

Developing a “Worldly” American Faculty: What Really Counts?

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Data Drawn from The Changing Academic Professions [CAP] Survey

- Conducted in 19 nations, including the U.S., in 2007
- In the U.S., on-line , hosted by SPSS Research Services, with paper follow-up
- Sample N=5,772 four-year college and university faculty, stratified by institutional type/size and control
- Adjusted response rate of 21.4%
- N= 1084 respondents

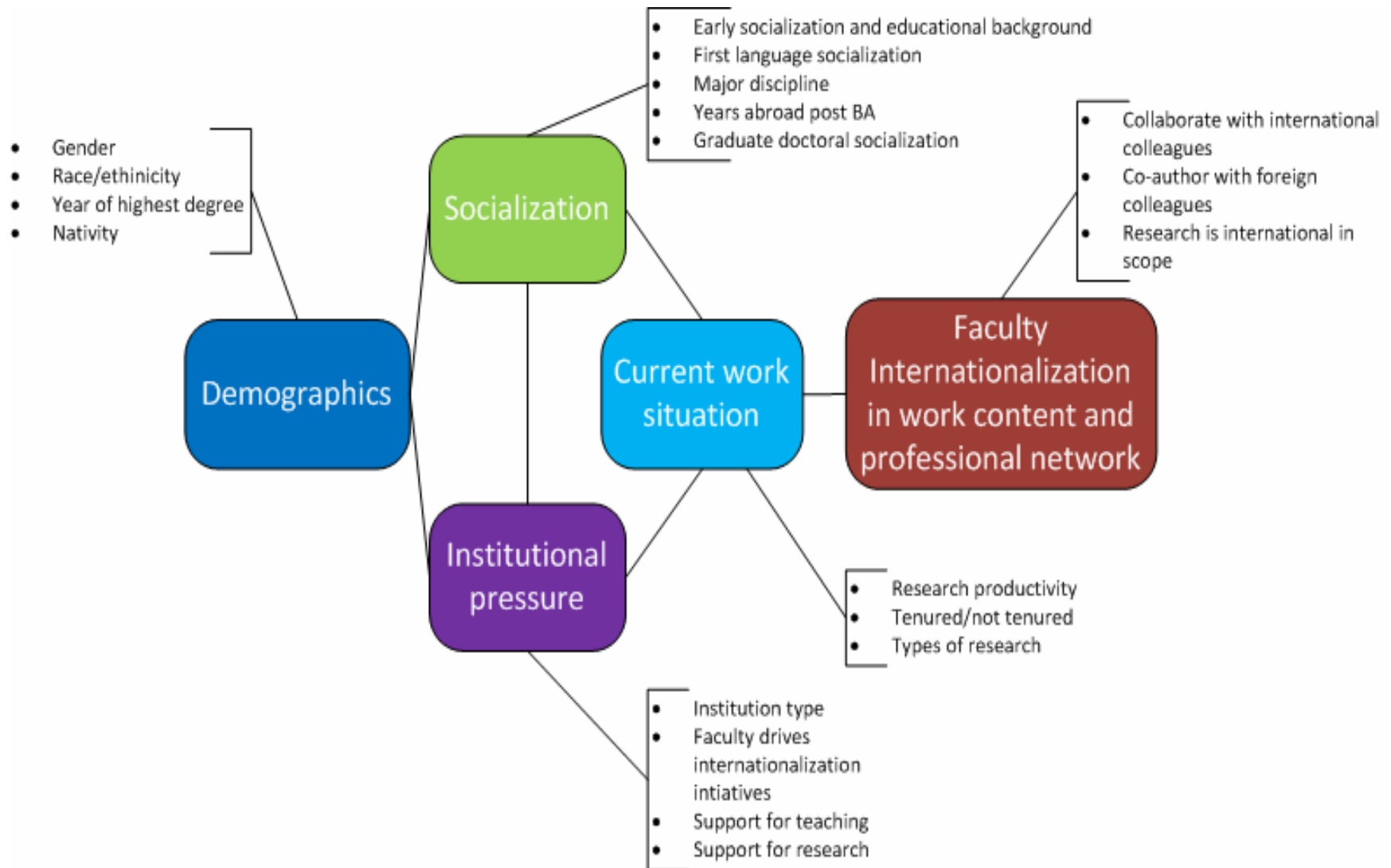
Three Questions Today

- In 2007, how “worldly” were U.S. faculty compared to faculty in 18 other nations in terms of the content of their scholarship (what they study?) and the composition of their professional networks (who they collaborate and publish with?)
- Is there an identifiable “profile” of the “worldly” professor?
- What factors predict professorial “worldliness”? Are they actionable?

Dimensions of Internationalization

- Work Content
 - My primary research is international in scope
- Professional Networks
 - Collaborate with international colleagues in research
 - Percent of publications co-authored with foreign colleagues

Model of Faculty Internationalization in Work Content and Professional Networks



Data Analysis

- **Descriptive**
 - % distribution on dimensions of internationalization by country
- **Inferential**
 - Logistic regression analysis (testing of four categories of predictors) against each dimension of internationalization
 - Reporting of odds ratios and their statistical significance

Descriptive Results: Internationalization by Country, 2007

Item & scale	Professional Network		
	Do you collaborate with international colleagues in research?	Publication coauthored with colleagues located in foreign countries	Publication published in a foreign country
	Percent "yes"	Percent of all publications	Percent of all publications
Argentina	47	8.7	29.6
Australia	59	12.7	31
Brazil	30	5.4	17.4
Canada	64	12.7	31.9
China	13	1.1	11.6
Finland	70	15.5	46.1
Germany	58	20.6	43.3
Hong Kong, China	60	15.7	69.9
Italy	59	14.7	46.3
Japan	24	7.6	19.6
Korea	29	6.2	25.6
Malaysia	32	7.6	21.2
Mexico	35	9.6	31.2
Norway	67	19.9	52.2
Portugal	32	46.5	20.2
United Kingdom	61	12.2	21.8
United States	33	5	7

Logistic Regression: Primary research is international in scope (T-5)

<i>Fourth Model (Background, early socialization institutional pressure and current work role variables)</i>	Exp(B)	Standard Error
Male	1.293	.283
U.S. citizen at birth	1.304	.442
Years abroad post baccalaureate (1-2 years)	4.558**	.437
Years abroad post baccalaureate (3+ years)	4.118**	.432
Discipline: STEM	1.146	.316
Institutional Type: Research University	.473*	.342
Faculty drive campus international initiatives	1.419	.284
Administration supports of research	.839	.315
Years since first faculty appointment	1.031*	.012
Tenure status: tenured or tenure eligible	1.447	.411
Primarily teach undergraduates	.882	.295
Orientation primarily to teaching	1.044	.303
Primary research is "basic"	4.016**	.318
Primary research is "applied/practically-oriented"	1.147	.373
Primary research is "commercially-oriented/ for technology transfer"	1.603	.328
Primary research is "socially-oriented for the betterment of society"	1.989*	.329
Primary research is based in one discipline	1.126	.299
Primary Research is multi-disciplinary	1.259	.490
High involvement in research	2.609**	.293
Constant	.035	.897

Logistic Regression: Collaborate with international colleagues (T-6)

<i>Fourth Model (Demographics, early socialization, institutional pressure and current work role variables)</i>	Exp(B)	Standard Error
Male	.880	.326
U.S. citizen at birth	1.395	.466
Years abroad post baccalaureate (1-2 years)	3.980**	.407
Years abroad post baccalaureate (3+ years)	2.641*	.429
Discipline: STEM	2.054*	.348
Institutional Type: Research University	1.101	.403
Faculty drive campus international initiatives	3.008**	.303
Administration supports research	1.084	.358
Years since first faculty appointment	1.016	.013
Tenure status: tenured or tenure-eligible	2.710	.553
Primarily teach undergraduates	.780	.328
Orientation primarily to teaching	.544	.351
Primary research is "basic"	3.565**	.406
Primary research is "applied/practical"	.660	.425
Primary research is "commercial"/ for technology transfer	2.421*	.356
Primary research is "socially-oriented" for the betterment of society	.399*	.356
Primary research is based in one discipline	.960	.328
Primary Research is multi-disciplinary	1.911	.475
High involvement in research	3.490*	.349
Constant	.010	1.110

Logistic Regression: Coauthor publications with international colleagues (T-7)

<i>Fourth Model (Background, early socialization institutional pressure and current work role variables)</i>	Exp(B)	Standard Error
Male	1.190	.348
U.S. citizen at birth	.346*	.450
Years abroad post baccalaureate (1-2 years)	3.179**	.411
Years abroad post baccalaureate (3+ years)	1.389	.426
Discipline: STEM	1.443	.358
Institutional Type: Research University	.972	.446
Faculty drives campus international initiatives	2.255**	.310
Administration supports of research	.850	.361
Years since first faculty appointment	1.001	.014
Tenure status: tenured or tenure eligible	2.108	.577
Primarily teach undergraduates	.846	.340
Orientation primarily to teaching	.542	.377
Primary research is "basic"	1.403	.409
Primary research is "applied/practically-oriented"	.492	.439
Primary research is "commercially-oriented/ for technology transfer"	1.583	.376
Primary research is "socially-oriented for the betterment of society"	.423*	.378
Primary research is based in one discipline	.633	.356
Primary Research is multi-disciplinary	.978	.490
High involvement in research	5.346**	.402
Constant	.241	1.100

Summary: Significant Predictors (in Final Regression Model) of Dimensions of U.S. Faculty Internationalization ,2007 (T-9)

Predictors	Dimensions of U.S. Faculty Internationalization		
	Research is international in scope	Collaborate with international colleagues	Co-Author with international colleagues
(i) U.S. citizen at birth			X
(ii) Years abroad post baccalaureate (1-2 years)	X	X	X
(iii) Years abroad post baccalaureate (3+ years)	X	X	
(iv) Discipline: STEM		X	
(v) Institutional Type: Research U	X		
(vi) Faculty drive campus international initiatives		X	X
(vii) Years since first faculty appointment	X		
(viii) Primary research is "basic"	X	X	
(x) Primary research is "commercially-oriented"		X	
(xi) Primary research is "socially oriented" to betterment of society	X	X	X
(xiii) High involvement in research	X	X	X
"X" indicates statistical significance at .05 level			

Summary and Conclusions

- Socialization factors, esp **adult years spent abroad** emerged as the most *pervasive* and *powerful* predictors of U.S. faculty internationalization (discipline, specifically STEM, was significant albeit much less pervasive and powerful)
- The significance of demographic factors, including gender and nativity, disappeared when controlling for socialization, institutional pressures and current work (although career age was significantly associated with a broadening of faculty perspectives)
- Among institutional pressures, the role of faculty in internationalization initiatives was more important than institutional type as a predictor
- Among current work role factors, both high involvement in research and a focus on basic or socially oriented research were the most pervasive and powerful predictors of U.S. faculty internationalization

Remaining Questions about U.S. faculty

- What is it about time spent abroad as an adult – above and beyond birth abroad --that shapes U.S. faculty perspectives? Are there specific kinds of activities? Specific amounts of time? Specific timing? Is it different for those born in the U.S. or abroad?
- What are the mechanisms through which institutional pressures operate to shape U.S. faculty internationalization? In particular, what can we learn about how the institutional role of faculty in internationalization shapes faculty activity patterns?
- Why is it that more research involved U.S. faculty are more internationalized? Is it simply that they are more cosmopolitan? That research active faculty are drawn into global networks by their work?
- How does the focus of U.S. faculty research shape their internationalization activity? What is it about engaging in socially relevant research that draws faculty across international boundaries? How does engaging in “basic” research achieve the same result? Are these basic researchers primarily in STEM fields?

Thank You!