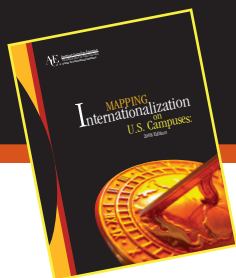


MAPPING Internationalization on U.S. Campuses: 2008 Edition



This report by the American Council on Education (ACE) summarizes the findings of a 2006 survey of U.S. colleges and universities on their policies and practices in furthering internationalization. It is the second in a series, following a 2001 study. These studies are the only comprehensive source of data on internationalization in U.S. higher education institutions. In September 2006, ACE surveyed 2,746 institutions and received an overall response rate of 39 percent. This report highlights the 2006 data, comparing it with information gathered in 2001 when possible. An introductory chapter provides an overview of all responses and subsequent chapters report the data by institutional type. A separate chapter is devoted to U.S. degree programs and campuses abroad.

SURVEY HIGHLIGHTS

Internationalization is not a high priority on most campuses.

- ▶ In 2006, just 39 percent of institutions made a specific reference to international or global education in their mission statements, and 34 percent listed it among their top five strategic priorities (although that is up from 28 percent in 2001).
- ▶ Forty-four percent had a task force that worked solely on advancing internationalization efforts.
- ▶ Slightly more than half (52 percent) reported that they highlighted international or global education programs and opportunities in their recruitment literature.
- ▶ Only 23 percent had a separate plan that addresses institution-wide internationalization.

It is possible for students to graduate without any exposure to international/global issues.

- ▶ In 2006, fewer institutions required a course with an international or global focus as part of the general education curriculum (37 percent in 2006) than five years earlier (41 percent in 2001).
- ▶ Of those institutions with such a requirement, the proportion with a “non-Western” course requirement dropped from 62 percent in 2001 to 50 percent in 2006.
- ▶ Institutions were less likely to have undergraduate foreign-language requirements for graduation for all or some students in 2006 (45 percent) than in 2001 (53 percent).
- ▶ Less than one in five (16 percent) had a foreign-language graduation requirement for all undergraduate students.

Colleges and universities are increasingly creating opportunities for students and faculty to enhance their knowledge and skills in internationalization.

- ▶ Although student participation remains low, the vast majority (91 percent) of institutions offer study abroad opportunities, a 26 percent increase from 2001; and about one-third (31 percent) offer internships abroad, a 9 percent increase from 2001.
- ▶ The most likely investments in faculty in 2006 were:
 - Support for those leading study abroad programs (58 percent).
 - Provision of funding for faculty to travel to meetings or conferences abroad (56 percent).
 - Support for faculty to study or conduct research abroad (39 percent).
 - Hosting of visiting international faculty (39 percent).

Overall, internationalization does not permeate the fabric of most institutions; it is not yet sufficiently deep, nor as widespread as it should be to prepare students to meet the challenges that they will face once they graduate.

—From the Executive Summary

Green, M. F., Luu, D., & Burris, B. (2008). *Mapping internationalization on U.S. campuses: 2008 edition*. Washington, DC: American Council on Education.

See www.acenet.edu/programs/international/mapping2008.



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