

Public Abstract

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The purpose of this study was to develop an assessment instrument for measuring faculty member perceptions of support for internationalization. The instrument was developed through a literature review, examined for content validity by members of Association of International Education Administrators, and analyzed for construct validity through confirmatory factor analysis.

The process and procedures used to develop and validate the Faculty International Perceptions Survey (FIPS) involved a pilot study, the use of a web based application known as Question Understanding AID (QUAID), and an expert review. As a result an initial survey was developed and sent via electronic mail to faculty members in three institutions of higher education, the University of Missouri, (MU), the University of Saskatchewan (USask) and Westminster College (WC). The resulting dataset included $n = 512$ usable responses with $n = 325$ from MU, $n=30$ from WC, and $n = 158$ from USask. A confirmatory factor analysis was then conducted to verify that the data fit the hypothesized factors (institutional support, faculty expectations, faculty rewards, and international experience).

The statistical analysis of the data resulted in the removal of 13 psychometric variables and the exclusion of international experience as a factor. However variables associated with factors institutional support, faculty expectations, and faculty rewards, fit very well and resulted in a very strong model with which to measure various aspects of internationalization. Further analysis indicated that these factors when defined as first order factors, loaded very well on a single second order factor which provides a measure of internationalization as a whole. These results are encouraging as they provide institutional leaders and researchers with a tool for understanding how faculty members perceive support for internationalization.