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Oct 14th, 1:45 PM - 3:15 PM

Faculty Internationalization Perceptions: Comparing Disciplines

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Recommended Citation

Girard, John P.; Thomason, Laura; and Tsavatewa, Chris, "Faculty Internationalization Perceptions: Comparing Disciplines" (2022). *Georgia Educational Research Association Conference*. 36.
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Faculty Internationalization Perceptions: Comparing Disciplines

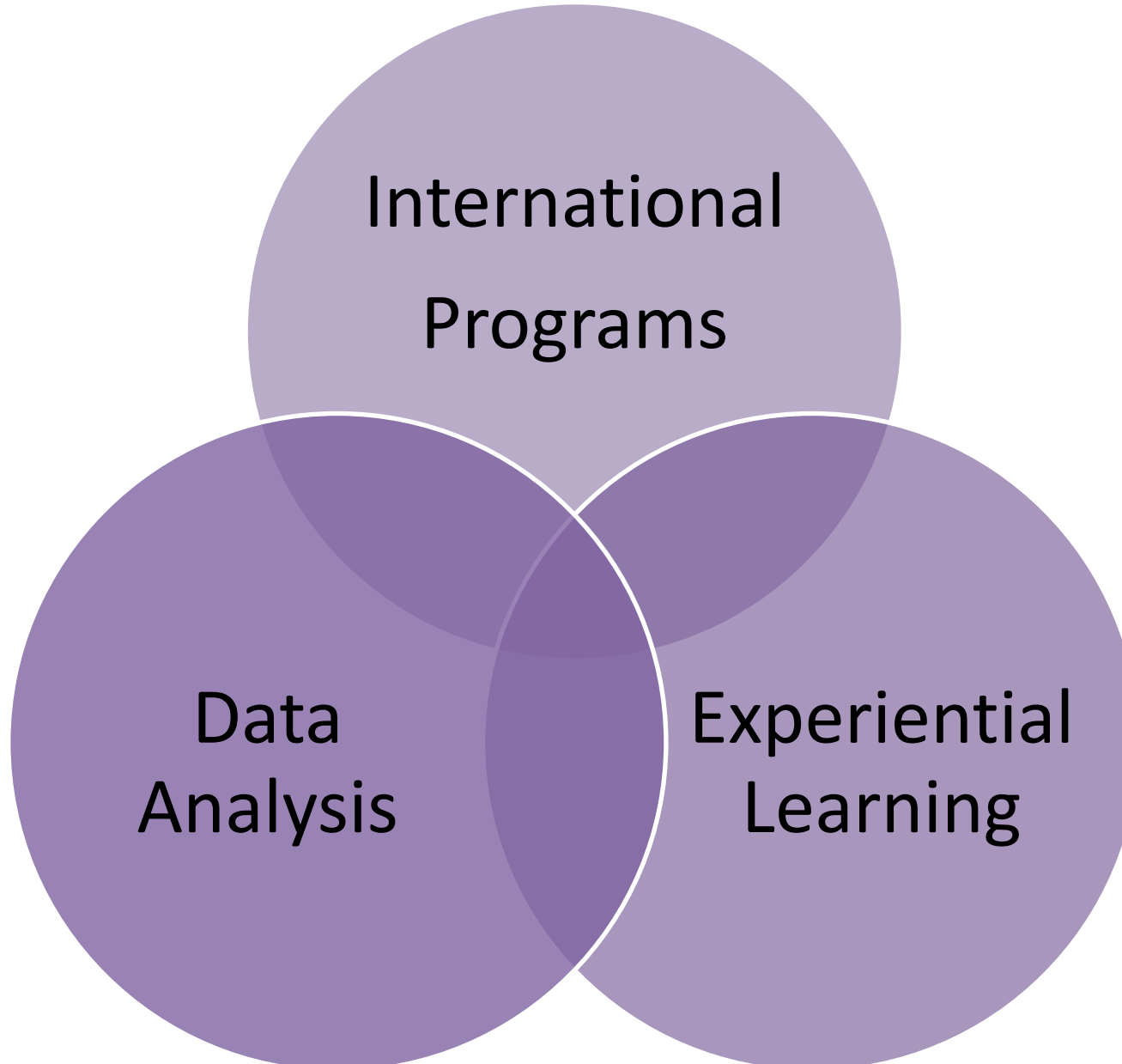
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International Experiences



Internationalization

Internationalization in higher education is “The process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of post-secondary education”

(Knight, 2003, p. 2).

Research Question

Our project focused on the research question:

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



Survey Instruments



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.

Instrument Example

1	2	3	4	5	6
Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree

1. Top leaders express verbal and written support for internationalization.

Strongly Disagree 1 2 3 4 5 6 Strongly Agree

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

Strongly Disagree 1 2 3 4 5 6 Strongly Agree

Demographics and Professional Experiences



Characteristic
<i>Gender</i>
Female
Male
Prefer not to answer
<i>Faculty Status (FacStatus)</i>
Fulltime Non-tenure Track
Fulltime Tenure Track
Fulltime Tenured
Part-time
<i>Speak Second Language (Lang)</i>
No
Yes
<i>Lived Outside Country (LiveOut)</i>
Yes
No

Experiences
<i>Student Exchange (StuExch)</i>
No
Yes
<i>Faculty Exchange (FacExch)</i>
No
Yes
<i>International Research (IntRes)</i>
No
Yes
<i>International Teaching (IntTea)</i>
No
Yes

Relationships to be Considered



	Demographic Characteristic					Professional Experience			
	Gender	Country	LiveOut	Lang	Fac Status	StuEx	FacEx	IntRes	IntTea
InstSp									
FinSp									
Significance codes: *** = 0.001 ** = 0.01 * = 0.05 . = 0.1									

Phase 1 Research Methodology

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).

Phase 1 Findings



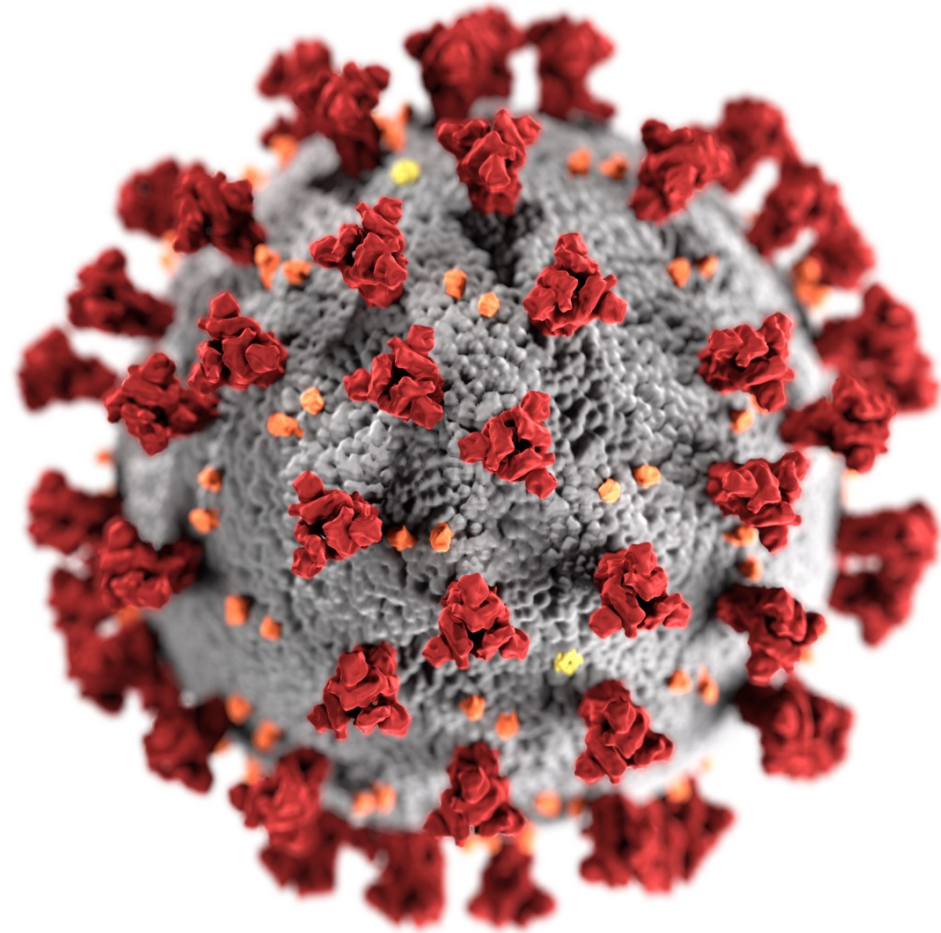
	Demographic Characteristic					Professional Experience			
	Gender	Country	LiveOut	Lang	Fac Status	StuEx	FacEx	IntRes	IntTea
InstSp	N	N	N	N	N	N	N	N	Y *
FinSp	Y .	N	N	Y **	N	N	N	N	N
Significance codes: *** = 0.001 ** = 0.01 * = 0.05 . = 0.1									

Hypotheses Testing (Phase 2)

- There was a not significant difference in mean Institutional Support [F(1,72) = 1.701, p = 0.196] between reported International Teaching categories.
- There was a not significant difference in mean Financial Support [F(1,72) = 0.595, p = 0.443] between reported Language categories.
- There was a not significant difference in mean Financial Support [F(2,71) = 0.91, p = 0.407] between Gender categories

	Demographic Characteristic					Professional Experience			
	Gender	Country	LiveOut	Lang	Fac Status	StuEx	FacEx	IntRes	IntTea
InstSp									N
FinSp	N			N					
Significance codes: *** = 0.001 ** = 0.01 * = 0.05 . = 0.1									

Discussion of Findings



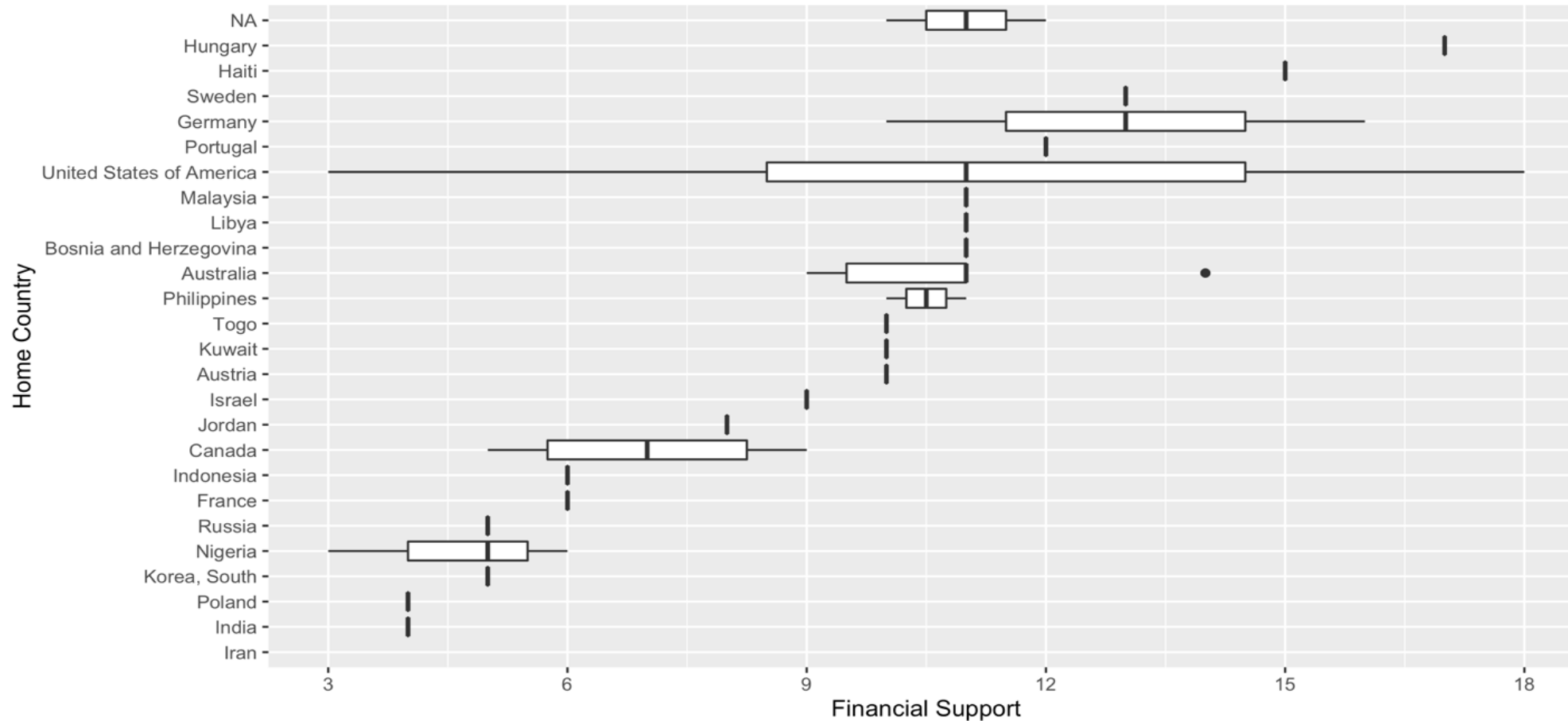
Phase 2 Conclusions

- The primary objective of this project was to test hypotheses generated from prior exploratory research.
- The research team anticipated a statistically significant difference, which did not appear.
- General uncertainty related to the COVID-19 pandemic and response may have contributed to participants' responses.

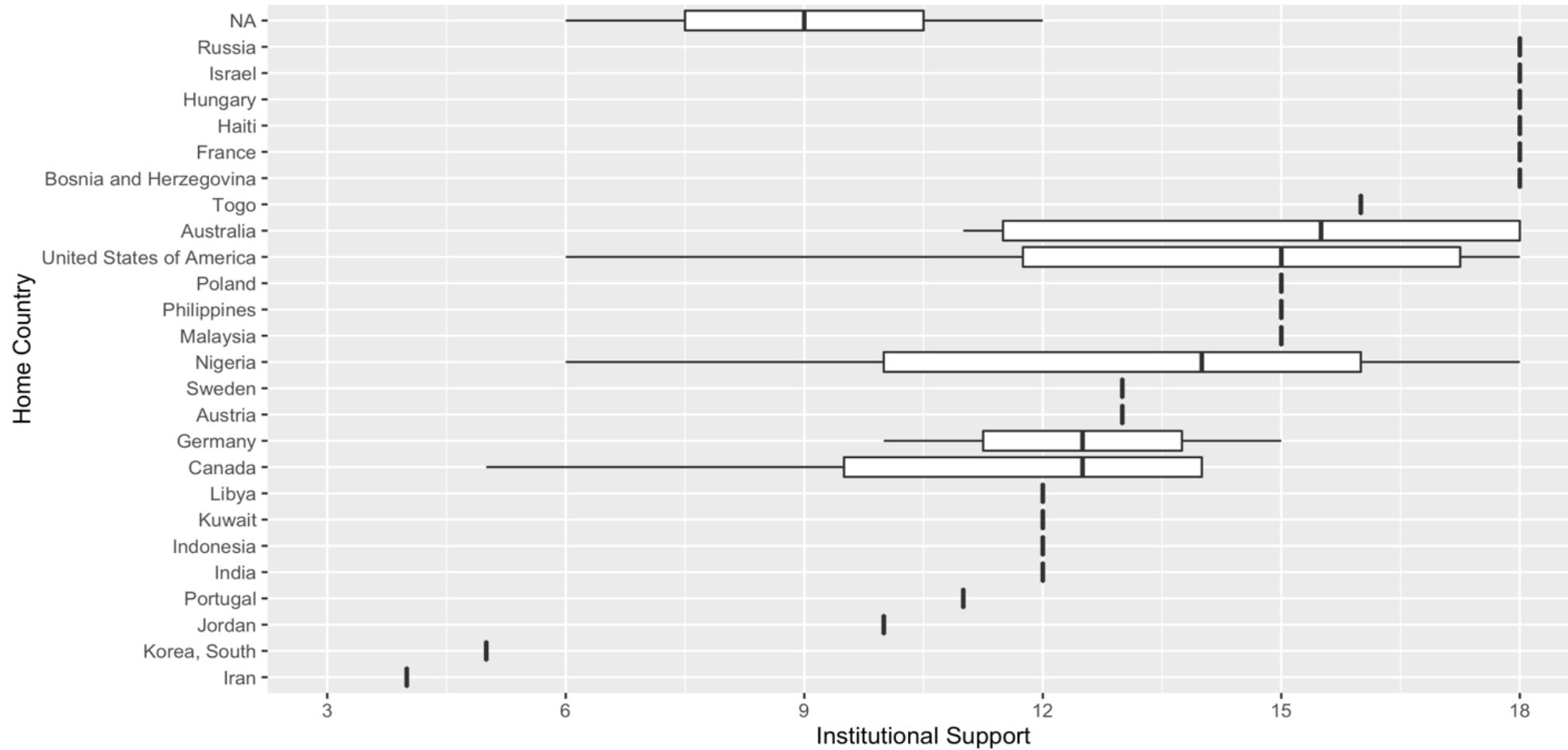
Phase 3

- Based on our Phase 2 realization that COVID-19 may have accounted for the differences between our Phase 1 and Phase 2 results, we wondered if this impact was universal or based on country.
- Specifically, we hypothesized that faculty perceptions of internationalization could be impacted based on country.
- This seemed to be a reasonable post hoc analysis of our Phase 2 data.

Country – Financial Support



Country – Institutional Support



Phase 3 Findings

- ANOVAs suggested there was a not significant difference between countries.
- Despite the lack of a statistically significant difference, we remained intrigued by the visualizations.

Unanticipated Finding



Country of Origin	Count	Percent
United States of America	36	49%
Other	36	49%
Unreported	2	2%

A difference detected in financial support at 0.1 alpha level, [$t(68) = -1.952$, $p = 0.0551$], with the USA mean of 10.833 and the Outside USA mean of 8.972.

Phase 4

The fourth phase of the project refocused the research from looking exclusively at computing faculty as the population to considering whether differences exist between computing faculty and faculty from other disciplines. The timing of the data collection was identical to that described in Phases 1 to 3. Dataset 1 was collected in the first quarter of 2020 and Dataset 2 was collected in the last quarter of 2020. Both datasets were collected after IRB approval. Although the timing was the same as the previous phases, the population was very different.

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.

Phase 4 Findings

Faculty Perception of Intuitional Support

No significant differences was discovered in either the first dataset [$F(4,68) = 1.21, p = 0.315$] or the second dataset [$F(5,80) = 1.3, p = 0.272$].

Phase 4 Findings

Faculty Perception of Financial Support

- Dataset 1: A significant difference was identified in [$F(4,68) = 4.46$, $p = 0.029$].
- Post hoc analysis determined the following differences: SOC - SOAL $p=0.014$ and SOC - SOB: $p=0.024$.
- This was a particularly interesting finding as computing faculty perceptions were significantly higher than their colleagues in two other schools (Arts & Letters and Business).
- Dataset 2: A significant difference was identified in [$F(5,80) = 2.342$, $p = 0.049$].

Margin of Error

With a sample size of 89 and a population of 401, there is a 95% chance that the real value is $\pm 8.41\%$. The sample of 90 reduces the margin of error to 8.35%. Ideally the margin of error would be closer to 5% so we must consider this error as we potentially generalize the findings.

Summary

- Two sets of data were collected and analyzed.
- The first collection was exploratory in nature and was collected in the first quarter of 2020.
- The second dataset was meant to be confirmatory and was collected in the fourth quarter of 2020.
- In hindsight, we now know that the first data gathering period was pre-COVID-19, while the second collection period was mid-COVID-19.

Summary



One of the most interesting findings was that faculty's perception of institutional support for internationalization did not differ significantly from that of other faculty. This discovery was common in both datasets analyzed and is worthy of note.

The researchers believe that, once again, it seems very likely that Faculty Internationalization Perceptions were impacted by the COVID-19 pandemic. Because of the lack of consistent findings, the research should continue during a less tumultuous period.



Questions?



Collaboration



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