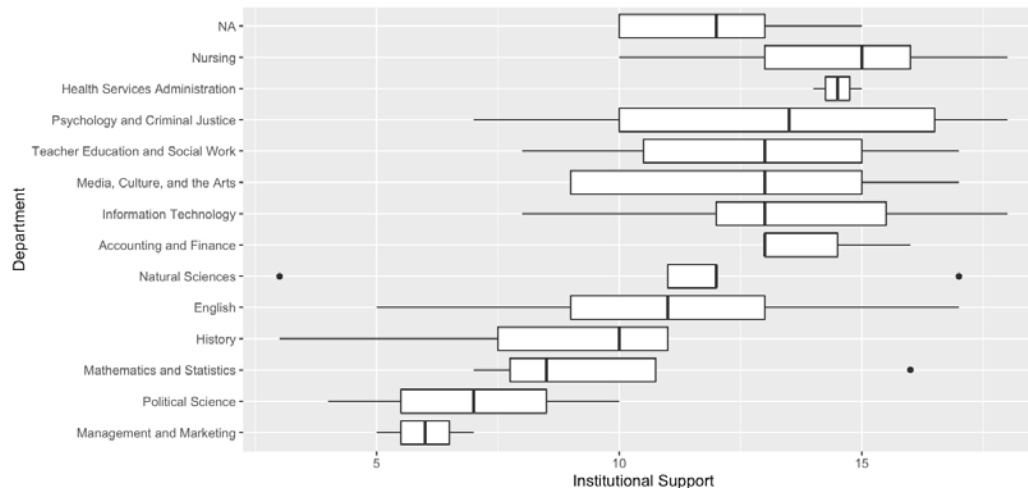
# Institutional Support - Department



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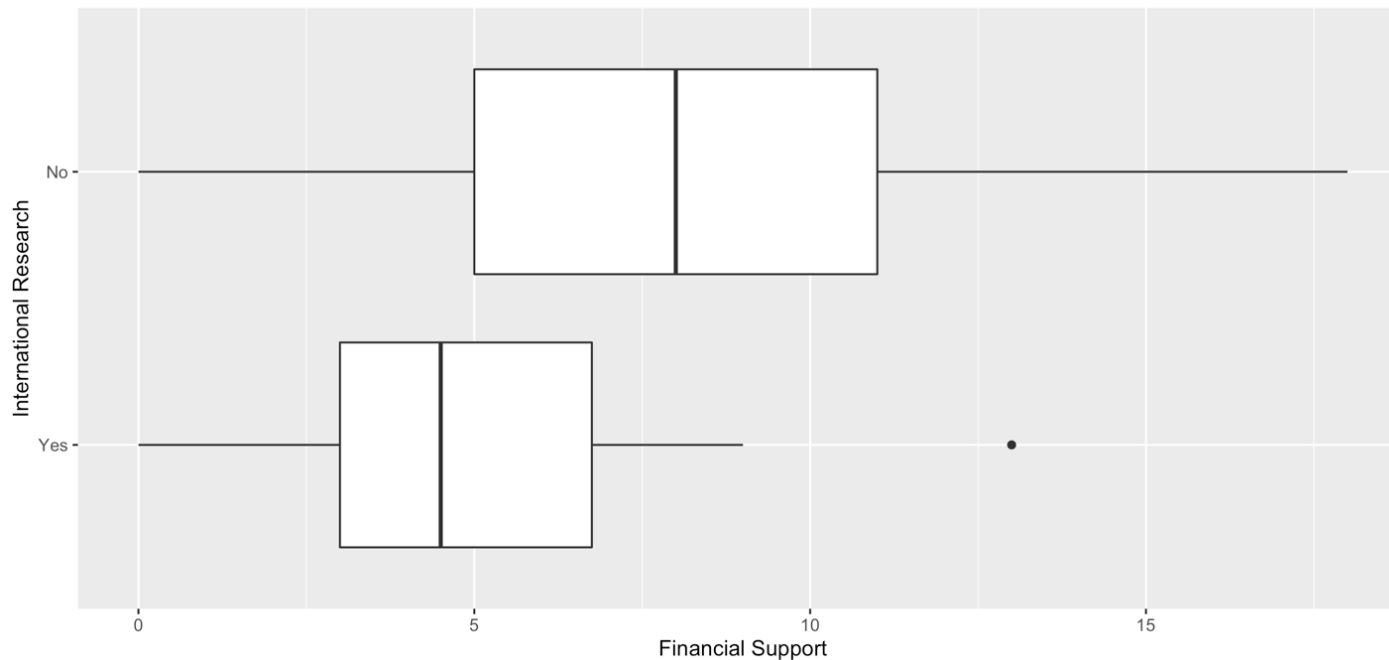


# Institutional Support - Department



There was a significant difference in mean Institutional Support [ $F(12,60) = 2.33, p = 0.0159$ ] between reported Departments categories. This finding should be developed into a hypothesis for a future project.

# Financial Support: International Research



An ANOVA suggested there was a significant difference in mean Financial Support [ $F(1,76) = 8.437, p = 0.00481$ ] for faculty who had completed International Research

# Hypotheses to be Generated



	Demographic Characteristic					Professional Experience			
	Gender	Depart	Live Out	Lang	Fac Status	StuEx	FacEx	IntRes	IntTea
Inst Sp	N	Y*	N	N	Y***	N	N	N	N
Fin Sp	N	N	N	N	N	N	N	Y**	N
Significance codes: *** = 0.001    ** = 0.01    * = 0.05    . = 0.1									



# Resultant Hypotheses

H1: Faculty who have international research experience and faculty who do not have international research experience have the same perception of financial support.

H2: Faculty from all departments have the same perception of institutional support.

H3: Faculty of all statuses have the same perception of institutional support.

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