

Mapping Internationalization on U.S. Campuses: 2012 EDITION



The Center for Internationalization and Global Engagement provides in-depth analysis of critical international education issues and supports the internationalization of higher education through a broad range of programs and services. This study was completed in cooperation with ACE's Center for Policy Analysis, which conducts and convenes researchers and policy makers to study issues of interest to ACE members, the media, and the higher education community.

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Introduction

“It is the obligation of colleges and universities to prepare people for a globalized world, including developing the ability to compete economically, to operate effectively in other cultures and settings, to use knowledge to improve their own lives and their communities, and to better comprehend the realities of the contemporary world so that they can better meet their responsibilities as citizens.”

- Strength through Global Leadership and Engagement: U.S. Higher Education in the 21st Century. A report of the American Council on Education (ACE) Blue Ribbon Panel on Global Engagement, 2011

One of the fundamental duties of U.S. higher education is to prepare students for productive and responsible citizenship. In the early 21st century, this means preparing students to live and work in a society that increasingly operates across international borders. Graduates must possess intercultural skills and competencies to be successful in this globalized world, and higher education institutions must commit to helping students achieve these outcomes.

Internationalization refers to the efforts of institutions to meet this imperative by incorporating global perspectives into teaching, learning, and research; building international and intercultural competence among students, faculty, and staff; and establishing relationships and collaborations with people and institutions abroad.

Although internationalization has been part of the higher education discourse for decades, the circumstances and demands of the current era require a deeper commitment on the part of institutions, and a far-reaching scope of action. “Compre-

“Comprehensive internationalization,” as defined by ACE’s Center for Internationalization and Global Engagement, is a strategic, coordinated process that seeks to align and integrate international policies, programs, and initiatives, and positions colleges and universities as more globally oriented and internationally connected.

hensive internationalization,” as defined by ACE’s Center for Internationalization and Global Engagement (CIGE), is a strategic, coordinated process that seeks to align and integrate international policies, programs, and initiatives, and positions colleges and universities as more globally oriented and internationally connected. This process requires a clear commitment by top-level institutional leaders, meaningfully impacts the curriculum and a broad range of people, policies, and programs, and results in deep and ongoing incorporation of international perspectives and activities throughout the institution.



CIGE’s Model for Comprehensive Internationalization encompasses the following six interconnected target areas for initiatives, policies, and programs:

- **Articulated institutional commitment:** Mission statements, strategic plans, and formal assessment mechanisms;
- **Administrative structure and staffing:** Reporting structures and staff and office configurations;
- **Curriculum, co-curriculum, and learning outcomes:** General education and language requirements, co-curricular activities and programs, and specified student learning outcomes;
- **Faculty policies and practices:** Hiring guidelines, tenure and promotion policies, and faculty development opportunities;
- **Student mobility:** Study abroad programs, and international student recruitment and support; and
- **Collaboration and partnerships:** Joint-degree or dual/double-degree programs, branch campuses, and other offshore programs.

Each of these areas is discussed in detail in this report.

Comprehensive internationalization is fundamentally a transformative process. As with any large-scale, institution-wide undertaking, it requires significant vision, the commitment of adequate financial resources, energy, creativity, time, and above all, broad support from all constituencies. Recognizing that different institutions accomplish internationalization in different ways, ACE launched the Mapping Internationalization on U.S. Campuses Project, which is designed to assess the current state of internationalization at U.S. institutions, examine progress and trends over time, and identify priorities going forward. To that end, the project surveyed U.S. colleges and universities about their internationalization activities in 2001, 2006, and 2011. The only comprehensive source of data on internationalization in all sectors of U.S. higher education, this series of surveys includes information on two- and four-year and public and private degree-granting institutions. (See Appendix A for a detailed description of the survey methodology.)

As detailed in Appendix A, for the first time in 2011, the study included the Carnegie Classification’s category of “special focus institutions.” Special focus institutions are defined as institutions award-

ing baccalaureate or higher-level degrees where a high concentration of degrees (more than 75 percent) is in a single field or set of related fields (excludes tribal colleges). When national averages are

reported for 2011, they include special focus institutions. Because they are new to the survey, comparative data from 2001 and 2006 are not available for this sector.

Findings from the 2011 Survey

Among the most striking findings from the 2011 data is that, in general, institutions' perceptions about the level of internationalization activities on their campuses are quite positive, as are their impressions of the progress they are making in this area.

- Overall, survey respondents perceive that **internationalization has accelerated on their campuses in recent years**. This was the case for 93 percent of doctoral institutions, 84 percent of master's institutions, 78 percent of baccalaureate institutions, and approximately 50 percent of associate institutions and special focus institutions. Among those institutions that indicated an accelerated focus, the areas that reportedly have received the most attention and resources in recent years are:
 - ◆ Internationalizing the curriculum at the home campus;
 - ◆ Strategic partnerships with overseas institutions, governments, or corporations; and
 - ◆ Expanding international student recruitment and staff.

- A majority (56 percent) of respondents reported that the level of internationalization at their institutions has been “high” or “moderate” in recent years. By sector, the percentage ranged from 37 percent of associate institutions to 95 percent of doctoral institutions.

These numbers are encouraging and likely reflect increased activity at many institutions, as well as a genuine understanding of the importance of internationalization. However, the questions included in the Mapping Survey were designed to explore not just perceptions of progress, but the reality of how and to what extent internationalization is playing out on U.S. campuses. Overall, the data indicate that this reality is complex, with advancements in some areas, a notable lack of progress in others, and substantial variation by institutional sector. The remainder of this report examines the data related to each of the six dimensions of internationalization that comprise the CIGE Model for Comprehensive Internationalization, identifies trends over time, and frames an overall picture of the current state of internationalization in U.S. higher education.

FUNDING INTERNATIONALIZATION

Given the constraints created by a weak economy, funding internationalization initiatives is an important concern. It is promising, however, that at most institutions reporting an accelerated focus on internationalization since 2008, funding for these efforts has increased (47 percent) or remained steady (27 percent).

The 2011 data indicate that many institutions receive funding from external sources to support internationalization, the most common of which are, in descending order, private donors other than alumni, foundations, the federal government, and alumni. Though close to half (44 percent) of all responding institutions in 2011 reported receiving outside funding of some type in the previous three years, the percentage of institutions that had received no such funding increased over the past decade, from 43 percent in 2001 to 56 percent in 2011.

Within specific program areas, the funding picture is mixed. For example, while the percentage of institutions that offer funding for faculty to conduct and present research abroad has decreased, the percentage that fund faculty to take students abroad has increased. Consistent with the latter finding, compared with 2006, a larger percentage of institutions across all sectors now provide scholarships for students to study abroad.

Articulated Institutional Commitment

While the communication channels may vary by institution, a clear and definite message to stakeholders is key to establishing internationalization as a priority and defining how the process will take shape on a given campus. Most broadly, international education and global learning may be included in an institution's mission statement or strategic plan. Taking a more targeted approach, some institutions develop a separate internationalization plan to supplement the overall strategic plan or create a campus-wide task force to lead internationalization efforts. A system for assessing progress can reinforce the commitment to internationalization by framing explicit goals and holding the institution accountable for accomplishing them.

Overall, 2011 saw gains in institutions' articulated commitment to internationalization, though increases on specific indicators were generally modest.

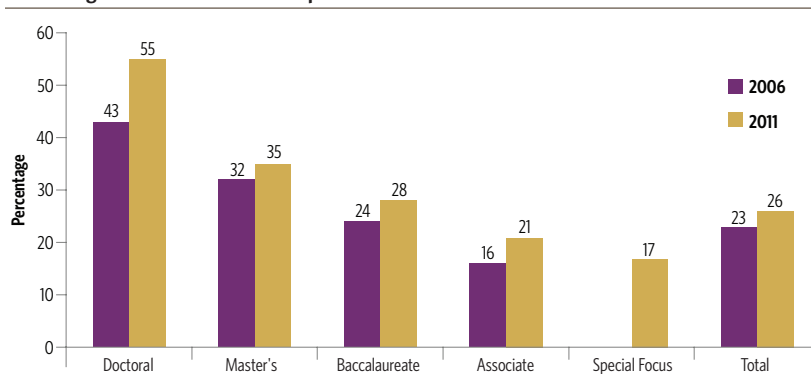
- In 2011, approximately one in two institutions (51 percent) indicated that their **mission statements refer to international or global education, or other aspects of internationalization**. A nearly identical percentage (52 percent) reported that international education or some aspect of **internationalization is among the top five priorities in their current strategic plans**. Although not entirely comparable with previous data, these figures generally mirror the upward trends observed since 2001. There was, however, considerable variation by sector; on each of these indicators, approxi-

mately 80 percent of doctoral institutions answered affirmatively, compared with less than 40 percent of associate institutions.

- The percentage of institutions with a **campus-wide internationalization plan** (Figure 1) increased slightly (from 23 percent to 26 percent) between 2006 and 2011. In each sector, the percentage of institutions with a **campus-wide committee or task force that works solely on advancing institution-wide internationalization also increased during this period**. With 44 percent of institutions indicating the existence of such an entity in 2011, task forces are in fact more common than explicit internationalization plans. Again, doctoral institutions lead the way on both of these indicators.

As U.S. higher education in general has become more focused on assessment in recent years, it is perhaps unsurprising that formal assessments of internationalization efforts are on the rise.

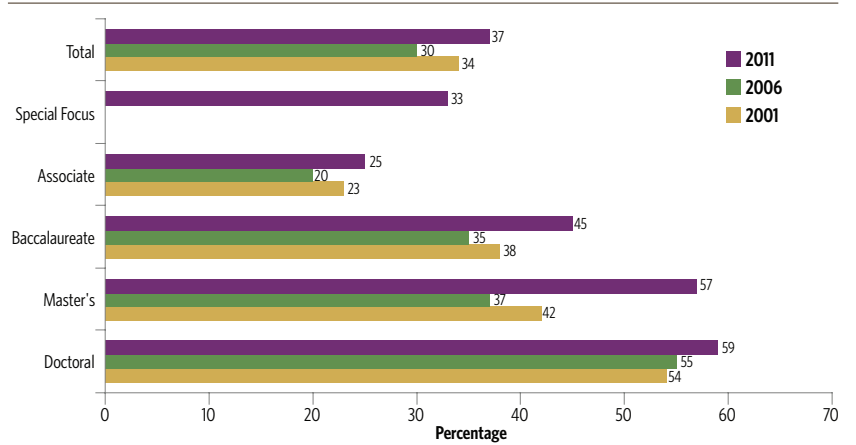
Figure 1
Percentage of Institutions with Campus-wide Internationalization Plans



- After declining from 34 percent to 30 percent between 2001 and 2006, the percentage of institutions that had **formally assessed the impact or progress of their internationalization efforts** (Figure 2) within the past five years increased to 37 percent in 2011. The most substantial increases in assessment were seen at master's and baccalaureate institutions (20 percentage points and 10 percentage points, respectively) with moderate increases at doctoral and associate institutions (4 percentage points and 5 percentage points, respectively).

Figure 2

Percentage of Institutions that Conducted Formal Assessment of Internationalization Efforts



Administrative Structure and Staffing

While strategic planning and a clearly articulated commitment provide solid foundations for internationalization efforts, appropriate administrative structures and staffing form the framework for successful implementation. This often means designating offices and staff to focus specifically on the coordination and consistent implementation of internationalization programs and initiatives throughout campus. Having these offices and staff report to top-level administrators encourages institutional leaders to stay engaged and informed throughout the process, ensures that various elements of internationalization have coordination and oversight, and sends a message about the high priority the institution places on its internationalization agenda.

Overall, the 2011 data indicate some progress in this area, though there were important variations by indicator and sector.

- In the doctoral, master's, and baccalaureate sectors, the percentage of institutions that have an **office or offices leading internationalization** increased slightly (by 2 percentage points to 4 percentage points) between 2006 and 2011. Doctoral institutions outpace all other sectors in this area, with 99 percent of institutions reporting a designated office or offices. Master's and associate institutions are most likely to have a single office coordinating internationalization activities, whereas doctoral, baccalaureate,

and special focus institutions most frequently have multiple offices sharing responsibilities for study abroad activities, international faculty and students, and other dimensions of internationalization.

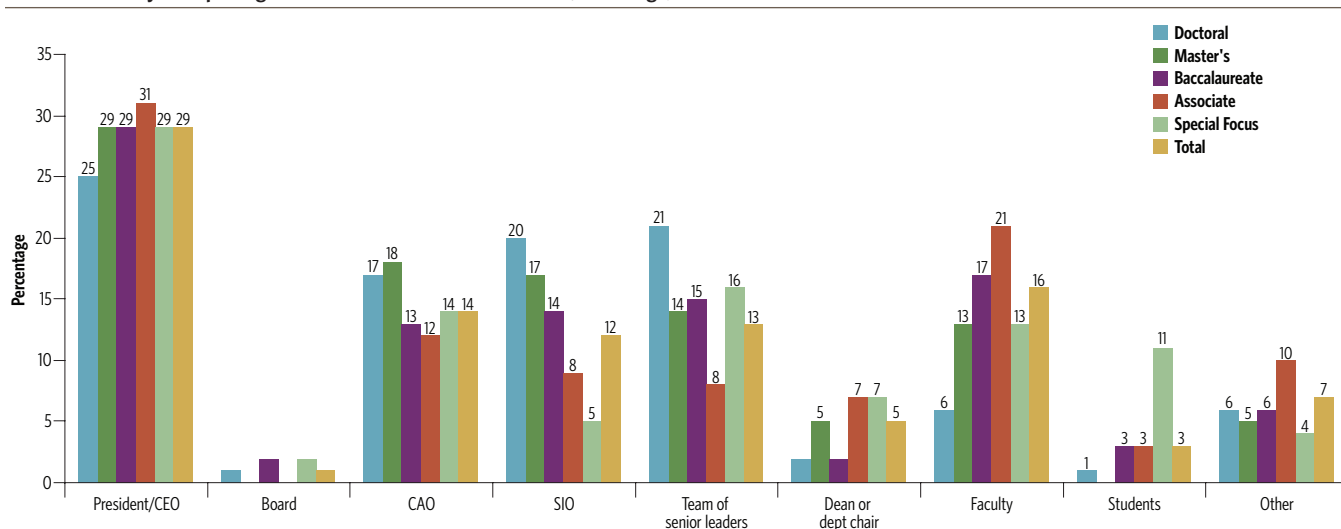
- Overall, 40 percent of institutions have a **full-time professional staff or faculty member who oversees or coordinates multiple internationalization activities or programs**. However, there was considerable variation by sector, ranging from 84 percent of doctoral institutions to 22 percent of special focus institutions. Comparatively, the 2011 percentages represent a slight decline from 2006 in each sector except for baccalaureate institutions, which saw an increase in this area of 6 percentage points (from 47 percent to 53 percent).

The data show that among all potential catalysts for spurring internationalization, the president/CEO is the most common catalyst at institutions that reported an accelerated focus on internationalization in recent years.

- Among institutions with a full-time administrator who oversees or coordinates internationalization activities and programs, this person holds a senior-level position at 56 percent of institutions across all sectors. Again, doctoral institutions lead the way (85 percent); however, special focus (63 percent) and associate institutions (56 percent) outpace master's (53 percent) and baccalaureate institutions (41 percent) in this area.
- In 2011, 50 percent of institutions reported that the individual or the **office/unit primarily responsible for internationalization efforts on campus reports to the chief academic officer**, and 14 percent indicated that the individual or office **reports to the president**.

On a related note, the data show that among all potential catalysts for spurring internationalization, the president/CEO is the most common catalyst at institutions that reported an accelerated focus on internationalization in recent years; 29 percent of such institutions reported presidents were the most vital, over the chief academic officer (CAO), senior international officer (SIO), and all others (Figure 3). This finding underscores the importance of presidential commitment and involvement in stimulating internationalization efforts on campus.

Figure 3
Most Vital Catalyst in Spurring Internationalization in Recent Years (Percentage)



Curriculum, Co-Curriculum, and Learning Outcomes

As a core purpose of higher education, student learning is among the most critical focus areas for internationalization efforts. An internationalized curriculum and co-curriculum ensure that all students, including those who do not have the opportunity to study abroad, are exposed to international perspectives and can build global competence. Internationally focused student learning outcomes articulate specific knowledge and skills to be addressed in courses and activities outside the classroom and provide overarching goals for academic and co-curricular programming.

Curriculum

In the 2011 survey, a majority (55 percent) of institutions reported that they currently have initiatives underway to internationalize the undergraduate curriculum, though there was considerable variation by sector (ranging from 34 percent of special focus institutions to 90 percent of doctoral institutions). A more in-depth analysis, including trends over time, indicates some important changes in terms of the focus of such efforts and how they play out at different types of institutions.

- In terms of general education requirements, 2011 saw an increase across all sectors nationally (from 24 percent to 28 percent) in the percentage of institutions that require undergraduates to take **courses that feature global trends and issues** (such as global health issues, global environmental issues, and peace studies). Baccalaureate and master's institutions are most likely to have such requirements in place. Conversely, the percentage of institutions that require undergraduates to take **courses that primarily feature perspectives, issues, or events from countries or areas outside the United States** decreased across all sectors nationally (from 37 percent to 29 percent).
- The percentage of institutions with an **undergraduate foreign language requirement for graduation** (Figure 4) has steadily declined over time across all sectors. In practice today, however, there is considerable variation by sector. While a majority of doctoral, master's, and baccalaureate institutions (73 percent, 61 percent, and 65 percent, respectively) have language requirements, this is the case at only 20 percent of associate and 12 percent of special focus institutions.
 - ◆ Among institutions with a foreign language graduation requirement, the most commonly reported requirement is one year of language study or the equivalent (46 percent).
 - ◆ Spanish and French remained the two most popular languages taught in 2011; 92 percent of all institutions offered Spanish and 71 percent of all institutions offered French.
 - ◆ The 2011 data show that institutions are responding to national calls for stronger skills in languages of strategic importance. Across all sectors, for example, a substantial increase was seen between 2006 and 2011 in the number of institutions offering Arabic (up 10 percentage points) and Chinese (up 15 percentage points).

- Overall, 64 percent of institutions offer **international/global tracks, concentrations, or certificate options for undergraduate students**. The top three areas in which institutions are likely to offer such programs are business/management, humanities, and social sciences/behavioral sciences/economics. Some institutions offer an international/global certificate to all students regardless of major; doctoral institutions (32 percent) are the most likely to do so. Only 5 percent of institutions have international concentrations or related programs in the Science/Technology/Engineering/Mathematics (STEM) fields.

While it is encouraging that many institutions report that they are engaged in initiatives to internationalize the undergraduate curriculum, the data raise some concerns about depth versus breadth. Certainly courses that address global issues are important, and their increasing prevalence in general education requirements is a positive development. However, foreign language instruction and other courses that primarily feature non-U.S. perspectives provide important background and cultural knowledge to contextualize the broader content covered in global issues courses. If current downward trends continue and fewer institutions require these types of courses, the depth and nuance of students' understanding of current global issues and challenges may be compromised.

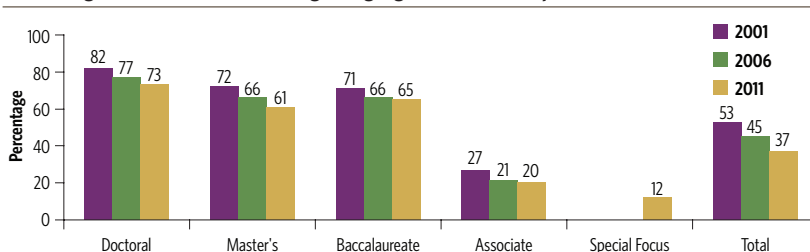
Co-Curriculum

Co-curriculum refers to programs and activities held on the home campus that are non-credit-bearing and supplement or enhance the academic curriculum. The differences among sectors reflected in curricular offerings and requirements are also evident when it comes to the co-curriculum at the undergraduate level.

- From a list of internationally focused co-curricular programs and activities that was included in the survey, the one most commonly offered by institutions was **ongoing international festivals or events on campus**. Fifty-eight percent of institutions, ranging from 20 percent of special focus institutions to 92 percent of those in the doctoral sector, provide such programs.
- Despite the decrease in foreign language requirements, the percentage of doctoral, master's, and baccalaureate institutions offering **language programs that pair U.S. and international students** increased in 2011. Associate institutions saw a decline in this area.
- More than half (57 percent) of doctoral institutions and approximately one-third of master's and baccalaureate institutions have a **residence hall with special programs designed to facilitate the integration of U.S. and international students**. Six percent of special focus institutions and 1 percent of community colleges have such facilities, which is consistent with the largely non-residential nature of these institutions.

Figure 4

Percentage of Institutions with Foreign Language Graduation Requirement



As institutions plan co-curricular programs and activities, it is important that they consider the breadth and depth of such endeavors. Campus-wide festivals and events provide breadth of impact by engaging many participants and raising general awareness about international topics. However, initiatives such as language partner programs and residence hall programs may facilitate ongoing interaction and discussion, and thus have the opportunity to provide deeper and more sustained learning opportunities that can complement global knowledge acquired in the classroom.

Student Learning Outcomes

Consistent with the heightened emphasis on assessment of internationalization efforts noted in the “Articulated Institutional Commitment” section of this report, 2011 saw a substantial increase in the percentage of institutions that have developed internationally focused student learning outcomes.

- Across all sectors nationally, a majority (55 percent) of institutions reported that they have developed specific **international or global student learning outcomes**—an increase of 10 percentage points since 2006.

- Global learning outcomes are primarily evaluated through either course assessments focused on individual learning or program evaluation aimed toward curriculum and pedagogy improvements. Only about one-fifth of institutions with specified global student learning outcomes conduct large-scale assessments to benchmark campus-wide performance.

Across all sectors nationally, a majority (55 percent) of institutions reported that they have developed specific international or global student learning outcomes—an increase of 10 percentage points since 2006.

Although classroom-level assessments of global learning certainly provide useful information, as institutions continue to refine their overall internationalization assessment strategies, an important next step will be to implement more formal, institution-wide benchmarking of learning outcomes and incorporate these measures more broadly into plans and procedures for evaluating internationalization.

Faculty Policies and Practices

As the driving force behind teaching and research in higher education institutions, faculty play a pivotal role in campus internationalization. Faculty gain international perspectives through teaching and research opportunities abroad and by building relationships with peers in other countries. Those perspectives inevitably come to bear on a faculty member's work in the classroom, with the curriculum, and in the overall culture at their home campus. Moreover, relationships and connections between faculty and international colleagues often form the basis for broader, institution-level global engagement such as strategic partnerships and other collaborations abroad.

While the increased emphasis on the hiring phase and awards suggests that institutions are indeed recognizing the importance of having an internationally competent faculty, the need to address tenure and promotion policies should not be overlooked.

Opportunities for faculty mobility internationally are a vital component in developing faculty's international competence. Accordingly, it is crucial that institutional support mechanisms, such as tenure requirements and other employment policies, funding, and on-campus professional development programs, be structured so they help ensure that faculty take advantage of opportunities to work abroad, collaborate with international colleagues, build upon previous international background, and maximize the impact of these experiences in terms of student learning and other aspects of internationalization on campus.

Employment Policies and Awards

Overall, the 2011 data on the internationalization of policies related to faculty hiring, tenure, promotion, and awards present a mixed picture.

- The percentage of institutions that have **guidelines specifying international work or experience as a consideration in faculty promotion and tenure decisions** has remained the same (8 percent) since 2006. Such guidelines are in place at just 25 percent of doctoral institutions, at 12 percent and 11 percent of master's and baccalaureate institutions, respectively, and at only 1 percent of associate institutions.
- Data from 2011 show a notable increase in the percentage of institutions that **consider international background, experience, and interests when hiring faculty** in fields that are not explicitly international. Overall, 68 percent of institutions indicated they give such preference, up sharply from 32 percent in 2006.
- At doctoral, master's, and baccalaureate institutions, the percentages that have **recognition awards specifically for faculty international activity** increased between 2001 and 2006 and again between 2006 and 2011. While there was an increase at associate institutions between 2001 and 2006 (10 percent to 16 percent), there was a substantial decrease to only 6 percent in 2011.

While the increased emphasis on the hiring phase and awards suggests that institutions are indeed recognizing the importance of having an internationally competent faculty, the need to address tenure and promotion policies should not

be overlooked. Given the many demands on junior faculty and the pressure to publish, young professors may feel that pursuing international research collaborations, taking students abroad, or participating in other international activities—all of which take considerable time and effort—are simply too risky in terms of career progress if such activities are not explicitly noted among considerations in the tenure process. Modifying tenure codes and related policies, which are often longstanding and change-resistant, can be a formidable challenge, but doing so in this context sends a powerful message about an institution’s commitment to internationalization and the importance of faculty engagement in that process.

Professional Development Funding and Opportunities

After substantial increases in the percentage of institutions providing specific funding for faculty to travel and work abroad between 2001 and 2006, 2011 saw a leveling off or decrease in the availability of such resources (Figure 5).

- Across all sectors nationally, the percentage of institutions offering **funding for faculty to travel to meetings and conferences abroad and to study or conduct research abroad** declined in 2011. Just less than half (48 percent) of institutions reported that they fund international conference travel, compared with 56 percent in 2006. Thirty-one percent provide money for research abroad, down from 39 percent in 2006.
- Building on substantial gains (10 percentage points or more in each sector) between 2001 and 2006, the percentage of institutions that provide **funding for faculty leading students on study abroad programs**

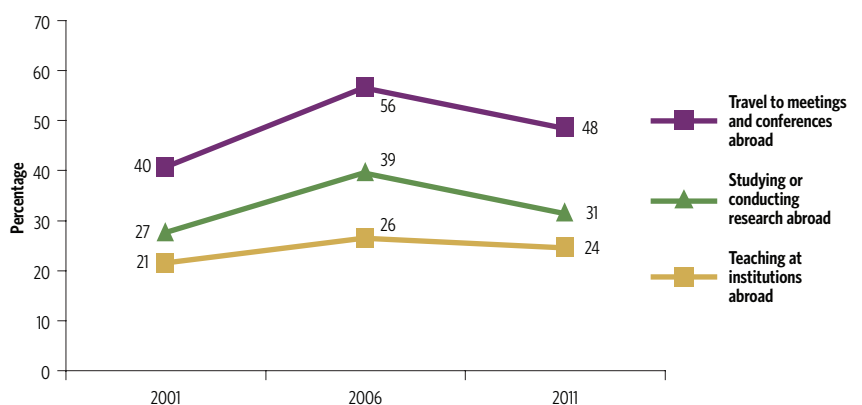
increased in each sector, albeit more modestly, between 2006 and 2011.

- Between 2006 and 2011, there was little change in the percentage of institutions that **fund faculty teaching at institutions abroad**. Doctoral and associate institutions saw slight decreases in this area, while master’s and baccalaureate institutions saw slight increases.
- Regardless of institution type, funding for faculty activities and opportunities related to internationalization is more prevalent than is **funding for staff activities**. For example, 48 percent of institutions provide funding for faculty to travel to meetings and conferences abroad, whereas 29 percent of institutions provide such funding for staff.

In terms of on-campus opportunities for faculty to acquire internationally focused skills and knowledge, a similar pattern emerged:

- After increases in on-campus opportunities between 2001 and 2006, the percentage of institutions offering **workshops on internationalizing the curriculum** and on **global learning assessments** declined between 2006 and 2011, as did the percentage that provide **opportunities for faculty to improve foreign language skills**.

Figure 5
Percentage of Institutions Funding International Programs and Activities for Faculty



- Between 2006 and 2011, the percentage of institutions offering **workshops that include a focus on using technology to enhance the international dimension of courses** increased very slightly overall (from 28 percent to 29 percent), with associate institutions showing the largest increase among the sectors (5 percentage points). However, during the same time period, the percentage of institutions that offered this type of workshop decreased at doctoral institutions (from 43 percent to 36 percent) and at baccalaureate institutions (from 30 percent to 25 percent).

Given that a large percentage of the institutions reporting an accelerated focus on internationalization in recent years also indicated that funding levels for internationalization efforts either increased (47 percent) or held steady (27 percent), it is interesting to note that the number of institutions funding faculty international activities declined in 2011. Since faculty are central to many of the elements of internationalization, institutions need to carefully consider the development needs of faculty and the investment of resources necessary to strengthen faculty capacity for stewardship.

Student Mobility

Student mobility refers both to the outward flow of domestic students to other countries to engage in education-abroad experiences and the inward flow of international students to study on U.S. campuses. Also discussed in this section are the support services for students engaged in these experiences, which are necessary to achieve the broader learning-focused goals of internationalization. Historically, student mobility in one or both directions has been a significant focus of internationalization efforts for many institutions, and the 2011 data indicate that this continues to be the case.

Education Abroad

- Compared with 2006, a larger percentage of institutions in all sectors are providing **institutional scholarships for student education abroad** (Figure 6). Nine in 10 doctoral institutions have such funding available, compared with approximately two-thirds of master’s and baccalaureate institutions (61 percent and 63 percent, respectively) and one-quarter of associate and special focus institutions (24 percent and 26 percent, respectively). As noted in the “Faculty Policies and Practices” section of this report, the percentage of institutions funding faculty to take students abroad has also increased in each sector.
- Despite the promising funding data, however, 42 percent of institutions reported no **study abroad activity** among their 2011 graduates, and 36 percent reported that less than 5 percent studied abroad. At doctoral institutions specifically, the results were more encouraging, with 34 percent of institutions reporting that at

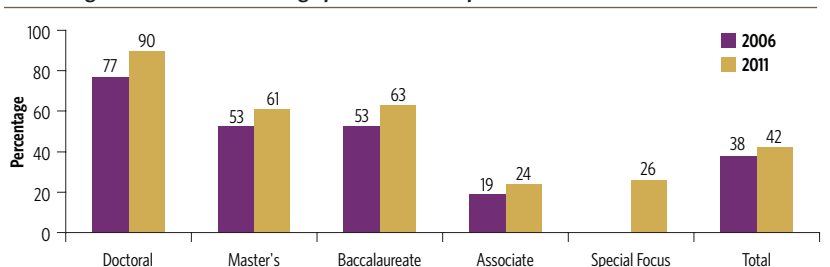
least 20 percent of their 2011 graduates studied abroad. Only 21 percent of doctoral institutions reached the same threshold in the 2006 survey.

- Overall, 54 percent of institutions **administer their own undergraduate study abroad programs**. (As defined in the survey, “administer” means the institution has control over and runs the daily operation of the program.) Nearly all (98 percent) doctoral institutions operate such programs, along with three-quarters or more of master’s and baccalaureate institutions (85 percent and 75 percent, respectively), 44 percent of associate institutions, and 13 percent of special focus institutions.
- Between 2006 and 2011, the percentage of doctoral, master’s, and baccalaureate institutions that **administer service abroad opportunities** for students increased notably (by at least 13 percentage points in each sector).

International Students

- A majority (more than 60 percent) of doctoral, master’s, and baccalaureate institutions provided **scholarships or other financial aid for international undergraduate students** in 2011. There were notable increases in all three of these sectors between 2006

Figure 6
Percentage of Institutions Providing Specific Scholarships for Education Abroad



and 2006 and again between 2006 and 2011. At 16 percent and 21 percent, respectively, associate and special focus institutions were substantially less likely than those in other sectors to offer such funding in 2011.

- In 2011, 48 percent of doctoral institutions, 39 percent of master’s institutions, and 41 percent of baccalaureate institutions had a **strategic international student recruitment plan** that included specific enrollment targets, while 13 percent of associate institutions and 21 percent of special focus institutions reported having such plans. Of the institutions that have such a plan in place and also have geographic targets, Asia is a primary regional focus.
- The percentage of doctoral, master’s, and baccalaureate institutions that **fund travel for staff to recruit international undergraduate students** (Figure 7) increased between 2001 and 2006 and continued to increase over the past five years. Though associate institutions saw an increase between 2001 and 2006, there was a decrease of 1 percentage point reported in 2011 (Figure 7). Overall, 31 percent of insti-

tutions fund such travel, ranging from 13 percent of special focus institutions to 78 percent of doctoral institutions. Some institutions have also hired **overseas student recruiters** to fill this role; approximately one in four doctoral institutions and master’s institutions use recruiters (24 percent and 27 percent, respectively), along with 16 percent of baccalaureate institutions, 4 percent of associate institutions, and 4 percent of special focus institutions.

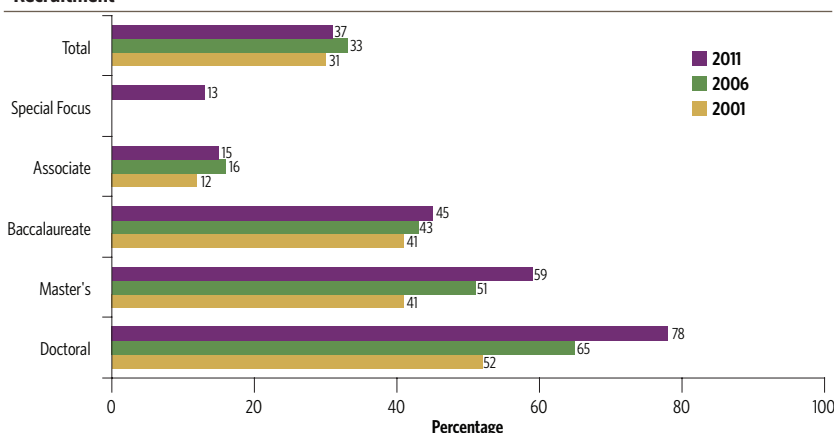
Looking beyond the recruitment process to the experience of international students and their integration into campus life, the survey also asked institutions to indicate the type of support services and programs they provide.

- Across all sectors, **orientation to the institution and/or the U.S. classroom** is the most common support service offered to international students. Beyond orientation, an in-depth look at services for this population of students presents a mixed picture.

- ◆ Overall, doctoral and baccalaureate institutions generally increased their support and program offerings for international students, whereas master’s and associate institutions saw decreases since 2006. This was the case, for example, for **academic support services**, the second most prevalent service after orientations. Most significantly, the percentage of associate institutions offering this service dropped from 68 percent to 50 percent in the past five years.
- ◆ The percentage of institutions with **ESL programs** increased in each sector except associate institutions, which saw a pronounced decrease (79 percent to 61 percent) in this

Figure 7

Percentage of Institutions Funding Staff Travel for Undergraduate International Student Recruitment



area. Despite this decrease, the percentage of associate institutions with ESL programs is still greater than that of the baccalaureate and master's sectors.

- ◆ The percentage of all institutions with **international alumni services and/or chapters** declined from 13 percent in 2006 to 9 percent in 2011.
- Opportunities for **international and domestic student interaction**—such as buddy programs or language partner programs—are most prevalent at doctoral institutions. Associate institutions, which are least likely to offer these programs, saw continued declines in this area between 2006 and 2011.
- More than one-half (57 percent) of doctoral institutions and approximately one-third of master's (33 percent) and baccalaureate institutions (30 percent) offer **residence halls with special programs designed to facilitate the integration of U.S. and international students**, as also noted in the “Co-Curriculum” subsection of this report.

While it is encouraging to see increases in the percentage of institutions funding student mobility and related activities, it is important that the goals of sending more students abroad and recruiting more international students to U.S. colleges and universities are seen as a means to achieving the broader learning-focused goals of internationalization, rather than as ends in themselves. This is particularly crucial

considering the relatively small number of students who have the opportunity to participate in exchange experiences. Institutions should think carefully about how students' education abroad experiences are incorporated into the curriculum, about whether there are appropriate support structures in place to help international students transition to and succeed on U.S. campuses, and about the types of opportunities the institution offers for domestic and international students to interact in meaningful ways.

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By creating strategic programs and policies that focus on what students are learning from their international experiences and interactions with peers from other countries, institutions can maximize the impact of the resources they are devoting to student mobility and ensure that student learning, rather than such benchmarks as the quantity of international experiences, remains the focus of such activities.

Collaboration and Partnerships

Just as countries, businesses, and individuals have become more interconnected worldwide in recent years, so too have colleges and universities. The higher education enterprise itself has become more globalized, and U.S. institutions are increasingly pursuing opportunities to expand their global reach and engage with institutions and students in other countries. Though global engagement has been occurring spontaneously for many years in the form of such activities as faculty and student exchanges, faculty-to-faculty research partnerships, and formal or informal cooperation agreements, institutions have begun to think more strategically about these collaborations and the roles they can play in overall institutional internationalization. Recognizing this trend, the 2011 Mapping Survey placed an increased emphasis on institutions' international partnerships and activities.

Among institutions that reported an accelerated focus on internationalization in recent years, 40 percent have implemented campus-wide policies or guidelines for developing and approving partnerships or assessing existing partnerships.

Partnerships

International partnerships can take many forms and involve a variety of players, including entire institutions; specific departments or programs; and individual faculty, staff, and students. Such collaborations may encompass a range of activities and initiatives or focus on a single course, project, or task.

The 2011 data indicate considerable variation by sector both in terms of institutional approaches to **creating and managing partnerships** and where institutions are in the development process. Among institutions that reported acceleration of internationalization in recent years:

- A notable majority (70 percent) of doctoral institutions indicated they have substantially expanded the number of partnerships (16 percent) or expanded their partnerships in quantity as well as quality (54 percent). Some of these institutions are in fact focusing on consolidation and enhancement of existing partnerships, rather than creating new ones; 20 percent reported that they have moved toward fewer but more wide-reaching partnerships.
- Among the sectors, associate institutions were most likely to report that they have begun international partnerships for the first time. Relative to other sectors, this sector also contained a substantially smaller percentage of institutions that have expanded the number of partnerships in recent years (4 percent), or expanded their partnerships in quantity as well as quality (14 percent).
- Fifty-eight percent of master's institutions and 43 percent of baccalaureate institutions have increased participation in partnerships. Baccalaureate institutions are more likely than master's institutions to have begun partnerships for the first time in the past three years.

Reflecting these different stages, there is also considerable variation by sector in terms of the percentage of institutions that have formalized aspects of the development process for partnerships:

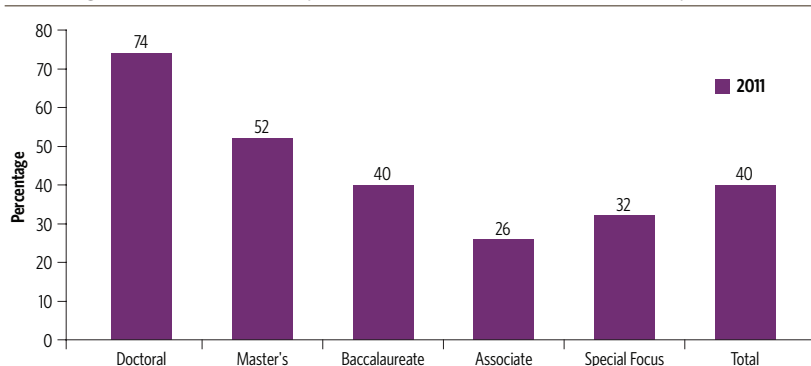
- Among institutions that reported an accelerated focus on internationalization in recent years, 40 percent have **implemented campus-wide policies or guidelines for developing and approving partnerships or assessing existing partnerships** (Figure 8). The proportion of institutions with such procedures in place ranged from approximately one-quarter (26 percent) of associate institutions to three-quarters (74 percent) of doctoral institutions.

In terms of the quality and outcomes of international partnerships, the data are generally encouraging. Among institutions that reported an accelerated focus on internationalization and have one or more memoranda of understanding (MOUs) with overseas partners, a majority (52 percent) indicated either some progress has been made in implementing activities and achieving the goals of the agreement or that the goals have been consistently achieved. Across all sectors, a relatively small percentage (11 percent) of institutions reported that there has been little or no follow-up action generated by their MOUs.

International Collaborative Programs and Degrees for U.S. Students

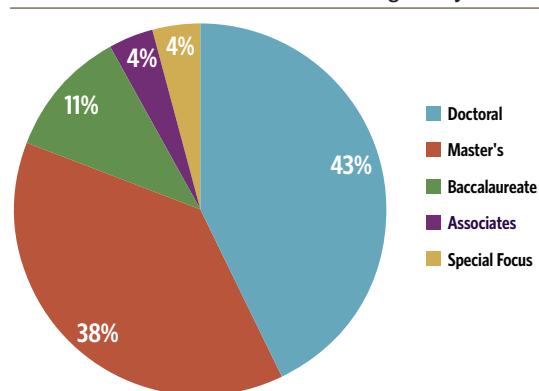
The survey asked institutions to report on various forms of collaborative academic programs. For the purposes of this study, joint-degree programs are defined as those where courses are offered by each collaborating institution, but only the institution at which students are registered confers the degree or diploma. Dual/double-degree programs are those in which students take courses and receive a degree or diploma from each participating institution. In addition, some institutions offer non-degree certificate programs administered jointly with partner institutions abroad.

Figure 8
Percentage of Institutions with Campus-wide Policies or Guidelines for Partnerships



- Of the responding institutions, 27 percent indicated that they have some type of **joint-degree, dual/double-degree, or certificate program arranged with overseas partners** in which home campus students may enroll. Institutions offering collaborative programs are largely doctoral and master's institutions (Figure 9).
- In terms of discipline, **international collaborative programs** are most frequently offered in business/management. In the doctoral sector, STEM fields are also a focus, particularly at the graduate level. Conversely, programs in the humanities/liberal arts and social sciences/economics are comparatively prevalent at baccalaureate and associate institutions.

Figure 9
Breakdown of International Collaborative Programs by Sector



- Geographically, U.S. institutions most frequently collaborate with institutions in Asia (particularly China) and Western Europe. Eighty-six percent of institutions with such programs in place reported that they are **accredited** by an accrediting body in the United States, the host country, or both.

Offshore Programs for Non-U.S. Students

In addition to collaborative programs geared toward domestic students, some U.S. institutions offer non-U.S. students offshore education programs that lead to a degree or other credential. These initiatives may include online or face-to-face instruction, and may or may not involve a partner institution in the country in which the program is delivered.

- During the 2010–11 academic year, 153 institutions operated **degree and/or certificate programs delivered outside the U.S. for non-U.S. students**, up from 101 in 2006. An additional 49 institutions were working to develop these types of programs at the time of the survey. Doctoral institutions are most likely to offer these programs.
- **Offshore programs** are predominantly degree-granting rather than certificate-only. Instruction is typically face-to-face rather than entirely online, or a hybrid approach of both methods is used.

One particular model of offshore programs for non-U.S. students is the **branch campus**. As defined for this study, a branch campus is a physical presence, wholly or jointly owned and operated by the awarding institution, that delivers face-to-face instruction and includes traditional physical infrastructure such as a library, labs, classrooms, and faculty and staff offices.

- Forty-three of the institutions that responded to the survey in 2011 operated branch campuses in 2010–11. Most of these (79 percent) were in the doctoral and master’s sectors. More than 20,000 students were enrolled at these branch campuses.
- A majority of branch campuses had permanent staff and faculty onsite and participated in U.S. accreditation (quality assurance) programs and/or those administered by the host country.
- As is the case with joint-degree and dual/double-degree programs, China is the most popular geographic location for branch campuses, followed by Western Europe.
- At 44 percent of institutions with at least one branch campus, the longest-operating branch campus has been in existence for more than 10 years.

As institutions pursue partnerships, collaborations, and other activities abroad, finding opportunities that are in line with institutional mission, overall strategy, and internationalization efforts will maximize the likelihood of success of such ventures. Though reports of failed international collaborations and ventures have made headlines in recent years, significant attention has also been devoted to models of good practice, as well as to strategies for establishing programs and partnerships that benefit all participating institutions and advance the internationalization agenda of U.S. institutions. The 2011 data provide a snapshot of the current activities of U.S. colleges and universities in this realm and set the stage for longitudinal and other research down the road.

Conclusion

In a 1998 article on the internationalization of U.S. higher education, Philip G. Altbach and Patti McGill Peterson wrote:

Everyone agrees that America's students must be prepared for the global environment of the 21st century. Today, no campus planning report fails to stress the importance of "internationalizing the university."...But look behind the rhetoric: "internationalize" may be closer to a buzz word than a deep-seated reality for most colleges and universities. In fact, there are significant constraints on the internationalization of American higher education.

In an era of tight budgets, most institutions lack the financial resources for major international initiatives. And institutions with a lot of international activities often lack the coherent strategic direction that provides connective tissue across them.

For example, how does a goal of having more students study abroad relate to plans for faculty development? Will we have a globally oriented student body taught by a faculty that is hard-pressed for resources to place its teaching and research in a comparative context? Will foreign students on U.S. campuses be seen as a source of income or as a resource of international expertise?

-Internationalize American Higher Education? Not Exactly. *Change*, 30. 36-39.

Taken together, the three sets of data collected as part of the ACE Mapping Internationalization on U.S. Campuses Project present a mixed picture as to whether institutions' general optimism about the progress of internationalization reflects the reality on campuses.

On a positive note, institutions are incorporating internationally focused goals into their mission statements and strategic plans. An increasing number have implemented procedures to assess their progress in internationalization. In the hiring process, more institutions are giving preference to faculty candidates with international background, experience, or interests.

Attention to student mobility has remained strong over the years, and more institutions are devoting financial resources to study abroad programs and international student recruitment. Formalized partnerships, joint degrees, and branch campus ventures are now a part of internationalization efforts for many insti-

tutions. Despite substantial, widespread budget constraints, close to half (47 percent) of institutions that reported an accelerated focus on internationalization in recent years have seen an increase in funding to support these efforts.

While this progress is encouraging, the survey data also highlight areas where improvement is still needed, a number of which relate directly to or have an impact on student learning. Although many institutions indicated that the curriculum has been a particular focus of internationalization efforts in recent years, overall this is not reflected in the general education requirements that apply to all students. While internationally focused concentrations or tracks within a program or major are useful, their reach is limited to those students who opt to participate, and availability varies considerably by discipline and institution type. Given the increasing prevalence of internationally focused student learning outcomes, institutions will

need to take measures to ensure that internationalization permeates the curriculum and that all students are exposed to international perspectives in the classroom and through co-curricular activities.

The questions raised by Altbach and Peterson in 1998 about faculty development and international students are still valid today and relate to student learning. Tenure requirements that reward international activities remain rare, and internationalization-oriented workshops for faculty have recently become less available. If faculty feel the tenure process does not reward them for undertaking international work, or if they do not have opportunities to learn how to infuse global perspectives into their teaching, their ability to help students develop international competence may be limited.

While efforts to recruit international students are on the rise, the data do not show a commensurate increase in support services for these students, or activities that facilitate interaction and mutual learning with American peers. U.S. institutions must ensure that once international students have arrived on campus, they are prepared to succeed academically and thrive culturally. This relationship begins prior to their arrival on campus and has the potential to last well beyond actual time spent at the institution. Intentional efforts to support international students and integrate these students into a campus, in order to facilitate shared learning with domestic peers, can have powerful effects on students who are experiencing the American campus and culture for the first time.

The often pronounced differences in progress toward internationalization among the sectors of institutions also merit serious discussion and further study. Broadly, the doctoral sector outpaces all others on many of the internationalization

indicators included in the Mapping Survey. While associate institutions have made progress in some areas, their overall levels of internationalization are still below those of institutions in other sectors.

Given that approximately 40 percent of U.S. undergraduates attend associate institutions, developing and sharing successful internationalization models and strategies for these institutions should be a priority for the U.S. higher education community going forward. In addressing this challenge, it will be important to move beyond models that have worked for more traditional student populations. Finding ways to bring global learning to non-traditional students should be seen as an essential aspect of providing quality education to all students, and as an important element in America's higher education attainment agenda. At the same time, the needs of doctoral institutions and those in other sectors that are leading the way in terms of internationalization should not be overlooked; for example, additional research on best practices for global engagement and maximizing the impact of partnerships, collaborations, joint degrees, and other ventures in terms of overall internationalization strategies will be important.

In summary, the survey data indicate that while the optimism of institutions about the progress of their internationalization efforts is not misplaced, there is still work to be done. Achieving comprehensive internationalization—the “deep-seated reality” to which Altbach and Peterson refer—requires careful planning, resources, and a sustained commitment that starts with top leadership and permeates the institution. While the data reflect improvements in a number of key areas over time, there are other areas in which progress has stagnated.

Comprehensive internationalization cannot be accomplished all at once, and

in an era of tight budgets and competing demands, it is understandable that institutions must prioritize their internationalization activities and initiatives. At their core, however, colleges and universities are about student learning; no matter what shape the internationalization process takes at a given institution, student learning must remain a central goal. It is by maintaining this focus, and ensuring that all students, regardless of the type of institution they attend, have opportunities to develop international competence, that U.S. higher education will best be able to fulfill its obligation to prepare students to live, work, and succeed in the globalized world of the 21st century.

While the main purpose of this study was to assess the current state of internationalization in U.S. higher education, it was also intended to stimulate discussion about the most effective strategies

for moving ahead. ACE will encourage and coordinate that discussion through a series of programs that will focus on the internationalization challenges confronting higher education as a whole, as well as unique challenges faced by individual sectors. We anticipate that this discussion will lead to additional research on some of the key issues that all institutions face, such as partnerships, learning outcomes, uses of technology to advance internationalization, and resources that support comprehensive internationalization.

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Appendix: Data Collection and Analysis

During academic year 2010–11, 4,533 accredited, degree-granting post-secondary institutions were operating in the United States and its territories. Of these institutions, 3,357 campuses (74 percent) for which at least one valid email address was available were invited to participate in ACE’s 2011 Mapping Internationalization on U.S. Campuses Survey. ACE first sent the online survey to the presidents at these institutions and then contacted several other campus officers, such as the chief academic officer, chief international officer, and the institutional research director. Chief academic officers, in light of their role as the campus leader most likely responsible for overseeing internationalization, also had the option of either completing a paper version of the survey and submitting it by mail or completing the survey via a website.

A total of 1,041 valid responses were submitted from October 2011 to December 2011, yielding a 31 percent response rate. The response rate declined from 39 percent in 2006, but the 2011 survey targeted a larger number of institutions (3,357 compared with 2,746 in 2006). The breakdown of institutions is provided in the table

below. As with previous studies, the 2006 and 2011 responding institutions are not a matched sample. Therefore, trends over time described in the report cannot be attributed to a specific set of institutions.

Data were analyzed by institutional type according to the 2010 Carnegie Classifications. Consistent with previous editions, data were weighted when reported in aggregate to estimate national averages. Each type of institution was assigned a weight based on its relative representation in the survey and in the population of all accredited degree-granting institutions. One notable difference in the 2011 survey is the inclusion of 93 special focus institutions, which helps paint a more accurate national picture. Special focus institutions are defined as institutions awarding baccalaureate or higher-level degrees where a high concentration of degrees (more than 75 percent) is in a single field or set of related fields (excludes tribal colleges). When national averages are reported for 2011, they include special focus institutions. However, comparative data from 2001 and 2006 are not available for this sector.

Institution Type	Survey 2006	Survey 2011		
	No. of Institutions Completed	No. of Institutions Completed	Population of Institutions	Percent Completed
Total	1074	1041	4501	23%
Doctoral	145	176	294	60%
Master’s	274	319	720	44%
Baccalaureate	246	214	796	27%
Associate	409	239	1869	13%
Special Focus	N/A	93	822	11%



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