

# Internationalization of the Campus and Curriculum Summary of Faculty Survey Data – 2010-2013

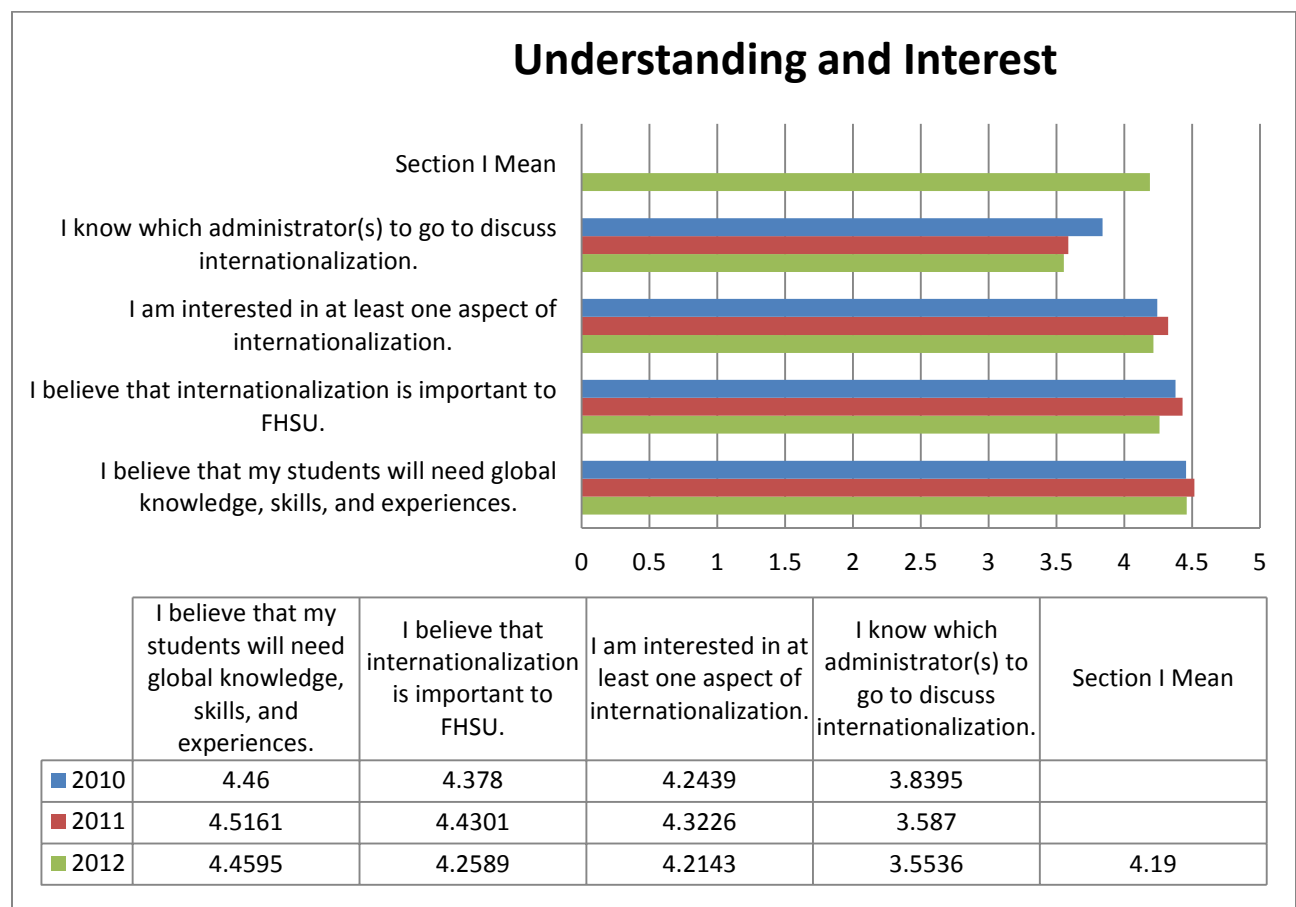
## Overview

In the 2009-2010 academic year, the FHSU Internationalization Team approved an annual survey to be administered to faculty members in an effort to gauge the effectiveness of the university's internationalization of the campus and curriculum efforts. The 2012-2013 survey was the third iteration of this survey of this important stakeholder group for this simple randomly sampled longitudinal study.

Year	Respondents (n)
2010	95
2011	82
2012	112

## Section 1 - Understanding and Interest

The first section of the Faculty Internationalization survey is designed to measure understanding and interest in campus internationalization efforts.



### **Analysis**

Strong positive correlations exist between these three data sets.

<b>Years Compared</b>	<b>Correlation</b>
2010-2011	0.99
2011-2012	0.99
2010-2012	0.99

One data point of interest is the decline of the mean on the question “I know which administrator to go to discuss internationalization” after 2010. Also, in all three years of data collection, the mean on this response has been approximately 10% below the mean of all four questions in this time period.

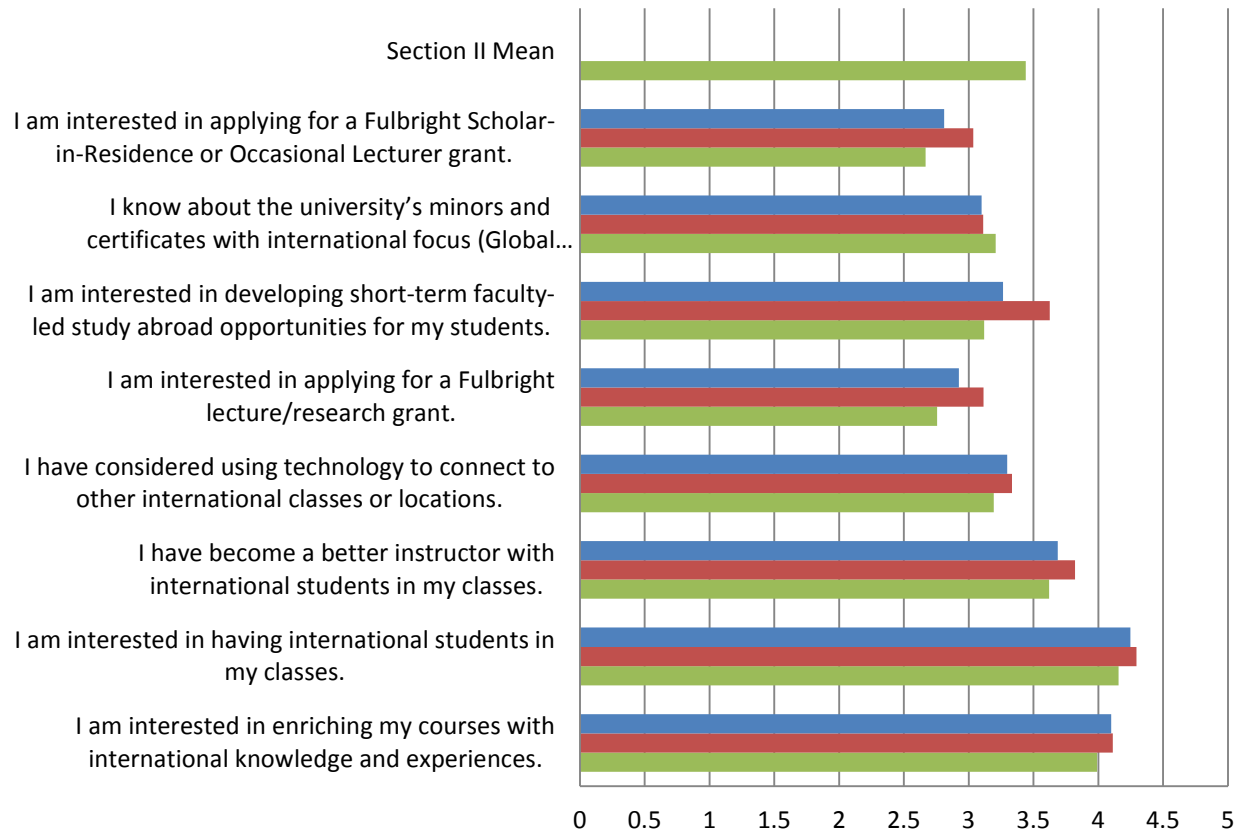
### **Conclusion**

Understanding and interest in internationalization appears to be constant. Faculty members indicate that the lowest value of this section continues to be understanding which administrator(s) to discuss internationalization.

### **Section 2 – Teaching/Advising**

The eight questions in this section are designed to measure faculty attitudes and perceptions of internationalization in the areas of teaching and advising.

## Teaching & Advising



	I am interested in enriching my courses with international knowledge and experiences.	I am interested in having international students in my classes.	I have become a better instructor with international students in my classes.	I have considered using technology to connect to other international classes or locations.	I am interested in applying for a Fulbright lecture/research grant.	I am interested in developing short-term faculty-led study abroad opportunities for my students.	I know about the university's minors and certificates with international focus (Global Competencies, Study Abroad, International Studies).	I am interested in applying for a Fulbright Scholar-in-Residence or Occasional Lecturer grant.	Section II Mean
■ 2010	4.1	4.2469	3.6875	3.2963	2.9231	3.2658	3.1	2.8101	
■ 2011	4.1124	4.2955	3.8202	3.3333	3.1149	3.625	3.1124	3.0341	
■ 2012	3.9903	4.1553	3.6214	3.1942	2.7549	3.1188	3.2079	2.6667	3.44

## Analysis

Strong positive correlations exist between these three data sets.

Years Compared	Correlation
2010-2011	0.97
2011-2012	0.94
2010-2012	0.99

Data for 2011 appear as “spikes” on questions related to Fulbright programming and short-term study abroad opportunity development. Responses to questions concerning these areas as well as technology usage to connect to other international locations and knowledge of the university’s minors and certificates with international focus have remained below the mean of all questions in the section for all three years in question.

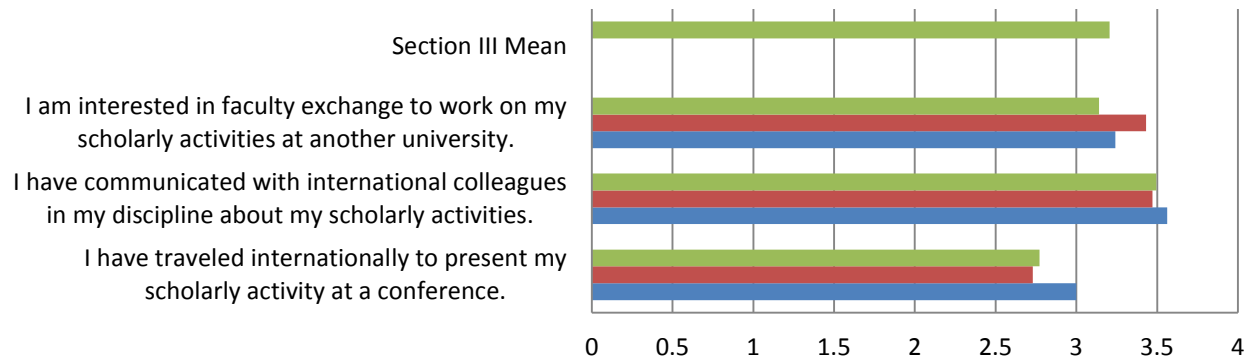
## Conclusion

Faculty attitudes and perception of campus internationalization efforts appear to be consistent year to year with no statistical differences observed. Faculty interest in Fulbright related programming and developing faculty-led study abroad programming appears to have peaked slightly in 2011. One conclusion that may be drawn from these data is that a consistent level of institutional funding provided for student scholarships, faculty travel, and course offerings over this time period is reflected here. The 2011 peaks may be explained by temporary faculty development programming efforts (e.g. lunch presentations, faculty recruitment, study abroad fairs, etc.) by administrators responsible for internationalization.

## Section 3 – Scholarly Activities

The next three survey questions concern faculty attitudes and perceptions toward internationalization of their scholarly activities.

## Scholarly Activities



	I have traveled internationally to present my scholarly activity at a conference.	I have communicated with international colleagues in my discipline about my scholarly activities.	I am interested in faculty exchange to work on my scholarly activities at another university.	Section III Mean
■ 2012	2.7723	3.4949	3.14	3.20
■ 2011	2.7303	3.4719	3.4318	
■ 2010	3	3.5625	3.2405	

### Analysis

Positive correlations exist between these three data sets.

Years Compared	Correlation
2010-2011	0.85
2011-2012	0.89
2010-2012	0.99

The historically lowest responses in this section are for the question regarding international travel to present scholarly activity at a conference. There is an interesting data trend in this response in the decline from its 2010 peak. The peak in interest in faculty exchange work for scholarly activities at another university in 2011 is also noteworthy.

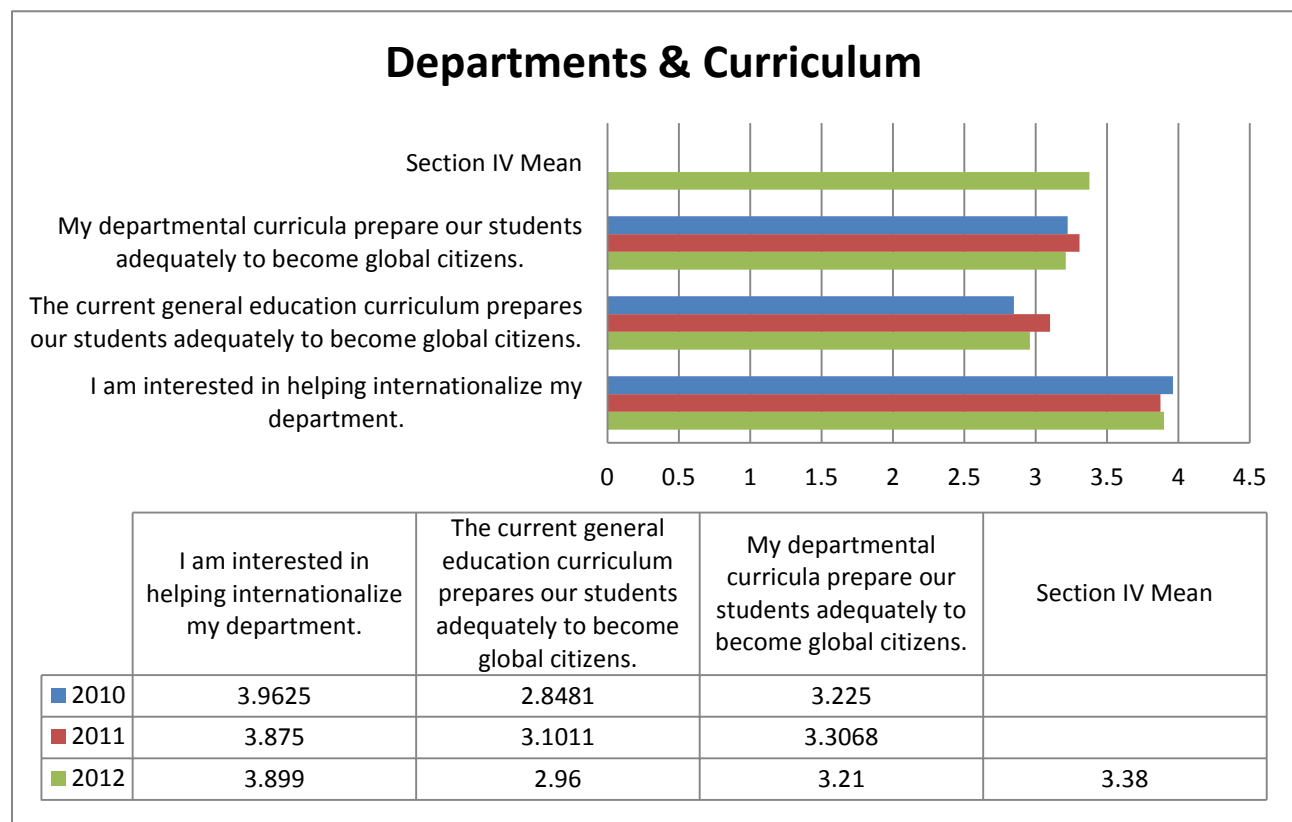
### Conclusion

Faculty attitudes and perceptions toward the internationalization of their scholarly activities appear to be consistent in this period. Data indicates high positive correlation between 2010 and 2012 and relatively high positive correlations between the 2010-2011 and 2011-2012. These data suggest that international research-related travel by faculty members has remained relatively consistent. It is noteworthy that communication between FHSU faculty and international colleagues has remained the highest indicator in the section. The 2010 peak value on the question regarding international travel to

conferences may be explained by a temporary increase action plan funding to the faculty development fund for international travel which expired in 2011. The 2011 peak in faculty exchange interest may be explained in the implementation of faculty exchange partnerships – a relatively recent phase of internationalization begun on a small scale by FHSU with partner universities in Germany and China.

#### Section 4 – Departments and Curriculum

The next three survey questions address faculty perceptions of internationalization of departmental and university curricula. Faculty interest in internationalizing their departments is also measured.



#### Analysis

All data in this section display high positive correlations.

Years Compared	Correlation
2010-2011	.99
2011-2012	.99
2010-2012	.99

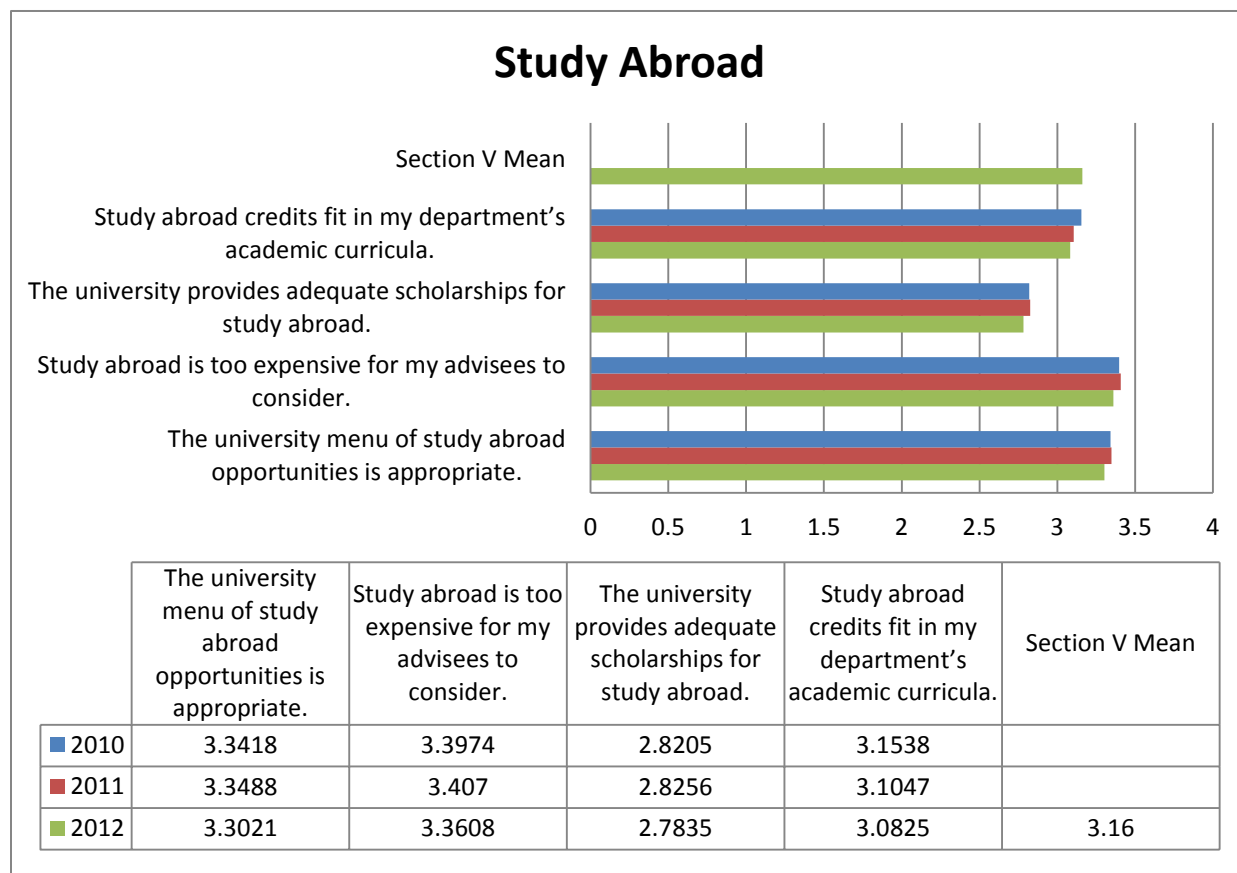
Response values for helping their department internationalize have remained consistently higher than values regarding department and general education curricula. 2011 data in both the department and general education appear as small peaks.

## Conclusion

The level of interest in our faculty in helping their departments internationalize remains high which reflects the importance of recognizing that institutional internationalization efforts are linked closely with departmental culture and organizational structure. Recent development of new courses related to AACSB Global Challenges in 2011 may account for a progressive increase in perception of the general education program's effectiveness, but this question remains the lowest in this category – perhaps because faculty members perceive they have so little influence upon the university general education program in comparison to their own departmental efforts.

## Section 5 – Study Abroad

The next four survey questions address faculty perceptions of university study abroad programming and support.



## Analysis

All data in this section display high positive correlations.

Years Compared	Correlation
2010-2011	0.99
2011-2012	0.99

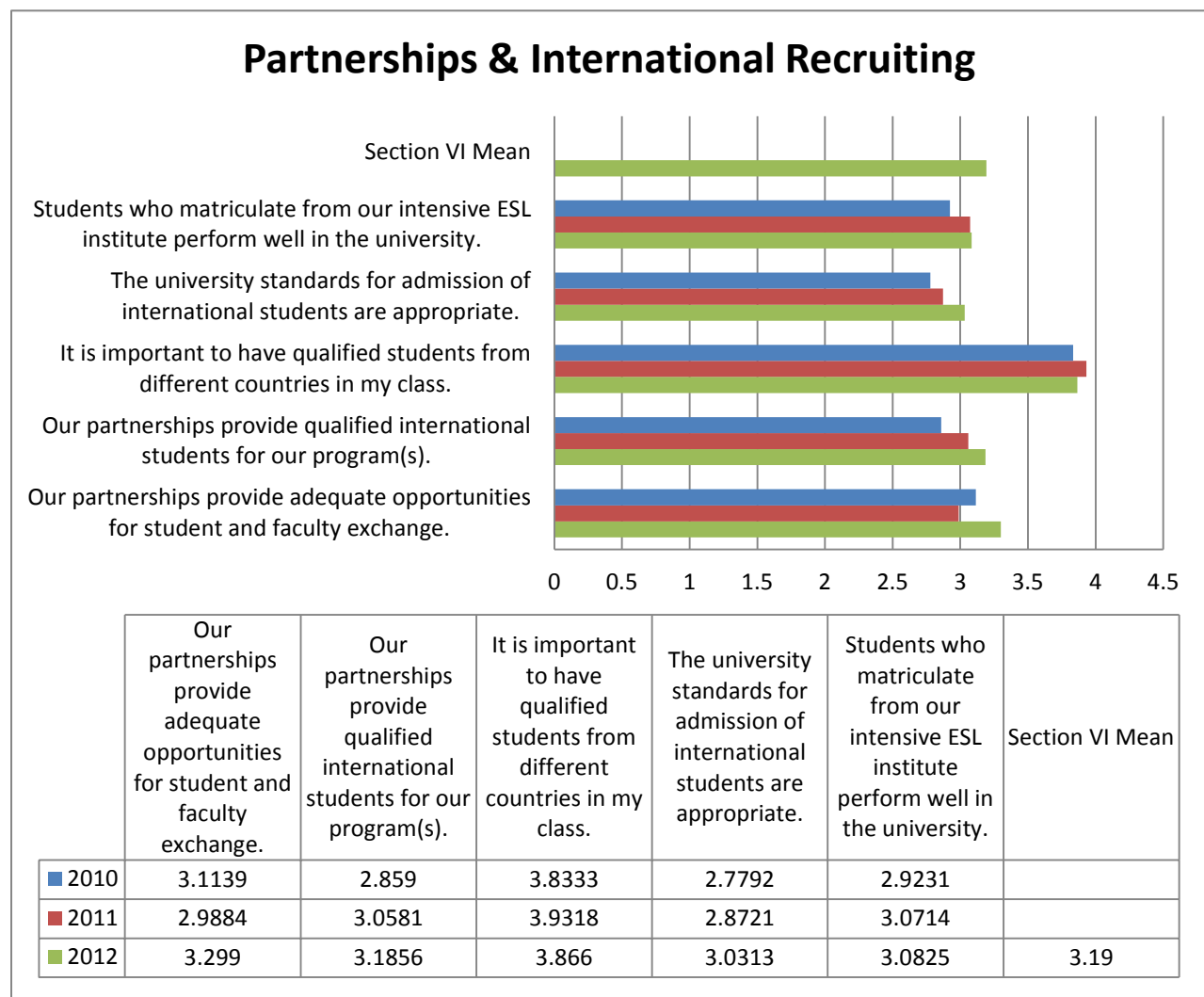
2010-2012	0.99
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## Conclusion

While the values for the question related to university support of scholarships for study abroad are within a normal distribution, it is notable that the values on this question lie within the lower tail of the distribution of comparison of the means of all four questions in this area and have remained there consistently in this time period. The stable values regarding scholarships most likely correlate to the university's funding level for study abroad scholarships which has remained consistent in this time period. The faculty perception that study abroad remains too expensive for their advisees has also remained consistently above the mean for this section.

## Section 6 – Partnerships and International Recruiting

Five questions on the survey relate to faculty perceptions of our university partnerships and approaches to international recruiting.





## Analysis

Strong positive correlations exist for all data in this section.

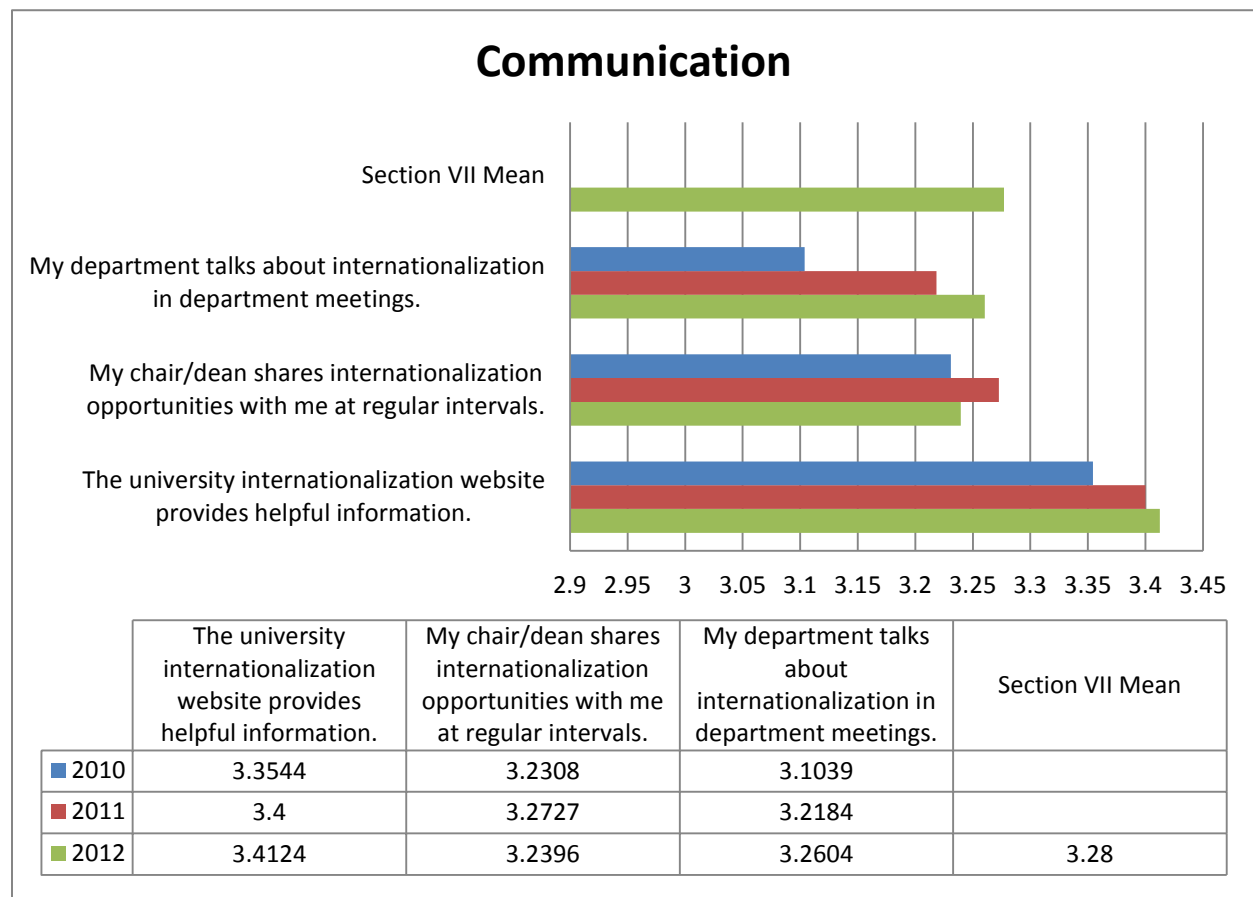
Years Compared	Correlation
2010-2011	0.96
2011-2012	0.95
2010-2012	0.99

## Conclusion

International partnerships have historically been a strength for the institution. Data in this time period indicate incremental improvement on the faculty perceptions of international admissions requirements, quality of international students, and improvement in opportunities for faculty and student exchange through partnerships. 2012 response data from these questions begin to approach or equal the mean for this section. Changes to international admissions procedures in 2012 may be reflected here.

## Section 7 - Communication

The final three questions of the survey address faculty perceptions of university communication about internationalization.



## Analysis

All data from this section of the survey have strong positive correlations

Years Compared	Correlation
2010-2011	0.97
2011-2012	0.92
2010-2012	0.80

The increase in agreement to the responses to the questions about internationalization discussion in department meetings and awareness of the internationalization website are noteworthy. The data peak regarding chair/dean communication with faculty members is also noted.

## Conclusion

One can conclude from these data that university efforts in the area of communication in two modalities – encouraging organic internationalization in departments and improvements in the university's internationalization website – have been improving. The 2011 data peak on the response of chair/dean sharing internationalization opportunities at regular intervals may be a temporary result of internationalization programming efforts in 2011.

## Important Takeaways for Academic Leaders

- Faculty understanding and interest of internationalization of the campus and curriculum has remained consistently high. Understanding which administrator to talk to about internationalization remains the lowest response value in this section of the survey. Why? Chairs and deans are the administrators faculty members know best. Why does this confusion exist? Are chairs and deans not trained appropriately? Is there some other variable entering the equation?
- Responses to internationalization efforts in Teaching & Advising questions have remained consistent over the past three years. The relatively low values in the category of Fulbright grants indicate further study is needed on this topic. The Assistant Provost for Internationalization is considering a survey on this topic to determine if there are any institutional obstacles to be addressed. The Fulbright program in itself is undergoing restructuring for the 2014-2015 award cycle to reflect contemporary demands of faculty work – flex awards allowing faculty to make multiple short-term trips in lieu of a longer 3-month time commitment and salary stipend supplements for some countries to bring a faculty member's Fulbright stipend to the level of his/her salary for that grant period. The Assistant Provost for Internationalization will work to publicize these opportunities to the faculty.
- International scholarly activities and study abroad activities appear to be within the range of a standard distribution. However, response values appear to be declining. These are areas where budgetary allocations appear to make a big impact. The university should consider whether these areas align with university values and limited available budget resources. These are traditional areas of campus internationalization that require significant resources to fund

adequately over time. Are these to be included in the future definition of internationalization at FHSU? Or are other more sustainable approaches something the university should consider?

- The areas of partnerships and international recruiting and communication appear to be improving over time. Continuous quality improvement work should continue in these areas.