

Final Report
2003

Mapping Internationalization on U.S. Campuses

By Laura Siaya and Fred M. Hayward

Funded by The Ford Foundation



American Council on Education

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Table of Contents

I.	EXECUTIVE SUMMARYvii
II.	INTRODUCTIONxi
III.	AN OVERVIEW OF INTERNATIONALIZATION OF U.S. UNDERGRADUATE EDUCATION1
	Undergraduates' International Experiences and Attitudes About Internationalization .....	.1
	Highlights .....	.1
	International Travel and Education Abroad Experience .....	.2
	Foreign Language Skills and Competency .....	.5
	International Course Participation .....	.6
	Participation in International Activities on Campus .....	.8
	Attitudes About Internationalization .....	.8
	Faculty's International Experiences and Attitudes About Internationalization .....	.9
	Highlights .....	.9
	International Travel Experience .....	.10
	Foreign Language Skills and Competency .....	.11
	Participation in International Activities on Campus .....	.13
	Attitudes About Internationalization .....	.13
	Perception of Institutional Commitment to Internationalization .....	.14
	Institutional Policies and Practices .....	.16
	Highlights .....	.16
	Stated Institutional Commitment .....	.17
	Financial Commitment .....	.18
	Foreign Language Requirements and Offerings .....	.20
	International Course Requirements and Offerings .....	.24
	Academic Programs Abroad .....	.26
	Internationally Oriented Extracurricular Activities .....	.28
IV.	INTERNATIONALIZATION AT COMMUNITY COLLEGES, LIBERAL ARTS COLLEGES, COMPREHENSIVE UNIVERSITIES, AND RESEARCH UNIVERSITIES .....	.29
	Community Colleges .....	.29
	Institutional Support for Internationalization .....	.31
	Academic Requirements, Offerings, and Programs .....	.34
	Other International Education Opportunities on Campus .....	.37
	Summary .....	.39

Liberal Arts Colleges	39
Institutional Support for Internationalization	40
Academic Requirements, Offerings, and Programs	42
Other International Education Opportunities on Campus	47
Summary	50
Comprehensive Universities	51
Institutional Support for Internationalization	51
Academic Requirements, Offerings, and Programs	54
Other International Education Opportunities on Campus	59
Summary	62
Research Universities	62
Institutional Support for Internationalization	63
Academic Requirements, Offerings, and Programs	65
Other International Education Opportunities on Campus	69
Summary	71
V. CONCLUSIONS	73
Strengths in Internationalization: Overall Findings	74
Weaknesses in Internationalization: Overall Findings	75
VI. RECOMMENDATIONS	79
APPENDICES	
Appendix A: Demographics of Student Sample	83
Appendix B: Demographics of Faculty Sample	84
Appendix C: Demographics of Institutional Sample	85
Appendix D: Student Survey	87
Appendix E: Faculty Survey	95
Appendix F: Institutional Survey	102
Appendix G: Methodology Report	111

Figures & Tables

Undergraduates' International Experiences and Attitudes About Internationalization

Figure 1	Most Common Destinations for Students' Academic Experiences Abroad	3
Figure 2	Duration of Students' Academic Experiences Abroad, by Institutional Type	4
Figure 3	Reasons Why Students Had Not Traveled Outside the United States for Academic Purposes	5
Figure 4	Range of Foreign Languages that Students Report They Can Speak or Read	6
Table 1	Number of International Courses Taken During the 2001–02 Academic Year, by Student Class Level	7
Figure 5	Student Participation and Interest in International Activities	8

Faculty's International Experiences and Attitudes About Internationalization

Figure 6	Faculty Participation in International Activities	10
Figure 7	Number of Foreign Languages that Students and Faculty Report They Can Read or Speak, by Percentage of Respondents	12
Figure 8	Foreign Language Competency Reported by Students and Faculty	12
Figure 9	Student and Faculty Attitudes Toward International Requirements and Study Abroad	14
Figure 10	Faculty Who Agreed that Students Graduate with an Awareness of Other Countries, Cultures, or Global Issues, by Institutional Type	14

Institutional Policies and Practices

Figure 11	Stated Institutional Commitment to Internationalization	17
Figure 12	External Funding for Internationalization, by Funding Source	18
Table 2	Percentage of Institutions Earmarking Funds for Faculty Participation in International Activities, by Level	19
Table 3	Percentage of Institutions with Foreign Language Admission Requirements, by Level: 1988 and 2001	20
Table 4	Percentage of Institutions with Foreign Language Graduation Requirements, by Level: 1988 and 2001	20
Figure 13	Number of Foreign Languages Offered at All Institutions	22
Figure 14	Average Number and Range of Foreign Languages Offered, by Institutional Type	22
Table 5	Most Commonly Offered Languages and Percentage of Total Language Enrollments	23

Figure 15	Number of Courses Required to Satisfy an International General Education Requirement, by Institutional Type	24
Figure 16	Percentage of Undergraduate International Courses in Selected Fields, by Institutional Type	25
Table 6	Percentage of Institutions Administering Academic Programs Abroad, by Level and Program Type	25
Figure 17	Number of Study or Work Abroad Programs, by Percentage of Institutions Administering Programs	26
Figure 18	Internationally Oriented Extracurricular Activities Offered by Institutions	26

Internationalization at Community Colleges

Figure 19	External Funding for Internationalization at Community Colleges, by Funding Source	32
Table 7	Student and Faculty Attitudes Toward International Education Requirements and Faculty Responsibility at Community Colleges	35
Figure 20	Number of Foreign Languages Offered at Community Colleges	36
Figure 21	Number of Study or Work Abroad Programs Administered at Community Colleges, by Percentage	37
Figure 22	Student Participation and Interest in International Activities at Community Colleges	38
Figure 23	Faculty Opportunities Offered by Community Colleges	39

Internationalization at Liberal Arts Colleges

Figure 24	External Funding for Internationalization at Liberal Arts Colleges, by Funding Source	40
Figure 25	Number of International Courses Taken During the 2001–02 Academic Year at Liberal Arts Colleges, by Percentage of Students	44
Figure 26	Foreign Languages Offered at Liberal Arts Colleges	45
Figure 27	Foreign Language Skills Reported by Students and Faculty at Liberal Arts Colleges	45
Figure 28	Foreign Language Competency Reported by Students and Faculty at Liberal Arts Colleges	46
Figure 29	Most Common Destinations for Liberal Arts College Students' Academic Experiences Abroad	47
Figure 30	Student Participation and Interest in International Activities at Liberal Arts Colleges	48
Figure 31	Faculty Participation in International Activities at Liberal Arts Colleges	49

Internationalization at Comprehensive Universities

Figure 32	Institutionally Funded International Activities for Faculty Development at Comprehensive Universities	52
Figure 33	Number of International Courses Taken During the 2001–02 Academic Year at Comprehensive Universities, by Percentage of Students	55
Figure 34	Foreign Language Graduation Requirements at Comprehensive Universities, by Percentage of Institutions: 1988 and 2001	55
Figure 35	Foreign Languages Offered at Comprehensive Universities, by Percentage of Institutions	56
Figure 36	Foreign Language Skills Reported by Students and Faculty at Comprehensive Universities	56
Figure 37	Foreign Language Competency Reported by Students and Faculty at Comprehensive Universities	57
Figure 38	Most Common Destinations for Comprehensive University Students' Academic Experiences Abroad	59
Figure 39	Internationally Oriented Extracurricular Activities Offered by Comprehensive Universities	60
Figure 40	Student Participation and Interest in International Activities at Comprehensive Universities	60
Figure 41	Faculty Participation in International Activities at Comprehensive Universities	61

Internationalization at Research Universities

Figure 42	Stated Institutional Commitment to Internationalization at Research Universities	63
Figure 43	External Funding for Internationalization at Research Universities, by Funding Source	63
Figure 44	Institutionally Funded International Activities for Faculty Development at Research Universities	64
Figure 45	Size of Research Universities' Financial Awards Provided to Faculty to Pursue International Activities	65
Figure 46	Student and Faculty Attitudes Toward International Requirements at Research Universities	66
Figure 47	Foreign Language Graduation Requirements at Research Universities, by Percentage of Institutions: 1988 and 2001	67
Figure 48	Student Participation and Interest in International Activities at Research Universities	70
Figure 49	Faculty Participation in International Activities at Research Universities	71

I. Executive Summary

This report examines the internationalization efforts of U.S. colleges and universities with comparisons to previous data, as appropriate and possible. It also looks at the international experiences and attitudes of undergraduate students and faculty. Key questions addressed include: To what extent are institutions internationalizing the undergraduate experience? What practices and policies are in place to support internationalization efforts? Do students graduate with international skills and knowledge? What international experiences and skills do students and faculty possess? Do students and faculty support international education initiatives?

OVERVIEW

Internationalization has been high on the agenda of the American Council on Education (ACE) since the 1950s. Two ACE studies, Andersen (1988) and Lambert (1989), were the first systematic efforts to provide an overview of the state of internationalization at U.S. colleges and universities.¹ They revealed major gaps in undergraduates' international education.

Since those studies, the need for graduates with international knowledge and skills has increased substantially. U.S. international responsibilities have gone far beyond any previously imagined. At the same time, U.S. deficiencies in language training and cultural understanding of many parts of the world have come to light. The breadth and depth of skills that graduates need to work effectively in this more global environment have expanded, causing higher education to rethink its goals and student learning objectives.

In 2000, ACE began a series of surveys, funded by the Ford Foundation, to examine the status of internationalization in U.S. postsecondary education and identify any noticeable changes since the earlier studies were completed. To accomplish this, ACE conducted three national surveys. The first survey included a national sample of 752 U.S. colleges and universities chosen to reflect the range of institutional types: community colleges, liberal arts colleges, comprehensive universities, and research universities.² The second survey gathered data from 1,027 undergraduate faculty, drawn from the institutional survey respondents. The third survey collected information from 1,290 undergraduate students,

¹ Andersen, C. (1988). *International Studies for Undergraduates*. Washington, DC: American Council on Education. Lambert, R. (1989). *International Studies and the Undergraduate*. Washington, DC: American Council on Education.

² See Appendix G for a detailed discussion of each of the samples and techniques used to identify institutions, faculty, and students, and for information about other questions regarding methodology.

all from the institutions that responded to the institutional survey. Highlights of the overall findings, according to institutional type, and recommendations of the study include:

Strengths in Internationalization: Overall Findings

- Institutional type alone did not determine an institution's success at internationalizing undergraduate education.
- The percentage of institutions with foreign language requirements has increased since the Andersen and Lambert reports.
- Half of all students surveyed had taken at least one international course during the 2000-01 academic year.
- There was strong support for internationalization among students, faculty, and the public.
- The majority of students and faculty reported that they had a variety of international travel experiences and some foreign language learning.
- The personal interest of faculty and staff greatly contributed to internationalization efforts on campus.

Weaknesses in Internationalization: Overall Findings

- Most institutions exhibited a low level of commitment to internationalization, as evidenced by the low percentage of institutions that included internationalization in their mission statement or as a priority in their strategic plan.
- The majority of students and faculty expressed support for international activities, but failed to participate in these activities.
- Foreign language enrollment as a percentage of total course enrollments remained static and enrollment was increasingly concentrated in Spanish. Students preferred foreign language and foreign culture learning that is focused on Western countries.
- While the number of participants had increased, only a small portion of undergraduates participated in academic programs abroad and many of those that did had short-term experiences.
- Internationally oriented extracurricular activities attracted a very small minority of students.

Internationalization at Community Colleges

- Significant progress had been made in internationalizing community colleges, especially through heightened foreign language requirements and study abroad opportunities.
- Community colleges were the most likely to offer faculty workshops on internationalizing the curriculum, compared with other types of institutions.
- The proportion of community colleges receiving external funding for international education programs and activities increased from 10 percent in 1989 to 46 percent in 2000-01. Yet, community colleges were still the least likely to seek actively or receive external funding to support their internationalization efforts, compared with other types of institutions.

- While the number of international students at community colleges was relatively small, the share of colleges with international students had increased by more than 10 percentage points since 1995.
- The majority of community colleges had not made a stated commitment to internationalization. Community colleges were the least likely of those studied to include internationalization in their mission statement, list it as a priority in their strategic plan, or have assessed their efforts in the last five years.

Internationalization at Liberal Arts Colleges

- Liberal arts college faculty were the most supportive of international course requirements, compared with faculty at other types of institutions. They also were the most likely to report that they had taught an international course, incorporated reading from foreign authors into their curriculum, and integrated new technologies to enhance the international dimension of their courses.
- Compared with students at other types of institutions, liberal arts college students were the most likely to report that they had taken an international course during the 2000-01 academic year (63 percent).
- Liberal arts colleges actively recruited international students and were the most likely to earmark funds for international student scholarships.
- Thirty-two percent of liberal arts colleges had a foreign language graduation requirement for all undergraduates, the highest percentage among all types of institutions surveyed. And yet, compared with other types of four-year institutions, liberal arts colleges were the least likely to include internationalization in their mission statement, list it as a priority in their strategic plan, or have assessed their efforts in the last five years.
- In spite of the fact that liberal arts colleges actively recruited international students and provided an array of international offerings, few had dedicated administrative structures with full-time, non-student staff.

Internationalization at Comprehensive Universities

- Comprehensive universities were the most likely to require undergraduates to take an international course (57 percent). The majority of students at comprehensive universities said they had taken an international course during the 2000-01 academic year (54 percent).
- Seventy-four percent of comprehensive universities with an international course requirement required international courses with a non-Western perspective, more than any other type of institution.
- Students at comprehensive universities were the most likely (19 percent) to have traveled outside the United States for academic purposes for more than one year, compared with students at other four-year institutions.
- Compared with students at other four-year institutions, comprehensive university students were the least likely to have reported participating in international clubs or organizations, international festivals, or study groups with international students.
- Among four-year institutions, comprehensive universities were the least likely to earmark funds for international student recruitment activities, including scholarships for international students.

Internationalization at Research Universities

- Research universities were the most likely to seek and receive external funding for international education programs and activities, compared with other types of institutions.
- Compared with other types of institutions, research universities were the most likely to include internationalization in their mission statement (55 percent), state it as one of their strategic priorities (49 percent), and have had a task force on campus dedicated to advancing internationalization efforts (66 percent).
- Research universities had the greatest number of different foreign language offerings, compared with other types of institutions.
- Research universities were the most likely to have had an office that administers international education programs and the most likely to have employed full-time non-student staff in these offices, compared with other types of institutions.
- Compared with faculty at other types of institutions, faculty at research universities were the least likely to have agreed that most undergraduates at their institution graduate with an awareness of other countries, cultures, or global issues.

Recommendations

- Given the low level of student participation in internationally oriented extracurricular activities and academic programs abroad, colleges and universities should focus on the curriculum to ensure that students gain international skills and knowledge.
- Resources close to home are often underutilized, such as international students, faculty, and community members. Taking greater advantage of these resources can enhance internationalization efforts.
- Building upon and strengthening existing support for internationalization among students, faculty, and the public can provide momentum for internationalization efforts and turn support into greater participation.
- There is particularly strong support for foreign language education. Furthermore, recognition of the need for foreign language skills and cultural literacy is at an all-time high. Institutions should seek ways to increase student participation in these areas, especially the study of less commonly taught languages and cultures.
- Institutions should make internationalization an institutional priority—include it in their mission statements, make it visible in their strategic plan, and assess their institutional efforts.

Higher education has made some progress in internationalizing the undergraduate experience in the past 15 years, but there is still much work to do. Colleges and universities should focus their efforts on the curriculum to ensure broad exposure to international learning, identify and build upon their existing available resources, bridge the disconnect between attitudes and actions, clearly articulate their commitment to internationalization, and create conditions that will increase the level of international learning on campus.

II. Introduction

The impact of globalization, the changing role of the United States in international relations, the expansion of business and commerce, increasing mobility in the work place, and the information technology revolution have placed increased demands on higher education. In the last few years, these demands have become even more critical, requiring higher education to respond in an intentional and comprehensive way. Interest in internationalization began to increase in the late 1940s, when a growing number of U.S. institutions began to engage with their counterparts throughout the world on student and faculty exchanges and collaborative research projects. Since the end of World War II, foreign language and areas studies education have received substantial support from foundations, the federal government, and institutions themselves. By the 1990s, internationalization was part of the common rhetoric and, for the most part, an expected component of the curriculum of colleges and universities. In recent years, the rapid development of a highly globalized economic, social, and political environment has encouraged colleges and universities to focus more attention on producing globally competent graduates and to internationalize their curriculum, research, and service. However, very little effort has been made to assess

these efforts and their implementation, and data are lacking on how well higher education is doing in preparing undergraduates for the demands of the contemporary world.

This study looks at the current state of internationalization of undergraduate education in the United States, with comparisons to past data, as appropriate and possible. It also examines the international experiences and attitudes of undergraduate students and faculty. It addresses key questions such as: What strategies are colleges and universities using to further internationalization? What are their strengths and weaknesses? What international experiences and skills do students and faculty possess? To what extent do students and faculty support and participate in international education initiatives?

In this report, we primarily use the term “internationalization,” a term that means the incorporation of an international/intercultural dimension in teaching, research, and service.³ We also use the term “international education” synonymously with internationalization, although it generally refers to the various activities of language study, study abroad, and internationally focused courses. We use these terms interchangeably to signal a broad view that includes the wide range of on- and off-campus activities through which students gain international skills and knowledge.

Interest in internationalization began to increase in the 1940s, when a growing number of U.S. institutions began to engage with their counterparts throughout the world on student and faculty exchanges and collaborative research projects.

³ Knight, J. (1994). *Internationalisation: Elements and Checkpoints*. Ottawa, Canada: Canadian Bureau for International Education.

Two ACE studies, conducted by Andersen (1988) and Lambert (1989), were the first systematic efforts to provide an overview of the state of U.S. undergraduate education in providing foreign language training and knowledge about the rest of the world.⁴ They revealed major gaps in undergraduates' international education. Author Richard Lambert noted: "The evidence indicates that while many presidents place high value in general on international studies, it ranks relatively low among their priorities compared to other academic subjects. International studies must move up in the priority list if the substantial changes called for in this report are to be carried out."⁵

Since those studies, the importance of the United States' international role has increased substantially. The United States has global expectations and responsibilities far beyond any previously imagined. The breadth of skills and needs has expanded and we have discovered some of the costs of our deficiencies in language training and the limits of our understanding of some parts of the world, their cultures, and their people. In 2000, ACE began a series of studies, funded by the Ford Foundation, to examine the status of internationalization in the United States and describe the changes of the 15 years since the earlier studies. The limited amount of data available was published in the *Preliminary Status Report 2000*, suggesting that levels of internationalization remained low and that there was very little evidence of improvement since the late 1980s.⁶

ACE's new research initiative gathered data on internationalization based on systematic surveys of the nation's colleges and universities, undergraduate students, and faculty.⁷

The three surveys discussed in this report also build on ACE's research in 2001 and 2002, which looked at public support for international education in the United States.⁸ Those studies demonstrated that, in contrast to findings of earlier reports, the American public is interested in and supportive of international education; it expects today's students to learn foreign languages and to be informed about the rest of the world. The public expects higher education to provide a high level of foreign language training and a curriculum that helps students gain an understanding of other nations, people, and cultures. Indeed, ACE's national survey of the public found that people overwhelmingly recognize the need for international knowledge, skills, and experience.⁹

This report builds on this previous work and presents the findings of the three most recent surveys. The first survey included a national sample of 752 U.S. colleges and universities chosen to reflect the distribution of U.S. institutions by type: community colleges, research and doctoral institutions, master's or comprehensive institutions, and liberal arts colleges.¹⁰ Due to the wide variety of administrative structures found among institutions, the survey was sent

⁴ Andersen, *op. cit.*, and Lambert. *op. cit.*

⁵ Lambert, *op. cit.*, p. 168.

⁶ Hayward, F. M., (2000). *Preliminary Status Report 2000: Internationalization of U.S. Higher Education*. Washington, DC: American Council on Education.

⁷ See Appendix G for a detailed description of the methodology for these surveys.

⁸ Hayward, F. M., and Siaya, L. M. (2001). *Public Experience, Attitudes, and Knowledge: A Report on Two National Surveys About International Education*. Washington, DC: American Council on Education. See also Siaya, L., Porcelli, M., and Green, M. (2002). *One Year Later: Attitudes About International Education Since September 11*. Washington, DC: American Council on Education.

⁹ Hayward and Siaya, *op. cit.*

¹⁰ See Appendix G for a detailed discussion of the each of the three samples, techniques used to identify institutions, faculty, and students, and for information about other questions regarding methodology and reliability.

directly to the college or university president, who was asked to select the best person on his or her campus to complete the survey. The second survey gathered data from 1,027 faculty who taught undergraduate students. The faculty sample was then drawn from the institutional survey respondents. The third survey collected information from 1,290 undergraduate students, also from the institutions that responded to the institutional survey. Prior to conducting the surveys, ACE staff, working with staff from the Center for Survey Research and Analysis (CSRA) at the University of Connecticut, carried out five focus groups of faculty and five focus groups of students at selected institutions,

representing various regions and institutional types. The purpose was to get a better sense of internationalization on campuses, explore their attitudes and concerns, detect potential problem areas, and identify issues we might otherwise have overlooked. In addition, when possible, we made efforts to replicate the information gathered by Lambert and Andersen in the late 1980s and in more recent studies, so that we could present comparative data. The student and faculty surveys provide attitudinal and experiential data not previously available on a national basis.

III. An Overview of Internationalization of U.S. Undergraduate Education

This section presents an overview of the results of the three national surveys, changes over time, and the implications for U.S. higher education. All of the surveys are national samples designed to provide multiple perspectives about internationalization at U.S. colleges and universities. A more detailed review of the data by type of institutions is provided in the next section.

UNDERGRADUATES' INTERNATIONAL EXPERIENCES AND ATTITUDES ABOUT INTERNATIONALIZATION

ACE conducted the student survey in spring 2002, drawing responses from 1,290 undergraduate students across the United States. Respondents ranged from first-year students to seniors. The majority of student respondents went to college full time (89 percent), were between the ages of 18 and 22 (57 percent), were white (76 percent), and were female (56 percent).¹¹

Highlights

Perhaps the most important and surprising finding was the strong support among students for international requirements, activities, and programs. More than 50 percent of students agreed that all undergraduates

should be required to study a foreign language if they do not already know one. Sixty-five percent agreed that all students should be required to take courses covering international topics. Moreover, almost half of the students reported that they “would like to participate” in a wide variety of international activities. This support may be explained in part by the fact that many undergraduate students arrived on campus with prior international experiences (e.g., 88 percent said they had studied a foreign language before college). In addition, participation in academic programs abroad has increased since the 1989 Lambert report¹² and the majority of students reported that they had enrolled in at least one internationally focused course during the 2001-02 academic year.

However, strong student support generally did not translate into high participation in many other internationally focused activities or programs, either on or off campus. Less than 20 percent of the students reported actually participating in on-campus extracurricular activities. Likewise, while the number of students participating in academic programs abroad has increased to 12 percent, this is still a relatively small percentage of students overall.¹³

More than 50 percent of students agreed that all undergraduates should be required to study a foreign language if they do not already know one. Sixty-five percent agreed that all students should be required to take courses covering international topics.

¹¹ Additional student demographic information can be found in Appendix A.

¹² Lambert, *op. cit.*, p. 11.

¹³ This is an increase from the 3 percent reported in the Hayward (2000) *Preliminary Status Report 2000: Internationalization of U.S. Higher Education*. The 3 percent figure was calculated using the U.S. Department of Education's total number of undergraduates and the total number of students who traveled abroad as presented in the Institute for International Education's *Open Doors* publication. The 12 percent figure comes from the student survey and includes students who reported that they had studied or worked abroad or had participated in any other college-sponsored program outside the United States. The inclusion of work and other programs, which was not part of previous surveys, increased positive responses (see Appendix G) but probably does not account for the entire difference.

A minority of students, approximately 30 percent, did not view international learning as necessary to their educational experience and future careers.

International Travel and Education Abroad Experience

Students today are relatively well traveled. Sixty-four percent reported that they had traveled or lived outside the United States.¹⁴ This figure was somewhat higher than the 55 percent of Americans who reported in ACE's general public survey in 2000 that they had traveled abroad. It is nearly the same as the 62 percent of college-bound seniors who said in the Art & Science Group/ACE survey in 2000 that they had traveled to other countries.¹⁵

About 7 percent of undergraduates reported that they took part in a study abroad program prior to college. This was consistent with the Art & Science Group/ACE survey of college-bound seniors conducted in 2000 that found the same percentage of students had participated in a summer camp abroad or study abroad program during high school.¹⁶ The Art & Science Group/ACE survey also found that 27 percent had traveled to another country with a school group and more than 50 percent had traveled outside the United States with their family.¹⁷ This level of international

exposure, through travel or academic programs, should be reflected in greater depth of students' international knowledge and interest in international learning, but as student participation patterns show, this is not the case. It does, however, indicate a substantial foundation from which to build further interest and participation.

In 1979, the Presidential Commission on Foreign Languages and International Studies set a target of 10 percent of U.S. students studying abroad by 2000.¹⁸ Lambert reported that in the 1986-87 academic year, less than half of 1 percent of students had studied abroad.¹⁹ In 1997-98, the total increased to 3 percent, according to ACE recalculations of the 1997-98 Institute of International Education (IIE) data.²⁰ Of the undergraduates who ACE surveyed in 2002, 10 percent said they had participated in a study or work abroad program as undergraduates.²¹ In addition, 5 percent said they participated in some other type of college-sponsored programs outside the United States. Overall, almost 12 percent of students participated in some type of academic program outside the United States when participation in all types of programs was combined, such as study or work abroad, international internships, or field study programs abroad.

¹⁴ The percentage of students who traveled abroad was even higher for students whose mother or father had advanced degrees—at 84 percent when the mother had an advanced degree (e.g., M.A. or Ph.D.), 83 percent when the father did. We do not have a good socioeconomic measure for students because they were not asked about either their parents' or their own economic situation. For that reason, we use parents' level of education as a proxy for socioeconomic status because it usually reflects the kinds of jobs held by parents' and is a reasonably accurate indicator of income.

¹⁵ See Hayward and Siaya, *op. cit.*, p. 7.

¹⁶ Art & Science Group. (2000). The Art & Science Group/ACE studentPOLL Survey.

¹⁷ While 5 percent had come to the United States from another country, and may be part of the 27 percent reporting, the remaining 22 percent is substantial.

¹⁸ See Presidential Commission on Foreign Languages and International Studies. (1979). *Strength Through Wisdom: A Critique of U.S. Capability*. Washington, DC: U.S. Government Printing Office.

¹⁹ Lambert, *op. cit.*, p. 11.

²⁰ We used IIE data from *Open Doors* 1998-99. Reanalysis of the IIE data suggests the total is about 0.8 percent of all students—about 3 percent of the potential pool at the undergraduate level. IIE calculated 9.3 percent as the total percentage of students participating in study abroad, but that was derived from using graduation rate data for 1995 and study abroad data for 1997-98. See also our *Preliminary Status Report 2000*, pp. 9-10.

²¹ In the 2002 survey, students were asked if they had "participated in a study/work abroad program as an undergraduate student." The addition of "work abroad" to the sentence, while allowing us some insight into work abroad participation, inhibits our ability to directly compare it to our previous recalculations.

The new student data suggest that U.S. colleges and universities are doing better than earlier calculations suggested.²² Indeed, another 11 percent of those surveyed reported that they expected to travel outside the United States for academic purposes before graduation. While it is likely that only a fraction of these students will actually do so, the total percent of those who participate in some type of academic program outside the United States during their undergraduate careers could increase to a level somewhat higher than the 12 percent reported in the survey.

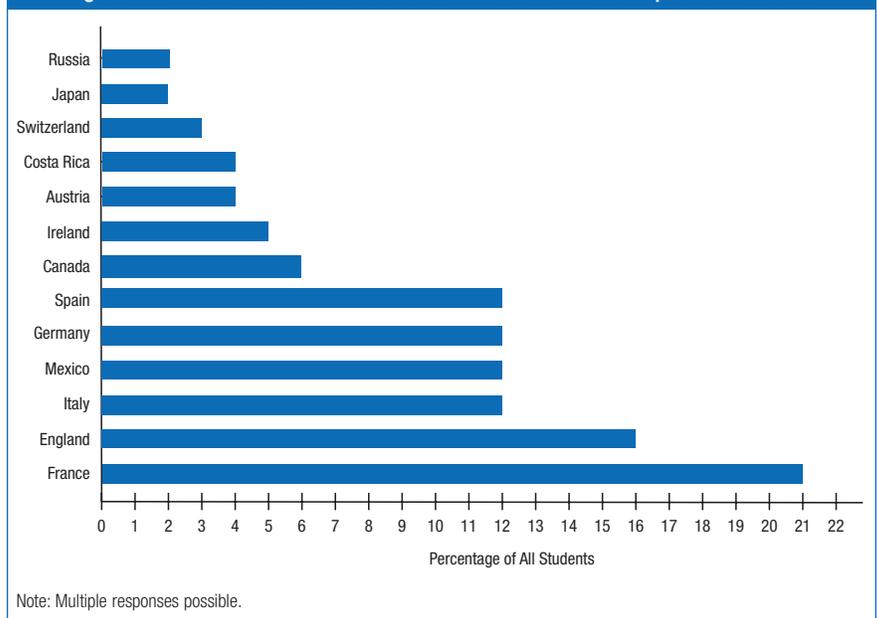
The data indicate that the percentage of students participating in academic programs abroad has increased since the late 1980s. Part of the explanation is the existence of a greater number of opportunities abroad for undergraduate students in general—not just study abroad but also internships, field study, work/study, and international service. While this is good news, other findings cloud the positive impression. One is the gap between students’ stated inclinations and their actual participation in education abroad. In the Art & Science Group/ACE survey of high school seniors, 48 percent said that they planned to study abroad during college.²³ In the 2002 ACE student survey, almost 60 percent of undergraduates agreed that all undergraduates should have a study abroad experience. However, far fewer students actually do go abroad.

Second, many of the students who had participated in study abroad as an undergraduate had also done so before college. Of the undergraduates who reported that they had participated in academic programs abroad during college, 44 percent had taken part in a study abroad program

prior to entering college, either through their high school or other academic program abroad provider. This finding suggests that institutions need to expand their efforts to reach out to students who have not had any prior experience with international travel.

Of the students who did participate, what countries did they choose for their academic experiences abroad? Not surprisingly, France, England, Italy, Mexico, Germany, and Spain were the top six destinations (see **Figure 1**). This closely follows with the findings from IIE’s 2000-01 survey, which listed the United Kingdom, Italy, Spain, and France as the top study abroad destinations.²⁴ Much further down the list were Canada, Ireland, Japan, and Russia. In the ACE survey, less than 1 percent of students reported that they had traveled for academic purposes to countries such as Turkey, Korea, or Egypt.

Figure 1: Most Common Destinations for Students’ Academic Experiences Abroad



²² Sampling students posed a challenge, as many institutions were reluctant to release student contact information after the events of September 11, 2001. The sampling procedures are elaborated in the Methodology Report (See Appendix G).

²³ Art & Science Group, *op. cit.*

²⁴ Koh Chin, H. K. (2002). *Open Doors: Report on International Educational Exchange*. New York: Institute of International Education.

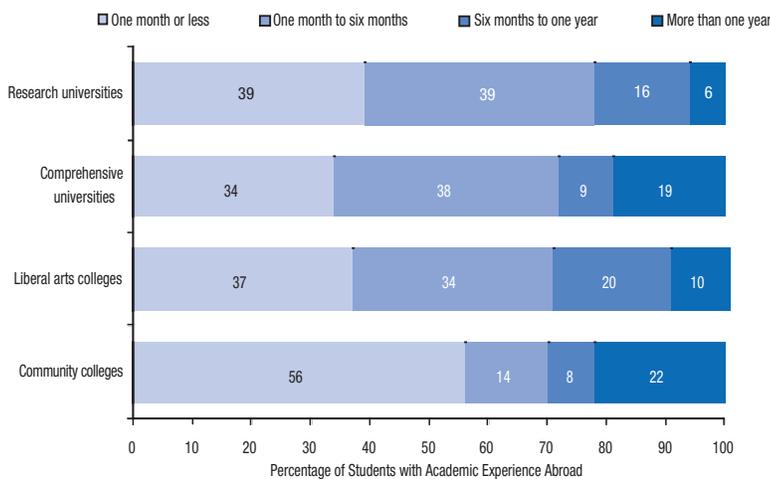
Overall, almost 75 percent of students said their longest stay abroad was less than six months; 43 percent said it was one month or less. This confirms the findings from the IIE survey that found students have increasingly preferred short-term programs.²⁵ The duration of student academic travel abroad varied widely by institutional type (see **Figure 2**). The most common duration reported by community college students was one month or less, perhaps reflecting the fact that these students are generally older than students at four-year institutions and more of them work full time and have family obligations. Surprisingly, 22 percent of community college students who went abroad spent more than one year in their academic programs—more than students at any other type of institution. Students at research universities were the least likely to stay abroad for more than

one year, while students at liberal arts colleges were the most likely to stay for six months to one year.²⁶

Students cited a number of benefits resulting from their academic experience abroad. The most common had to do with an increase in personal knowledge or development. Forty-five percent reported that education abroad had increased their understanding of other people and cultures. Another 17 percent reported that it had increased their understanding of their own values and culture. Another 16 percent indicated that it had helped them to become more well rounded. Clearly, students perceive an academic experience abroad to be personally, rather than professionally, beneficial. Few students suggested that the major benefit was job-related—such as increased foreign language skills (7 percent), improved capacity to work with people from diverse backgrounds (6 percent), and additional skills that would help them obtain a better job (2 percent).

The survey also explored why students chose not to participate in study abroad programs (see **Figure 3**). Eleven percent indicated that they were not interested. For the others, the most frequently cited reason was that it was “too expensive” (27 percent),²⁷ followed by family obligations (15 percent),²⁸ and job concerns (11 percent).²⁹ The latter response—“cannot afford to take time off from my job”—also reflects a financial concern. Cost was the second most frequently cited barrier to

Figure 2: Duration of Students' Academic Experiences Abroad, by Institutional Type



Note: Based on those students who reported that they had traveled outside the United States for academic purposes. Totals may not equal 100 percent due to rounding.

²⁵ *Ibid.*

²⁶ This is based on a sample size of N=258.

²⁷ For students from lower socioeconomic groups (as represented by parents' educational level), this number went up to 37 percent. Cost was a more important deterrent for non-white students (34 percent) than for white students (27 percent).

²⁸ Women were twice as likely as men to cite family obligations (19 percent versus 9 percent).

²⁹ These numbers were relatively consistent by type of institution except that a higher number of two-year college students reported that family obligations limited their ability to participate in programs abroad at more than twice the rate of students at four-year institutions (24 percent versus 10 percent). Students from lower socioeconomic backgrounds also were more likely to cite family obligations and costs as deterrents to participation.

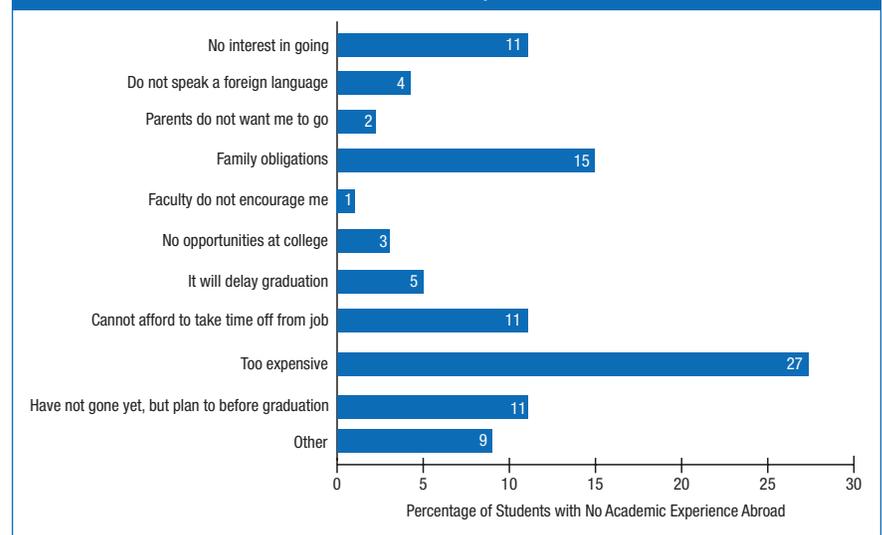
education abroad by high school seniors in the 2000 Art & Science/ACE poll.³⁰ Since cost is a major factor limiting participation in academic programs abroad, increasing the number of undergraduates who can take advantage of these opportunities will require financial assistance. Several states have established funds to assist students financially with programs abroad and some institutions have developed financial aid programs to foster participation.³¹ While institutional or other financial assistance for education abroad may increase participation, it also is possible that students have an exaggerated perception of the costs, are unaware of financial aid opportunities, or have not planned or budgeted in ways that would allow them to take advantage of financial aid and other opportunities.

Foreign Language Skills and Competency

Eighty-eight percent of all students in the sample had studied a foreign language prior to entering college. Thirty-four percent reported they had taken or were currently taking a foreign language course as an undergraduate. In this study, for the purpose of estimating and comparing language enrollments with earlier research, we used data from the college seniors in the sample. Fifty-two percent reported that they were studying or had studied a foreign language in college. By comparison, Lambert's 1989 transcript study of seniors showed that 48 percent of students took some foreign language before they graduated. Thus, there appears to be a slight increase in enrollments since 1986.³²

Fifty-five percent of all the students surveyed said they could speak or read a language other than English. The relationship between students' foreign language ability and their attitudes about foreign language requirements is telling. Fifty-three percent of students agreed that students should be required to take a foreign language if they did not already know one—almost the same total as the 55 percent of students reporting they could read or speak another language. When cross-tabulated, students who reported that they could speak at least one other language besides English were almost twice as likely (66 percent) to agree that all students should study a foreign language, when compared with students who reported that they did not know another language (34 percent). Among those who said they could speak or read a language other than English, 20 percent reported they were native speakers of a language other than English.

Figure 3: Reasons Why Students Had Not Traveled Outside the United States for Academic Purposes



³⁰ Art & Science Group, *op. cit.*

³¹ Wisconsin has a state program for study abroad, Missouri has established an innovative program through Missouri Southern College, SUNY Binghamton has endowed study abroad scholarships, and Arcadia College has developed a London Preview Program for first-year students. The latter two programs are described in Engberg, D., and Green, M. (Eds.). (2002). *Promising Practices: Spotlighting Excellence in Comprehensive Internationalization*, Washington, DC: American Council on Education.

³² Lambert, *op. cit.*

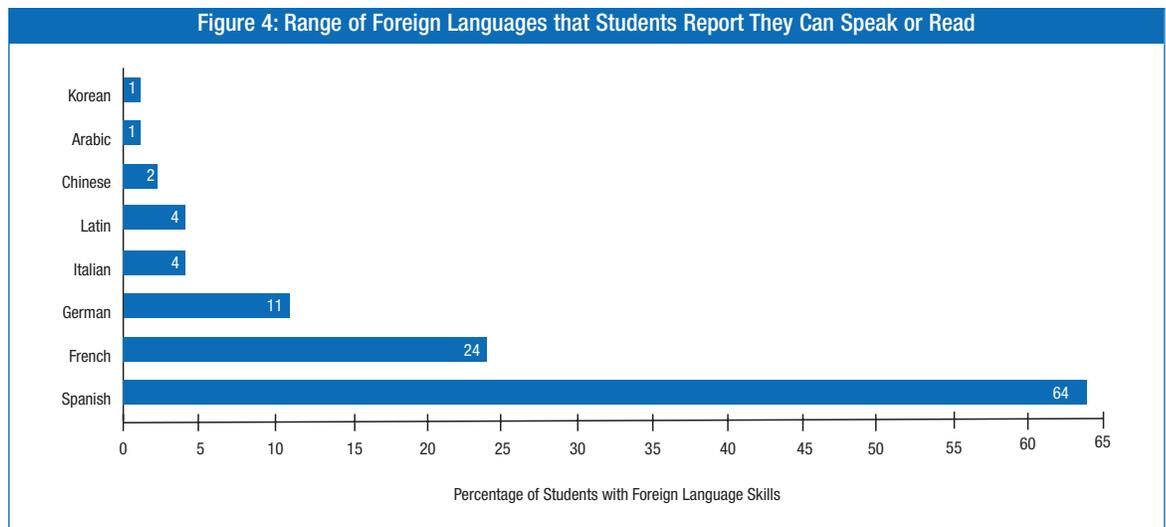
Of those students with foreign language skills, how competent did they believe they were in their second language?³³ Students rated themselves more competent in reading than speaking the foreign language. Eighty-three percent felt comfortable reading a newspaper and 43 percent said they could read a novel or textbook. Sixty-four percent said they could carry on an informal discussion about daily events with a native speaker and 29 percent felt competent to give a class presentation to native speakers. This high degree of self-reported language competencies is surprising in light of the fact that the majority of language enrollments are in an undergraduate's first three semesters.

Which languages besides English do students speak or read? Spanish is the most frequently cited language (see **Figure 4**), and French is the second, followed by German, though these latter two trail far behind Spanish. Italian and Latin are even less common, with languages such as Arabic and Korean studied by less than 1 percent of students overall. These data confirm other studies that show Spanish is

increasingly the most popular language among undergraduates. French, German, and Italian follow at a distance. Few undergraduate students take non-Western languages, such as Arabic, Chinese, or Korean, and while the percentage has increased over the last few years, the actual number of students enrolling in these courses is very small compared with enrollments in Western European languages.³⁴

International Course Participation

Students were asked about their attitudes toward and enrollment in internationally focused courses. Sixty-five percent of students thought that undergraduates should be required to take courses covering international topics. More than 80 percent said that knowledge about international issues and events and an ability to understand other cultures and customs would be important to compete successfully in the job market. Slightly more than half (52 percent) of the students reported taking at least one course (other than a language course) with an international focus during the 2001-02 academic year. Thirty percent had taken



³³ If students indicated that they knew more than one other language besides English, they were asked to answer the questions on competency with regard to their best second language.

³⁴ Brod, R., and Welles, E. B. (2000). "Foreign Language Enrollments in United States Institutions of Higher Education," Fall 1998. *ADFL Bulletin* 31(2), 22-29.

Table 1: Number of International Courses Taken During the 2001–02 Academic Year, by Student Class Level

Number of International Courses	First-Year	Second-Year	Third-Year	Fourth-Year
None	51%	50%	49%	43%
One	23%	22%	18%	23%
Two	18%	17%	18%	20%
Three or more	8%	10%	16%	14%
Any Courses	49%	50%	52%	57%

two or more courses that focused on perspectives, issues, or events from countries or areas outside the United States.³⁵ Of those students who had taken an international course, half were taking courses that focused on the non-Western world.³⁶ Slightly less than 20 percent had taken two or more such courses. Since the data presented is a one-year snapshot of a student’s educational career, it indicates that most students will have taken multiple courses with an international focus by the time they graduate.

Of those in four-year institutions, 56 percent had taken international courses during the 2001-02 academic year, 42 percent of students in two-year institutions had done so. On the basis of these data, it is reasonable to assume that more students are taking courses with an international focus now than did so in the mid-1980s. As can be seen in **Table 1**, about half of students at each class level were taking or had taken one or more international courses during the 2001-02 academic year. We do not have good comparative data from the previous ACE student survey conducted by Lambert, because it was based on transcript analysis

of the graduating class of 1986³⁷ and the new ACE student survey figures are only for the 2001-02 academic year. Still, the data suggest that more students are taking international courses currently than in 1989 when Lambert reported that 21 percent of those pursuing associate degrees at two-year institutions had at least one international course at the time of graduation.³⁸ The 2002 ACE student survey found that 42 percent of students at two-year institutions had taken international courses during the 2001-02 academic year alone, twice the percentage Lambert found in 1986. We would, however, add a note of caution. As we reported in the *Status Report 2000*,³⁹ Clifford Adelman’s analysis of 1981-93 transcript data produced much lower figures, finding 14 percent of undergraduate students taking more than four credits of internationally focused courses.⁴⁰ While much of the difference may be accounted for by method and definition, the extent of the differences in findings suggests caution in comparing these studies.

³⁵ This question had two parts. The questions were: “How many undergraduate courses have you taken this academic year, including this term?” and “Of these courses, how many focus on perspectives, issues, or events from specific countries or areas outside the United States? Do not include language courses.”

³⁶ The question was: “Of the courses included [above], how many focus on perspectives, issues, or events from specific countries or areas other than Canada, Australia, or Western Europe?”

³⁷ Lambert, *op. cit.*

³⁸ *Ibid.*, p. 122.

³⁹ Hayward, *op. cit.*, p. 11–12.

⁴⁰ Adelman, C. (1999). *The New College Course Map and Transcript Files: Changes in Course-Taking and Achievement, 1972–1993*. Washington, DC: U.S. Department of Education.

Participation in International Activities on Campus

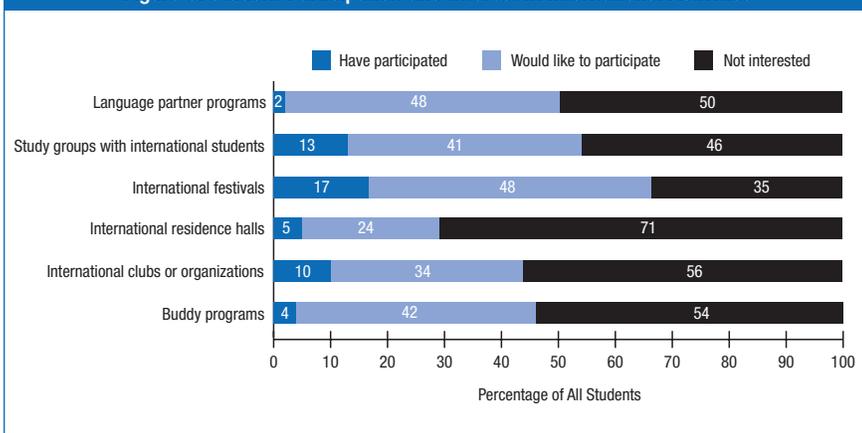
The data on undergraduate participation in international activities on campus show three important findings, (see **Figure 5**). First, a majority of students had little interest in international activities. The average rate of “no interest” across the six activities referenced in the survey was 52 percent. Second, very few students, an average of only 9 percent, reported participating in extracurricular international activities on campus, such as international clubs, festivals, or study groups. Third, many students reported that they “would like to participate” in these activities (an average of 40 percent). While there is almost always a gap between participation and attitudes, the differences found here are puzzling and raise a number of questions. Why are students not attracted to these activities? In what activities would they be more interested? What current obstacles to participation do students encounter? How can institutions increase interest and participation in these activities?

Attitudes About Internationalization

The survey also queried students about their views regarding the importance of international education for success in the job market (for a more detailed discussion of student learning and faculty responsibility, see **Box 1**). Students were asked about the importance of speaking a foreign language, understanding other cultures and customs, and knowledge about international issues and events. Sixty-eight percent of students thought foreign language proficiency would be important. More than 80 percent thought that understanding other cultures and knowledge of international issues were important for job success. While these were somewhat lower than those percentages of the general public when asked the same questions in 2000, both sets of responses were remarkably positive toward the importance of international education to job success. The somewhat lower importance assigned to knowledge of international issues by students in comparison to the public may reflect some students’ perception that employers do not consider international knowledge or language skills in the hiring process. This perception may be due to a lack of experience in the job market or it may indicate that potential employers are not asking graduates about their international skills and knowledge.⁴¹

In spite of strong general support for internationalization, some students did not believe international education was an important part of their undergraduate experience. Thirty-three percent of students agreed with the statement, “The more time spent in class learning about other countries, cultures, or global issues, the less time is available for the basics.” Roughly the same percentage agreed that learning about other countries, cultures,

Figure 5: Student Participation and Interest in International Activities



⁴¹ As noted in Hayward's *Preliminary Status Report 2000*, John Holm et al. found that businesses regard knowledge about other cultures, language skills, and knowledge of economic and political systems abroad to be more important than knowledge of business practices, marketing skills, and international finance. International experience and foreign language training were essential for promotions. See pp. 26–27. See also Holm, J. D., Vaughn, F. E., and White, D. S. (1996). "A Greenfield Model for International Business Education," *International Studies Notes* 21(3).

and global issues was useful, but not a necessary component of their education. Consequently, there appears to be a minority of students who view international education as a luxury or add-on to their educational experience, rather than as a critical or integral part of it and their future.

FACULTY'S INTERNATIONAL EXPERIENCES AND ATTITUDES ABOUT INTERNATIONALIZATION

Faculty members were surveyed in February 2002 by telephone. Their responses demonstrated some remarkable parallels to those of the students. The sample was a stratified, random sample of 1,027 faculty members from campuses selected from the institutional sample. The majority of faculty respondents were employed full time as faculty members (98 percent), tenured (62 percent), white (80 percent), and male (60 percent).⁴² Responses are representative of faculty throughout the United States.⁴³

Highlights

Faculty reported a wide range of international experiences and skills. Fifteen percent were born outside the United States. Almost all had traveled outside the United States and the majority had done so for academic purposes. The majority also said they had foreign language skills and many reported that they had advanced foreign language skills. One in five faculty members had submitted or published in a foreign journal or press in the last three years. Approximately one out of every four faculty members said they had worked collaboratively with a foreign-born scholar. Twenty-seven percent believed international work was a factor in tenure and promotion decisions at their institutions.

⁴² For additional demographic information on the faculty sample, see Appendix C.

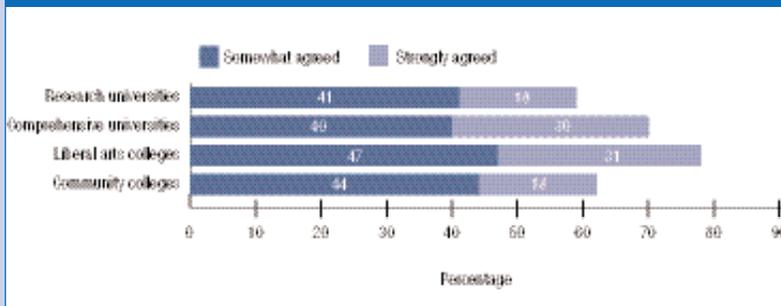
⁴³ For additional information on how the faculty sample was drawn, see Appendix G.

Box 1: Student Learning and Faculty Responsibility

The majority of students surveyed by ACE supported internationalization. More than 80 percent said that understanding other cultures and customs, as well as acquiring knowledge about international issues, would be necessary to compete successfully in the job market; almost 70 percent believed that speaking a foreign language would be important to their futures. What initiatives do students support to develop these skills and knowledge? Sixty-five percent favored international course requirements and 53 percent favored foreign language requirements at the college level. In addition, 59 percent said it was the responsibility of *all faculty* to help students become aware of other countries, cultures, or global issues. Students clearly looked to their institutions to provide opportunities to acquire these skills, as well as to the faculty to provide students with the international skills and knowledge they believed would be necessary for their careers.

For their part, faculty agreed that they had a responsibility to teach students international skills and knowledge. Sixty-seven percent of all faculty agreed that it was the responsibility of *all faculty* to provide students with an international awareness of other cultures and international issues. This percentage did not greatly differ by institutional type. And yet, some variance did exist among faculty at different institutions as to whether they believed their students actually were graduating with global skills and knowledge. As the figure below depicts, faculty at liberal arts colleges and comprehensive universities were more likely to agree that most of their students graduated with knowledge of other cultures and international issues than faculty at community colleges or research universities.

Faculty Agreement that Students Graduate with an Awareness of Other Countries, Cultures, or Global Issues, by Institutional Type



The majority of faculty members supported all facets of international education for undergraduates, including foreign language requirements and academic programs abroad. Faculty were often more supportive of such learning than were undergraduates, especially when it came to international course requirements. The majority (67 percent) believed it was the responsibility of *all faculty* to provide undergraduates with an awareness of other countries, cultures, or global issues. Similarly, most believed their institutions were committed to internationalization and supportive of international programs.

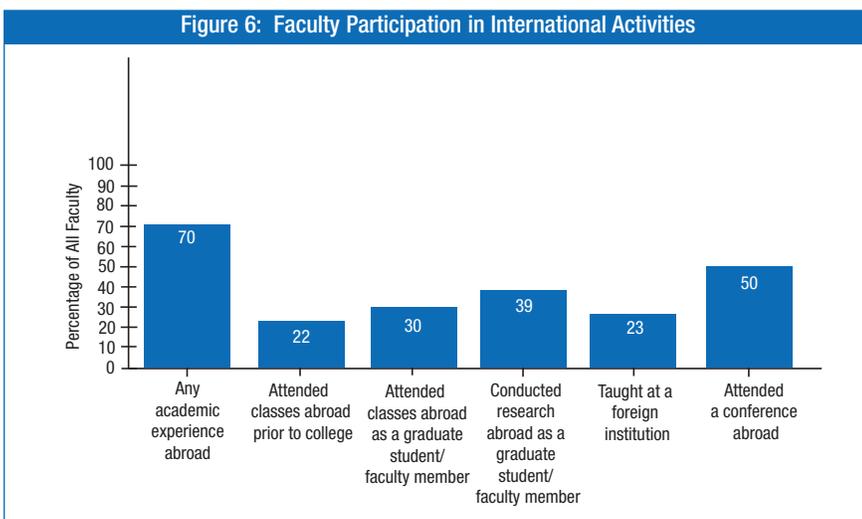
On the other hand, that support was tempered in two ways. First, there was a substantial core number of faculty who did not see the value or importance of international education to the undergraduate experience or curriculum. Thirty-six percent of faculty agreed with the statement, “The more time spent teaching students about other countries, cultures, and global issues, the less time is available for teaching the basics.” In addition, more than 25 percent agreed that international education is a useful, but not a necessary

component of undergraduate education. Second, 28 percent of the faculty did not believe that students graduated from their institution with an awareness of other countries, cultures, or international issues; this belief was strongest among faculty at community colleges and research institutions (both at 32 percent).

International Travel Experience

Almost all faculty members had traveled outside the United States—indeed, only 10 percent had not. These figures contrast with 55 percent of the adult population who reported having traveled abroad in the ACE 2000 study⁴⁴ and 64 percent of students in the ACE 2002 survey. Some 15 percent of all faculty had emigrated from other countries. Overall, 22 percent of the faculty reported they had attended classes outside the United States before entering college (see **Figure 6**). Twenty percent of the faculty reported that they had attended classes or participated in research abroad as undergraduates.⁴⁵ Sixteen percent had accompanied undergraduates in a study abroad program.⁴⁶ Overall, 70 percent of faculty said they had traveled abroad for academic purposes. The majority of faculty had some experience outside the United States and these experiences were extensive and varied.

Where have faculty traveled to for academic purposes? The faculty who reported having traveled abroad listed more than 130 countries that they had visited for academic reasons. As with students, faculty



⁴⁴ Hayward and Siaya, *op. cit.*, p. 49.

⁴⁵ Forty-eight percent of this total had immigrated to the United States.

⁴⁶ This total was not affected by whether or not the faculty member had immigrated.

had primarily traveled to English-speaking or European countries. Almost one in five had traveled to Canada and/or England. About one in seven had visited France or Germany for professional purposes, while approximately one in 12 had been to Mexico or Italy. China, Spain, and Japan attracted roughly one of every 17 faculty members, while fewer than one out of 25 faculty members visited destinations such as Russia, India, and Australia. Countries in Latin American, the Middle East, and Africa were among the least visited sites.

Much of faculty members' travel was short term, with 31 percent reporting the longest time away was one month or less, and 16 percent reporting more than one month but less than six. On the other hand, 23 percent had been abroad six months or more, with 14 percent having been away more than a year. Faculty at research universities were the most likely to have traveled abroad for academic purposes and to have stayed the longest; 35 percent reported having spent six months or longer outside the United States. Faculty at community colleges were the least likely to have traveled outside the United States for academic reasons; just over half reported having done so. Faculty at liberal arts colleges and comprehensive universities were the most likely to travel abroad on short trips, with about one-third from both types of institutions indicating they had gone abroad for one month or less.

Foreign Language Skills and Competency

Fifty-five percent of the faculty reported they spoke or read a language other than English. This figure is somewhat higher than the national figure of 42 percent, but generally lower than expected, given that 15 percent of faculty reported that they had emigrated to the United States and 31 percent said they were native speakers of another language or came from a bilingual home. Similarly, faculty were no more likely than undergraduates to report that they could speak or read a language other than English.

In addition, 24 percent of U.S. faculty said they had collaborated with colleagues overseas, 39 percent had carried out research abroad, and 23 percent reported that they had taught outside the United States at some time during their professional life. It is likely that English is the language used in most international collaborations, which may limit the motivation of U.S. faculty to increase their foreign language skills and consequently their ability in cross-cultural interactions. The ability to penetrate and understand other cultures is very limited without the skills to speak, read, and listen in the language of the people.

What languages do faculty know? Faculty members' foreign language knowledge closely resembled their travel experience. Among the faculty that could speak or read a second language, almost half (47 percent) said they could speak or read French. Spanish and German were second and third, respectively, with 35 percent of faculty listing Spanish and 27 percent listing German as their second language.⁴⁷

⁴⁷ Multiple answers possible.

Nine percent said they could speak or read Italian and 6 percent could speak or read Chinese; another 5 percent gave Latin as their second language. Six percent could speak or read Russian. As is the case for students, very few faculty had foreign language abilities in nontraditional languages, especially those found in Africa, Asia, and

the Middle East. Less than 3 percent listed Arabic, Japanese, or Hindi and less than 1 percent listed Swahili, Persian, Korean, or Farsi as their second language.

It is no surprise that language competence was higher among faculty who had traveled abroad. Indeed, the survey revealed a very strong relationship between language competence in one or more languages and research abroad. People who knew more than one language other than English were much more likely to have done research abroad, participated in conferences in foreign countries, and taught abroad. Of those with no second language competence, only 22 percent conducted research abroad, and only 39 percent traveled to conferences outside the United States. Those with knowledge of one or more languages made up 78 percent of the faculty who had traveled abroad for research and 69 percent of those who attended conferences. These faculty members were putting their language knowledge to work.

Faculty language competency in a second language, at 55 percent, was about the same as that of students (see **Figure 7**). Students were more likely to report that they could speak only one other language besides English, while faculty were more likely to say they could speak three or more languages. Faculty self-assessments of competence were higher than those of students, as well (see **Figure 8**). While they reported higher levels of foreign language competence than students, faculty also had many more years to hone their language skills and faculty respondents also were more likely to say that they were native speakers of another language or came from a bilingual home.

Figure 7: Number of Foreign Languages that Students and Faculty Report They Can Read or Speak, by Percentage of Respondents

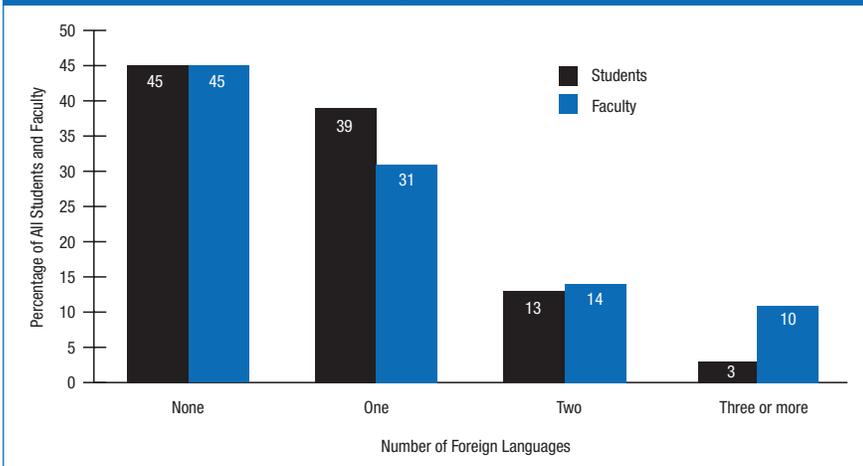
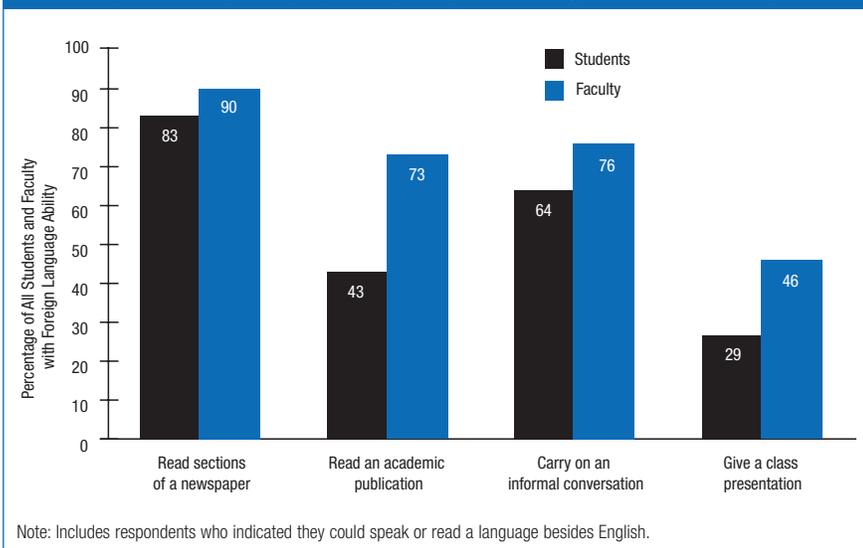


Figure 8: Foreign Language Competency Reported by Students and Faculty



Participation in International Activities on Campus

Most faculty members had some academic involvement with international topics, issues, or literature. More than half had used readings from foreign authors to present information about other countries, cultures, and issues in their classrooms and half had foreign-born students or scholars make presentations. Forty-one percent had taught an undergraduate course, with at least 25 percent of the instruction devoted to other countries, cultures, or global issues. Twenty-four percent had worked collaboratively with a foreign-born scholar and 22 percent had submitted work for publication to a foreign journal or press. The relationship among collaboration with foreign scholars, teaching courses with 25 percent or more international content, and submitting an article for publication in a foreign journal is very high. Indeed, 94 percent of faculty who had taught such a course, and 98 percent of those who had collaborated with a foreign scholar or submitted to a foreign journal, had traveled outside the United States. This suggests that those faculty who participate in internationalization are involved in a wide range of activities. It also suggests that there is room for improvement, as only the use of class readings from a foreign-born author was carried out by more than 50 percent of the faculty respondents.

Attitudes About Internationalization

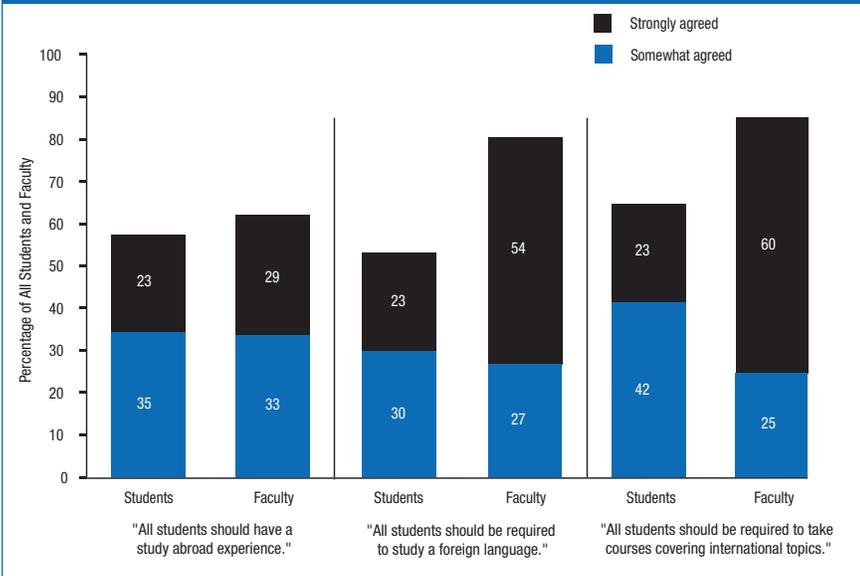
The majority of faculty viewed internationalization as integral to undergraduate education. Seventy percent regarded international education as a useful component of undergraduate education. Fifty-seven percent “somewhat” or “strongly disagreed” with the assertion that teaching about other countries, cultures, or global issues detracts from “teaching the basics.” On the other hand, 27 percent of faculty strongly or somewhat agreed that it is a useful but not necessary component of undergraduate education and slightly more than one-third believed that teaching about other countries, cultures or global issues detracts from the fundamentals—with 11 percent reporting they strongly agreed with that assertion.

When respondents were asked if all faculty members had a responsibility to provide undergraduates with an awareness of other cultures, countries, and global issues, two-thirds agreed. While the overall pattern of faculty perceptions about international education was positive, perceptions by one-third of the faculty that international education is not part of a basic undergraduate education or a general responsibility of the faculty, suggest that major hurdles to bringing international learning into the mainstream of undergraduate academic experience remain. It is clear that, in spite of majority support for internationalization, no consensus among faculty members existed.

Faculty perceptions about international education requirements and study abroad for students were much more positive. Indeed, 81 percent of faculty “somewhat” or “strongly agreed” that *all* undergraduate students should be required to study a foreign language if they do not already

know one; 85 percent believed that *all* students should be required to take courses covering international topics; and 62 percent believed *all* undergraduates should have a study abroad experience. Faculty support for these issues was even greater than student support (see **Figure 9**).

Figure 9: Student and Faculty Attitudes Toward International Requirements and Study Abroad



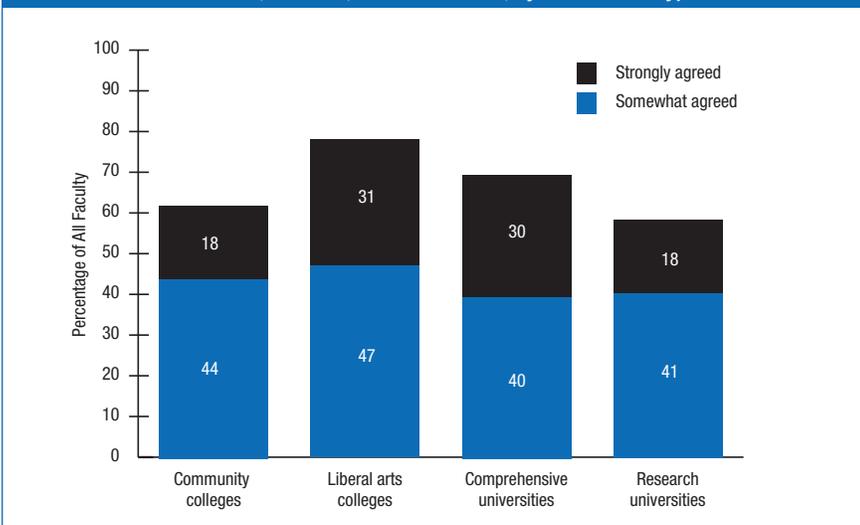
As previously mentioned, 62 percent of faculty supported study abroad for all students and an even higher proportion, 71 percent, believed that participation in study abroad programs did not slow student progress. The latter was fairly consistent among institutional types. Nearly two-thirds agreed that most of their undergraduate students graduated with an awareness of other countries, cultures, or global issues. Surprisingly, institutional type did seem to play a role here. As **Figure 10** shows, faculty at community colleges and research universities demonstrated some similarities in their responses, as did faculty at liberal arts colleges and comprehensive universities.

Perception of Institutional Commitment to Internationalization

Most faculty members believed that their institutions were supportive of internationalization and faculty involvement in international education. When asked if the commitment of their institutions to internationalization was largely symbolic, 72 percent of faculty disagreed, with only 22 percent agreeing that it was only symbolic. More than 70 percent of the respondents believed that faculty were actively encouraged to include international perspectives and content in their courses. This perception did not vary much by type of institution.

Sixty-four percent of the faculty reported that their institutions provided financial support to help faculty increase their international skills and knowledge. This closely matches the 67 percent of institutions that reported they had earmarked funds for full-time faculty to participate in international activities.⁴⁸ Although faculty generally believed that their institutions deemed international education to be important, only 27 percent indicated that international teaching or research were important

Figure 10: Faculty Who Agreed that Students Graduate with an Awareness of Other Countries, Cultures, or Global Issues, by Institutional Type



⁴⁸ See the next section for more details on institutional funding.

considerations for tenure or promotion decisions. This perception is more positive than warranted by stated institutional policies; only 4 percent of institutions reported they had guidelines about international

work or experience as part of faculty tenure and promotion decisions. This percentage has declined since 1995, when it was reported that 11 percent of institutions included international activity as a factor in

Box 2: Faculty and Internationalization: Incentives and Participation

The ACE surveys showed that colleges and universities did not offer faculty much incentive to internationalize their courses or participate in other internationally oriented activities. Less than 5 percent of institutions overall reported that they considered international work or experience in their faculty tenure and promotion decisions. In addition, fewer than one-quarter of all institutions had set aside dedicated funding for faculty to internationalize their courses or teach at institutions abroad. Less than one-third of institutions offered workshops to faculty on internationalizing their courses and less than one-fifth had opportunities for faculty to increase their foreign language skills or offered workshops on using technology to enhance the international dimensions of their courses.

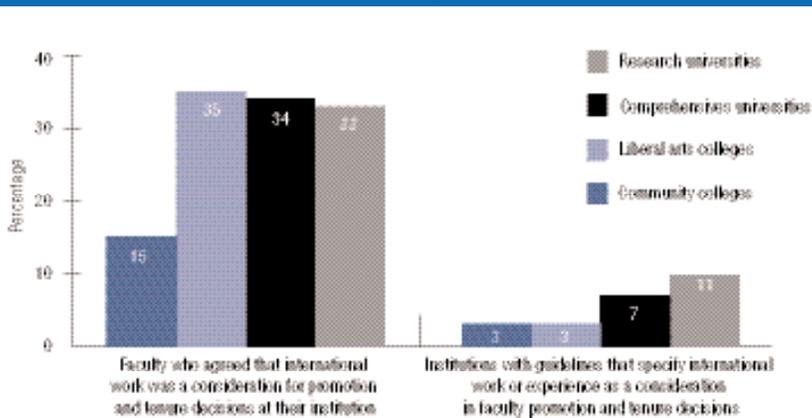
Available faculty opportunities differed by institutional type. Research universities were the most likely to have had funds for faculty to participate in international activities (89 percent), with the most common award being between \$1,000 and \$2,500. Community colleges were the most likely to have offered faculty workshops on internationalizing their courses (36 percent). Each institutional type emphasized different types of faculty incentives, but few institutions offered a wide range of incentives to strengthen the faculty's international skills and knowledge.

Although few institutions reported incentives, 27 percent of all faculty believed that international work was a consideration during tenure and promotion decisions at their campus. Sixty-four percent believed that they could receive institutional financial support to increase their international skills and knowledge. More than 70 percent said that their institutions actively encouraged faculty to include international perspectives and content in their courses.

Still, the majority of faculty believed that international work would not increase their chances for tenure or promotion. This confirmed findings from the series of focus groups that ACE conducted with faculty before fielding the survey.¹ In these focus groups, faculty reported that tenured faculty at their institutions were more involved than non-tenured faculty in international education because they had fewer concerns about promotion and tenure. The untenured faculty who participated in the focus groups said that they had to concentrate on work that would enable them to earn tenure; they did not believe that international work would help them achieve this goal. Faculty in the focus groups indicated that they undertook international work out of interest, rather than for expected professional benefit.

¹ Prior to fielding the surveys, ACE conducted a series of 10 focus groups on four campuses around the country. The focus groups included all institutional types and five of the groups were with faculty members. Some faculty had vast international experience while others did not.

International Work as a Consideration in Promotion and Tenure Decisions, and Faculty Perception of Guidelines, by Type of Institution



promotion and tenure decisions.⁴⁹ These percentages, of course, do not preclude individual decisions and expectations within departments that wish to consider international work, but suggest that few institutions provide substantial incentives for faculty to participate in international work and activities (see **Box 2**, on page 15).

INSTITUTIONAL POLICIES AND PRACTICES

The 2002 student and faculty survey data provided a picture of internationalization that showed a high level of faculty and student support for international activities on campus and abroad, but also showed considerable diversity of opinion, as well as a gap between positive attitudes and actual participation, particularly for students. In light of these findings, what did the current ACE institutional survey reveal about what is actually happening on campus?

Colleges and universities were mailed a survey in September 2001. Of the slightly more than 1,500 institutions that received a survey, 752 returned the survey, for an overall response rate of 50 percent. The sample of institutions included 233 community colleges, 187 liberal arts colleges, 188 comprehensive universities, and 144 research universities.⁵⁰

Highlights

International education is part of the curriculum and co-curriculum at most U.S. colleges and universities, but it is not generally a high priority. Some progress has been made since 1988, particularly in the area of foreign language requirements. Among two-year colleges, 27 percent required a foreign language for graduation for at least some students. This is more than twice the 13 percent of community colleges reported in the 1988 Andersen report.⁵¹ The ACE survey also found an increase in the number of four-year institutions that require foreign language studies for all students; the percent increased from the 16 percent reported by Andersen to 27 percent.

Even with these increases, fewer than one-third of colleges and universities reported internationalization as one of the top five institutional priorities listed in their strategic plan. The ACE study also found that, overall, 41 percent of institutions had an international general education course requirement. Slightly more than half of four-year colleges and universities and 23 percent of two-year institutions had such a requirement. While direct comparison is not possible, it is interesting to note that the 1988 Andersen study reported that 77 percent of four-year institutions required an internationally oriented course for arts and sciences students and 46 percent of the two-year colleges had a similar requirement.⁵²

⁴⁹ El-Khawas, E. (1995). *Campus Trends 1995: New Trends for Academic Programs*. Washington, DC: American Council on Education.

⁵⁰ For additional information about the institutional sample and definitions of institutional categories, see Appendix G.

⁵¹ *Ibid.*

⁵² Andersen, *op. cit.* The questions were asked and collapsed differently in the two surveys and that may explain this difference, at least in part. The 1987 survey included a collapsed category labeled "institutions with at least one internationally oriented course in their general education requirements." Andersen created this category by asking institutions, "Does your general education curriculum for arts and sciences students require any of the courses listed below?" These courses included: Western history or civilization; world history, civilization, or culture; non-Western history, civilization, or culture; any other international courses; a distribution requirement of a specifically international focus; a distribution requirement that includes some international courses; or study abroad. The 2001 question asked institutions if their general education requirement "required undergraduates to take courses that primarily feature perspectives, issues, or events from specific countries or areas outside the United States." This does not limit requirements to students in arts and sciences. Neither question included foreign languages.

Internationalization was not a high priority at most colleges and universities. To be sure, there were exceptions—institutions with high degrees of internationalization including foreign language training, a wide range of international course offerings, academic programs abroad, and support for faculty and student international activities. However, at the other end of the continuum were a surprisingly large number of institutions that offered little or no language instruction or courses with an international focus, and had few international options in their co-curriculum.

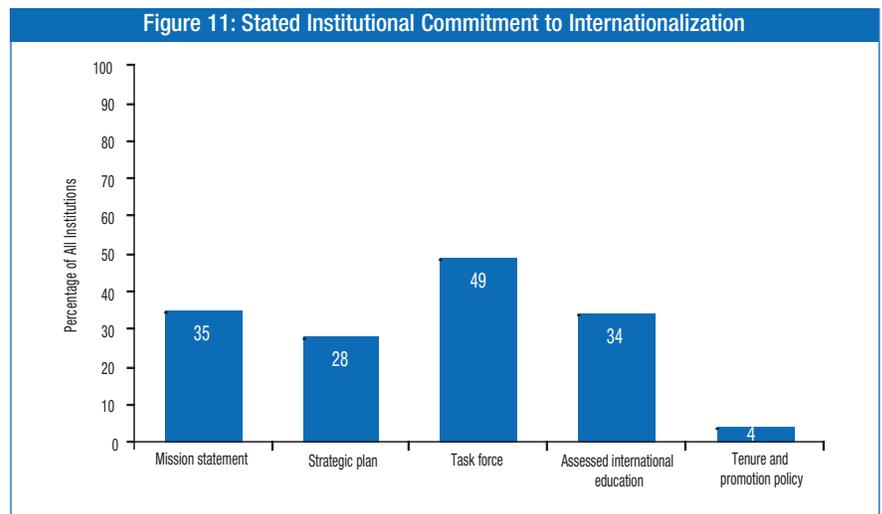
There have been some improvements since the Andersen and Lambert reports—the most striking being at the community colleges. But, with the exception of community colleges, the improvement is smaller than one might expect, given the impact of globalization over the last decade, the growing international role of the United States, and higher education’s emphasis on internationalization in the last 20 years.⁵³

Stated Institutional Commitment

The level of formal institutional commitment reported by colleges and universities was low. Only 35 percent of institutions mentioned global or international education in their mission statements (see **Figure 11**). Internationalization also was not among the highest strategic planning priorities for the majority of institutions surveyed, with only 28 percent

ranking it among their top five priorities. Almost half of the institutions had a campus-wide committee or task force working on internationalization; about one-third of the colleges and universities surveyed had assessed the impact or progress of their international education efforts in the past five years. Only 4 percent considered international work in their stated tenure and promotion policy statements. It is striking that so few institutions (35 percent) had articulated a commitment to internationalization. In examining the five survey questions summarized in **Figure 11**, we found that 31 percent of institutions said no to all of these questions, 40 percent answered positively to one or two, and less than 2 percent said yes to all five questions.

Institutions assigned a visible role to international programs in their promo-



⁵³ In the 1980s and early 1990s, a number of higher education organizations urged that a major effort be made to improve and encourage international education at U.S. colleges and universities. For example, the American Association of Community Colleges’ *Policy Statement on International Education*, adopted in April 1982, states: “The urgency of world issues confronting the United States increases the need for an internationally aware and competent citizenry. . . . Therefore, the American Association of Community Colleges encourages community, technical, and junior colleges to acknowledge and support the value of the international dimensions within the total institutional program.” In 1993, the National Association of State Universities and Land-Grant Colleges (NASULGC) Commission on International Affairs focused on the critical need to increase the involvement of faculty in international activities. The commission expressed concern because “many institutions are still grappling with how best to implant a lasting international presence” (NASULGC, *Internationalizing Higher Education Through the Faculty*, 1993). In 1988, the Advisory Council for International Education Exchanges called for “fundamental change” in U.S. international education, stating that: “Leadership for change in international education must come from U.S. colleges and universities.” The council suggested that over the next 10 years, institutions would have to adjust their policies and priorities to meet these goals. See *Education for Global Competence*, Council for International Education Exchange, 1988, pp. 15, 21. See also the recommendations for major changes in international higher education in Lambert, R. D., *op. cit.*, chapter 6.

tional material to students. Fifty-six percent of the institutions did so, with 69 percent of the four-year institutions highlighting their international programs in their recruitment literature, in contrast to 34 percent of two-year institutions. The difference is not surprising, in that most four-year institutions have many more such programs available, both on and off campus.

Financial Commitment

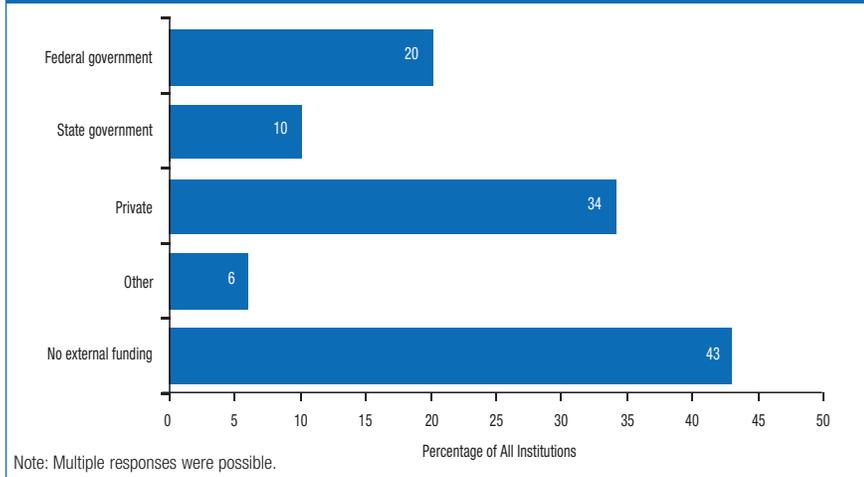
Overall, 52 percent of institutions reported that they were currently seeking funds specifically for international programs and activities; 57 percent noted they had received external funds specifically earmarked for international education activities and programs within the last three years. Private sources were the most common external sources of funds for international education, followed by the federal government—a distant second (see **Figure 12**). The likelihood of receiving external funding varied greatly by institutional type and will be described in greater detail in the following sections.

Ninety-five percent of the institutions

surveyed had international students—but these students made up fewer than 5 percent of the total full-time student population at the majority of institutions (76 percent). Seven percent of institutions had international student populations totaling more than 10 percent of the student body. Another 13 percent of institutions reported that international students comprised between 5 and 9 percent of their student populations. Five percent of institutions had no international students. The totals were relatively similar at both community colleges and four-year institutions, with the exception of research universities, which had higher shares of international students almost universally. The majority of colleges and universities (56 percent) actively sought international students by earmarking funding for recruitment, scholarships, and other support. Fifty-four percent of four-year colleges provided scholarship support for undergraduate international students with slightly more than one-third providing an average award of between \$500 and \$2,499, one-quarter providing between \$2,500 and \$4,499, and one-third offering more than \$5,000. Overall, the percentage of institutions that provided financial support for international students increased from 1995. The 1995 *Campus Trends* study found that just 38 percent of all institutions offered financial help to international students.⁵⁴

Most of the larger scholarships for international students were offered by private institutions, with 46 percent of their scholarships being \$5,000 or higher, while only 11 percent of public institutions provided funding in that range. This difference undoubtedly reflected the higher average tuition costs at private institutions.⁵⁵

Figure 12: External Funding for Internationalization, by Funding Source



⁵⁴ El-Khawas, E., *op. cit.*

⁵⁵ The average tuition figures for 2002–03 were \$1,359 for two-year public colleges, \$3,506 for four-year public institutions, and \$15,531 for private four-year colleges and universities. *The Chronicle of Higher Education Almanac 2002–2003*, <http://chronicle.com/free/almanac/2002/nation/nation.htm>.

Two-thirds of the colleges and universities in the sample provided financial support for faculty involvement in international activities. The most commonly funded activity was leading undergraduates on a study abroad program (46 percent), followed by traveling to international conferences and meetings (40 percent), and conducting international study or research (27 percent). Internationalizing courses was one of the least commonly funded faculty activities (21 percent). Comparatively, the 1995 *Campus Trends* study found that 45 percent of institutions provided funds for faculty to travel abroad, 34 percent had funds to help faculty internationalize their courses, 23 percent gave financial support to faculty to study or conduct research abroad, and 34 percent provided funds or release time for faculty to internationalize their courses.⁵⁶ While the data are not completely comparable, the overall pattern of support in the two studies is similar.⁵⁷

Four-year institutions were more likely than two-year colleges to provide support for faculty to participate in international activities (see **Table 2**), but the level of support at two-year colleges was substantial and reflected a growth in commitment to internationalization at these institutions. The average award for faculty research abroad at community colleges was between \$1,000 and \$2,500, similar to the average awarded at research universities. Twenty-nine percent of all institutions offered an average award of more than \$2,500, and these were primarily comprehensive and research universities.

Financial support for student participation in international activities was substantial, with almost half the colleges and

universities surveyed providing assistance for some type of activity. Study or work abroad programs were the most commonly funded activity; 35 percent of institutions reported that they had earmarked funds to assist students to participate in these programs. This figure represented a slight increase from 1995, when 30 percent of institutions reported that they had provided institutional support for U.S. students to study abroad.⁵⁸ Research universities were twice as likely to have provided funds for undergraduates to participate in international study and work abroad programs, compared with other types of institutions. Private institutions also were more likely than public institutions to have provided such funding (45 percent versus 28 percent).

Of those institutions that provided funding for U.S. students to study abroad, 42 percent offered an average award of less than \$1,000; 41 percent awarded amounts ranging from \$1,000 to \$2,500, while 18 percent gave more than \$2,500. More than half of the institutions (58 percent) allowed students to apply institutional funding awarded for study abroad at other institutions. Most colleges and universities (54 percent) earmarked funding for international activities on campus such as

Table 2: Percentage of Institutions Earmarking Funds for Faculty Participation in International Activities, by Level

	Two-year	Four-year
Leading Undergraduate Programs Abroad	27	58
Teaching at Institutions Abroad	13	22
Travel to International Conferences	20	52
Study or Research Abroad	9	35
Internationalization of Courses	15	21
Other	7	4

⁵⁶ El-Khawas, E., *op. cit.*, p. 46.

⁵⁷ The data are not completely comparable because *Campus Trends* included release time in its question, as well as financial support. The ACE institutional survey question did not include release time.

⁵⁸ El-Khawas, E., *op. cit.*, p. 46.

speaker series, language houses, and international centers. Private institutions were slightly more likely to do so than public institutions (61 percent versus 50 percent).

Foreign Language Requirements and Offerings

Approximately 20 percent of the colleges and universities surveyed required foreign language study for admission for at least some students. These figures indicated significant increases in the frequency of language admission requirements compared with findings in the 1988 Andersen report.⁵⁹ The share of community colleges with foreign language admission requirements more than tripled, from 2 percent in 1988 to nearly 9 percent in the 2001 ACE survey.⁶⁰

The percentage of four-year institutions with foreign language admission requirements more than doubled, from 16 percent requiring foreign language study for some or all students in 1988 to more than 30 percent in 2001 (see **Table 3**).

The figures from the institutional survey also showed increases in foreign language requirements for graduation, especially at two-year institutions (see **Table 4**). Twenty-seven percent of two-year colleges required a foreign language for graduation for at least some students—almost double the percentage of community colleges reporting such a requirement in the 1988 report.⁶¹ Increases among community colleges are notable, given the much more diverse aims of their students and that many students are attending college to obtain certification or highly focused training, rather than an associate of arts degree. Almost 73 percent of four-year colleges now have a language graduation requirement for at least some students, approximately the same as reported by Andersen in 1988. There has been an increase in the share of four-year institutions that require foreign language studies for all students; the percentage increased from the 16 percent reported by Andersen, to 27 percent, reported in the 2001 survey.

Overall, 87 percent of colleges and universities with a foreign language graduation requirement required less than two years of a foreign language, and only 12 percent required more than two years or their equivalent. While direct comparison is not possible due to wording differences, the 1988 report found that, among those institutions with a foreign language graduation requirement, only 38 percent of four-year

Table 3: Percentage of Institutions with Foreign Language Admission Requirements, by Level: 1988 and 2001

	1988		2001	
	Two-year	Four-year	Two-year	Four-year
No	97	84	91	71
Yes, for some	1	13	5	7
Yes, for all	1	3	4	23
Total Yes	2	16	9	30

Note: Totals may not equal 100 percent due to rounding.

Table 4: Percentage of Institutions with Foreign Language Graduation Requirements, by Level: 1988 and 2001

	1988		2001	
	Two-year	Four-year	Two-year	Four-year
No	86	31	74	27
Yes, for some	13	53	25	46
Yes, for all	1	16	2	27
Total Yes	14	69	27	73

Note: Totals may not equal 100 percent due to rounding.

⁵⁹ Andersen, C., *op. cit.*, p. 16–17.

⁶⁰ *Ibid.*

⁶¹ *Ibid.*

institutions required more than one year of foreign language study.⁶² This suggests that more institutions require a foreign language, but students are not exposed to advanced levels of foreign-language learning.

Recognizing that many students come to college with a language background from primary and secondary school, are from bilingual homes, or have increased their proficiency abroad, 76 percent of the colleges and universities sampled allowed students to satisfy their foreign language requirement by passing a proficiency test. Research universities were the most likely (89 percent) to allow proficiency tests, compared with other types of institutions; about 75 percent of the others allowed proficiency tests.

In spite of the increase in foreign language requirements, many students did not enroll in a foreign language while in college. The *Preliminary Status Report 2000* described the long-term decline of language enrollments as a percentage of total course enrollments since the highs experienced in the 1960s when approximately 16 percent of enrollments were in foreign language courses. This dropped to 8 percent in the late 1970s and has remained stable since that time.⁶³ Spanish has become the most popular foreign language among undergraduates over the last decade. The increase in Spanish enrollments is a logical development as it is the second most frequently spoken language in the United States and the primary language of our southern neighbors. Spanish now accounts for more than half the foreign language course enrollments in U.S. colleges

and universities, growing from 32 percent of the total in 1968 to 55 percent by 1998.⁶⁴ Unfortunately, the increasing popularity of Spanish has not resulted in any significant increase in overall foreign language enrollments in the last 10 years. Indeed, we have seen a substantial decline in enrollments in most other languages taught in the United States. There seems to be a constant pool of students, constituting about 8 percent of total course enrollments, who are willing to take foreign languages at any given time. As increasing numbers of students take Spanish, other enrollments fall proportionately. French enrollments have dropped from 34 percent of language course enrollments in 1968 to 17 percent in 1998; German, from 19 percent to 8 percent; and Russian, from 4 percent to 2 percent.⁶⁵ Institutions need to find ways to increase the number of overall foreign language enrollments, not just in Spanish. Another concern, noted in the *Preliminary Status Report 2000*, is evidence of declining numbers of language faculty in as many as half the language departments in the country.⁶⁶

The vast majority of colleges and universities offered at least some foreign languages, while a few institutions reported that they did not teach any foreign languages—about 6 percent of the total sample. Most of these are community colleges, although 3 percent of four-year institutions did not offer any foreign language. Of those that did teach foreign languages, how many different languages did colleges and universities offer? The average number of languages offered at

⁶² *Ibid.*

⁶³ Hayward, *op. cit.*, p. 5–7.

⁶⁴ Brod, R., and Welles, E. B. (2000). "Foreign Language Enrollments in United States Institutions of Higher Education," Fall 1998. *ADFL Bulletin* 31(2), 22–29.

⁶⁵ *Ibid.*

⁶⁶ For a discussion of language staffing, see Hayward, *op. cit.*, p. 18.

all colleges and universities was five, but some institutions offered many more (see **Figure 13**). Collectively, U.S. colleges and universities reported teaching more than 40 different languages, including courses in Asian and Middle Eastern languages. Very few offered any African languages. Research universities reported the greatest

range of offerings. The range of languages reported by community colleges, liberal arts colleges, and comprehensive universities was relatively similar (see **Figure 14**). The greater number of language offerings at research universities reflects their efforts to provide language instruction for specialized graduate training, their research focus, and greater access to federal funding through Title VI and other grants.⁶⁷ This breadth of language offerings at research universities also provides major opportunities for undergraduate language instruction.

The 12 most frequently offered languages in the United States are listed in **Table 5**. Spanish was by far the most commonly offered language, with French and German second and third, respectively. The fact that Japanese was the fourth ranked language and that Chinese was the sixth suggests that Asian languages are not being totally neglected. The percentage of institutions offering Arabic was about 7 percent; African languages were available at only 1.5 percent of the institutions surveyed.

Data from the Modern Language Association on foreign language enrollment indicate that in 1998, the three most commonly studied languages were the same as the most frequently offered in the ACE institutional survey.⁶⁸ Spanish ranked first, French second, and German third. Indeed, in “languages offered” and “language enrollments,” the first six items are nearly identical—Spanish, French, German, Japanese, Italian, and Chinese—with the

Figure 13: Number of Foreign Languages Offered at All Institutions

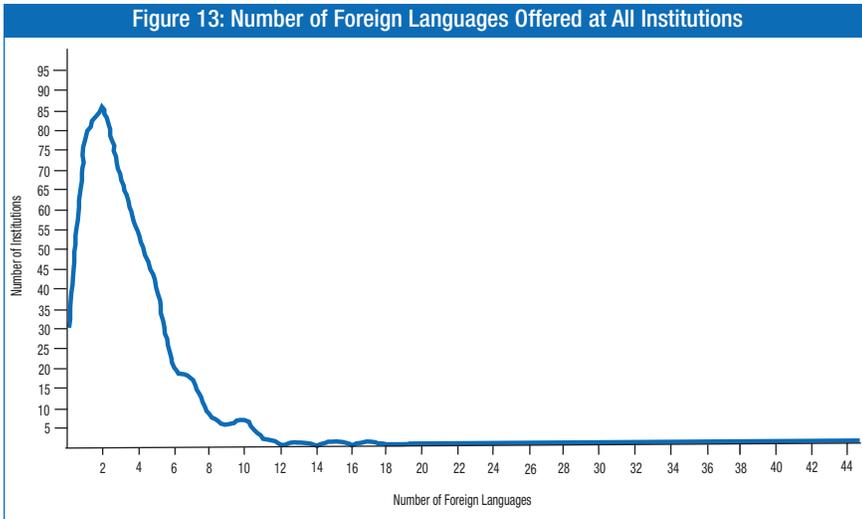
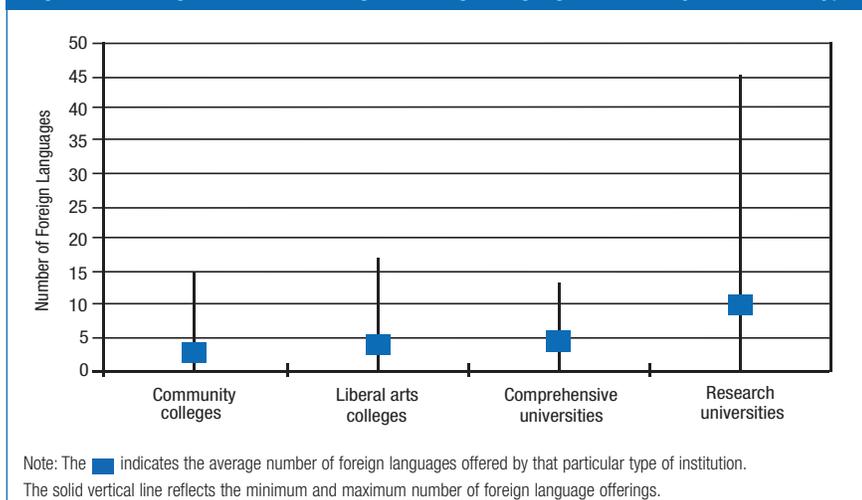


Figure 14: Average Number and Range of Foreign Languages Offered, by Institutional Type



⁶⁷ For FY2000–FY2002, almost all of the National Resource Centers (NRCs) and Foreign Language and Area Studies Fellowships (FLAS) programs were located at doctoral institutions. Of the 16 institutions receiving NRC or FLAS grants, all but three were research institutions.

⁶⁸ Brod and Welles, *op. cit.*

exception of Japanese and Italian, which are in reverse order in enrollments. Some of the popularity of Spanish, French, and German probably results from the fact that these are the languages most often taught in secondary school.

The data in Table 5 suggest that the narrow foreign language focus of students is not always a result of a lack of opportunities to study languages other than Spanish, French, or German. A broad range of language offerings were available in institutions ranging from community colleges to research institutions. The offerings in Asian languages provided significant opportunities in at least two areas, Chinese and Japanese. These opportunities, however, were not reflected in student foreign language enrollment patterns at the undergraduate level. Figures on African languages (with the exception of Arabic) were so low that only three African lan-

guages showed up among the more than 40 languages taught and they constituted only 1.5 percent of the offerings—or about 10 institutions in the sample of 752 reporting on language offerings.

While student attitudes about the importance of foreign languages were positive, actual foreign language study at higher education institutions presented a different picture. These data suggest that without a major push by institutions, the percentage of students taking languages will remain low and constant at about 8 percent of total course enrollments—as it has for the last 25 years. As we have seen, the increased popularity of Spanish has not resulted in an increase in overall foreign language enrollments; rather, it has been accompanied by decreased enrollments in other languages. Language study is a major weak spot in the international learning of undergraduate students.

Table 5: Most Commonly Offered Languages and Percentage of Total Language Enrollments

	Share of Institutions ¹ Offering Languages (2002)	Share of Total Language Enrollments (1995)	Share of All Students with Language Knowledge ² (2002)
Arabic	7.2	.4	.3
Chinese	18.7	2.3	.9
French	73.7	18.0	12.6
German	54.3	8.5	5.9
Greek ³	12.0	1.4	.6
Hebrew	7.5	1.2	.9
Italian	23.9	3.8	2.2
Japanese	29.4	3.9	.9
Latin	14.0	2.3	2.0
Portuguese	4.3	.6	1.1
Russian	15.9	2.2	1.0
Spanish	89.3	53.2	33.9

¹ Adapted from Brod and Welles, *op. cit.*
² The question was: "Besides English, please list the other languages you can speak or read."
³ Includes modern and ancient Greek.

International Course Requirements and Offerings

Institutions were asked about their general education requirements and whether they included any international courses—that is, courses that focus on perspectives, issues, or events from countries or areas outside the United States. Overall, 41 percent of institutions had an international general education course requirement. Slightly more than half of four-year colleges and universities and 23 percent of two-year institutions had such a requirement. While direct comparison is not possible, it is interesting to note that the 1988 Andersen study reported that 77 percent of four-year institutions required an internationally oriented course for arts and sciences students and 46 percent of two-year colleges had a similar requirement.⁶⁹

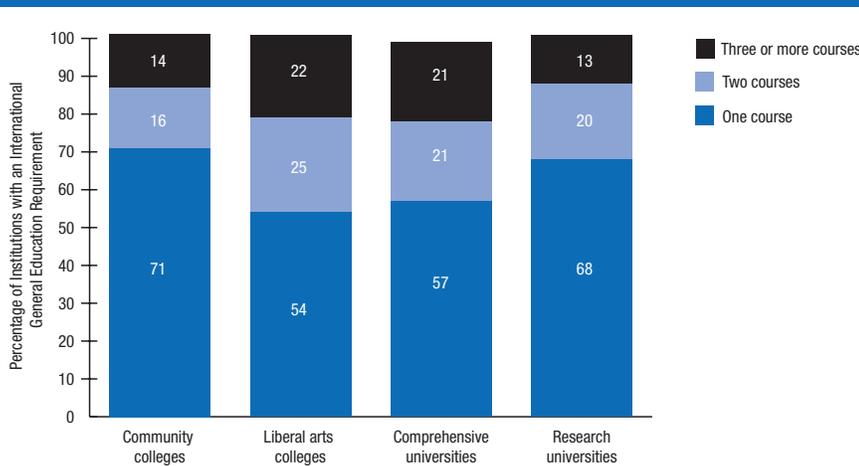
In the 1995 *Campus Trends* study, more than 400 college and university senior administrators were surveyed about internationalization at their institutions.

Almost 60 percent of administrators at four-year institutions reported that they were changing their core courses to include an international perspective; 33 percent of two-year institution administrators reported the same.⁷⁰ Given all of this previous activity to internationalize general education requirements, it is surprising that we did not find more institutions with internationalized general education requirements. It is impossible to be certain of an overall trend, but it does suggest that little, if any, movement has been made on internationalizing general education requirements.

The 2001 survey also asked those institutions with an international course requirement to indicate how many courses were needed to satisfy the requirement. Overall, 61 percent of institutions required one course, 21 percent required two courses, and 19 percent required three or more courses. As **Figure 15** shows, there was little difference between institutional types. Community colleges and research universities showed great similarity, as did liberal arts colleges and comprehensive universities. The former groups were more likely to have required one course and the latter more likely to have required two or more international courses.

Some colleges and universities have instituted requirements that focus on non-Western perspectives—those of countries other than Western European nations, Canada, or Australia. Of the institutions requiring one or more courses focused on international subject matter (other than language study), 62 percent required a course that focused on the non-Western

Figure 15: Number of Courses Required to Satisfy an International General Education Requirement, by Institutional Type



Note: Totals may not equal 100 percent due to rounding.

⁶⁹ Andersen, *op. cit.*

⁷⁰ El-Khawas, *op. cit.*, pp. 14–15.

world. This percentage did not vary greatly by institutional type. Fifty-four percent of community colleges said that their international course requirements included non-Western courses, as did 57 percent of liberal arts colleges and 62 percent of research universities. Comprehensive universities were the most likely to include non-Western courses in their international general education requirements, with 74 percent having done so.

We also wanted to know if internationalization had spread across the curriculum. Has an international focus become part of the expectations of most disciplines? How extensive were the offerings in different departments? In an effort to determine the level of internationalization of different disciplines, the survey asked institutions to indicate the percentage of undergraduate courses with an international focus in three different areas—business, history, and political science. As can be seen in **Figure 16**, some patterns were apparent. At all institutional types, business was the least internationalized discipline and history the most internationalized, although the majority of courses in all these fields did not include international content. In addition, community colleges tended to have the fewest internationally oriented courses in each discipline and research universities had the most.

While these three fields do not represent the array of disciplines present at any given institution, the data suggested that the overwhelming majority of the courses offered in these three fields, common to most institutions regardless of type, did not include internationally oriented content.

Figure 16: Percentage of Undergraduate International Courses in Selected Fields, by Institutional Type

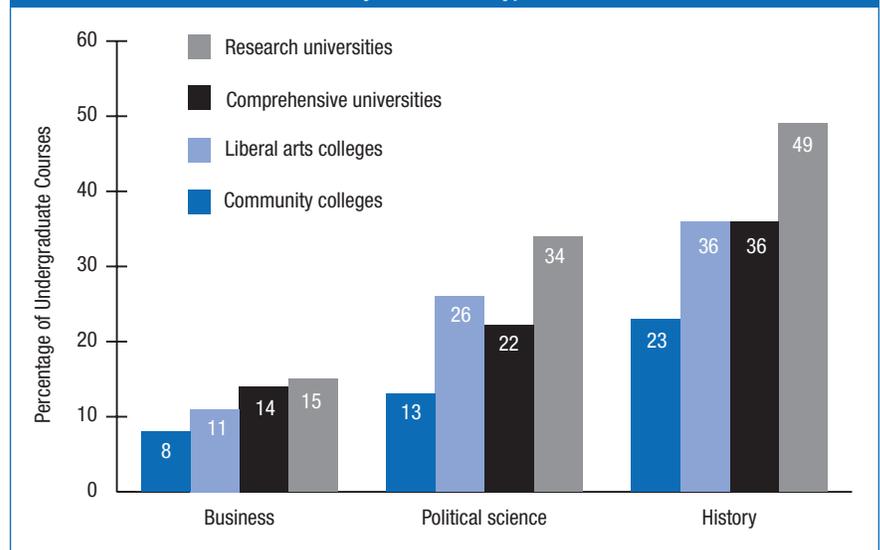


Table 6: Percentage of Institutions Administering Academic Programs Abroad, by Level and Program Type

Program Type	Two-Year	Four-Year
Study Abroad	38	85
International Internships	6	35
International Service	4	20
Field Study	9	33

There are no data available for a direct comparison, but other data do exist on internationalized courses. The 1995 *Campus Trends* report found that almost 80 percent of four-year institutions were adding an international perspective to their existing programs; 40 percent of two-year institutions reported the same.⁷¹ A 1996 study of community colleges confirmed these findings; 40 percent of two-year institutions said they offered internationalized curricula or were in the process of internationalizing their curricula.⁷² However, the ACE survey found that at community colleges, 8 percent of business courses, 12 percent

⁷¹ *Ibid.*, p. 46.

⁷² Chase, M., and Mahoney, J. R. (Eds.). (1996). *Global Awareness in Community Colleges: A Report of a National Survey*. Washington, DC: American Association of Community Colleges.

of political science courses, and 23 percent of history courses were internationalized, nowhere near the 40 percent reported in the surveys of the 1990s. While the questions posed in these two surveys varied somewhat, the results suggest that most institutions, regardless of type, have not internationalized their curriculum to a great extent.

Academic Programs Abroad

Study and work abroad programs have been an important aspect of international education for decades. Some institutions have made major efforts to encourage

students to acquire international experiences through short-term visits, whether semester- or year-long study programs. In the 1988 Andersen report, 63 percent of four-year institutions and 12 percent of two-year institutions reported that they administered study abroad programs.⁷³ By 2001, 85 percent of four-year institutions administered study abroad programs; 38 percent of two-year institutions had such programs (see **Table 6**, on page 25). This represents more than a 20-percentage-point increase for two- and four-year institutions.

Institutions also were asked about other types of programs abroad that they offered, including international internships, international service, and field study programs. While not as popular as study abroad, these programs are generally shorter in duration, designed for professional development, and often combined with an existing class or program of study. More than 20 percent of institutions said they administered international internships; 13 percent, international service opportunities; and 22 percent, field study programs. Research universities were overwhelmingly the most likely to offer these types of programs, compared with other types of institutions.

Overall, 56 percent of institutions administered fewer than five different study or work abroad programs in 2000-01 (see **Figure 17**). Twenty-five percent of the institutions sampled administered 10 or more programs. Institutional type seemed to affect the number of programs administered by an institution. Community colleges were the most likely to administer fewer than five programs (82 percent) and research universities were the most likely to administer more than 20 programs (53 percent), compared with other types of institutions.

Figure 17: Number of Study or Work Abroad Programs, by Percentage of Institutions Administering Programs

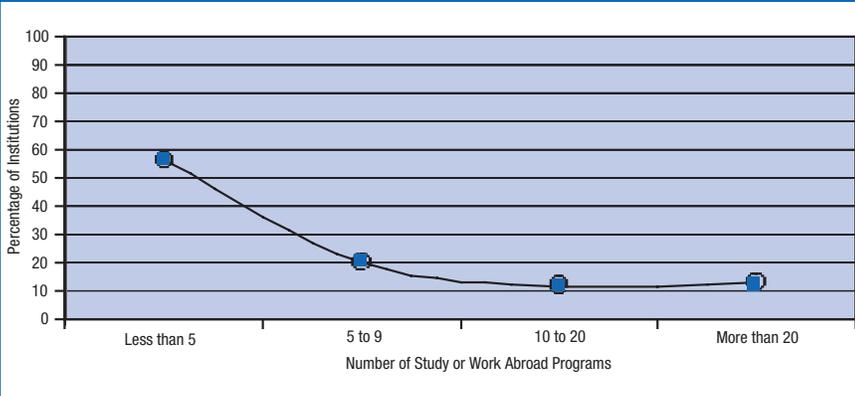
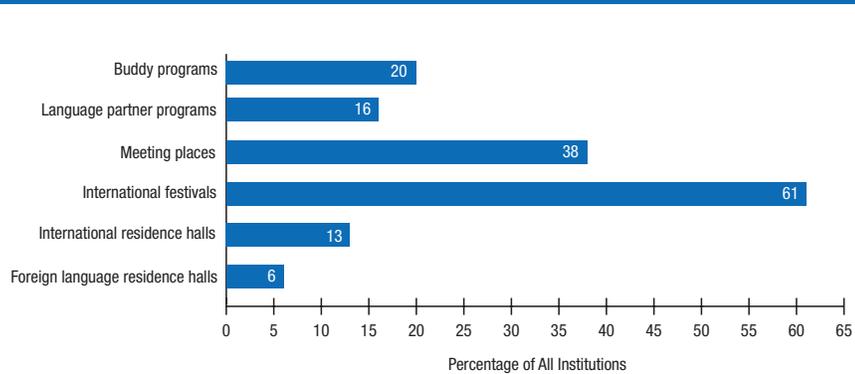


Figure 18: Internationally Oriented Extracurricular Activities Offered by Institutions



Note: Includes only institutions that administered study abroad programs, or 65 percent of the weighted institutional sample.

⁷³ Andersen, *op. cit.*, p. 21.

Box 3: The Impact of September 11

The ACE student and faculty surveys asked respondents about the effect that the events of September 11, 2001, had on their attitudes toward international education.¹ Had the trauma of those events increased or decreased student interest in international academic activities, or had they had no effect at all? Were faculty less likely to advise their students to study abroad? Generally, the surveys showed that students and faculty still supported international education and, in some cases, more so. Thirty-five percent of students said that since September 11, they were more likely to have taken an elective course that focused on other countries, cultures, or global issues; only 4 percent said they were less likely to have done so. Another 33 percent said they were more likely to have had a serious conversation with international students or scholars on their campus; again, just 5 percent said they were less likely to have done this. In addition, only 12 percent of faculty agreed that they would be less likely to advise an undergraduate to study abroad after September 11.

The data showed that some students had concerns about study abroad and international students on campus. Twenty-six percent said they were less likely to participate in study abroad since September 11; almost 10 percent said they were much less likely to participate. The negative effect was higher for women than for men. Thirty percent of women reported that they were less likely to study abroad, compared with 21 percent of men.

Some students also indicated that they were slightly less supportive of international students than they were before September 11. Twenty percent of students said that they were less likely to support increasing the number of international students on campus. Fewer students, 14 percent, said they would be more likely to support an increase. It is unclear if these concerns will be reflected in long-term attitudinal changes, but it is noteworthy that almost two-thirds of faculty said they did not believe that September 11 would have a lasting impact on the curriculum in their department.

How these events may impact student participation remains to be seen. There is some early indication that September 11 had little effect on study abroad applications, with some institutions reporting an increase in the number of U.S. students applying to study abroad.² Another ACE survey indicated that while students had not changed greatly in their overall support of international education activities and programs, September 11 affected their parents' age group to a much larger degree.³ Older respondents were much less likely to support an increase in the number of international students at the local college or encourage a family member to study abroad. How institutions address student and parent concerns will affect whether September 11 has a long-term effect on international activities and programs.

¹ Siaya, L., Porcelli, M., and Green, M. *One Year Later: Attitudes About International Education Since September 11*, Public Opinion Poll, ACE, September 2002.

² A web survey of 500 international education professionals was conducted by the Institute of International Education in October 2001. The results of the survey are posted on the web at www.iienetwork.org.

³ Siaya, Porcelli, and Green, *op. cit.*

Box 4: Spreading the Word About International Education Activities and Programs

The student focus groups that ACE conducted before fielding the surveys revealed that some students were more aware than others of the international opportunities offered at their campuses. Some students were not sure if there was an international education office on campus. Others were surprised to learn that their institutions did in fact offer opportunities to learn a specific foreign language or study abroad in a certain destination. Still others reported that they had not heard about these opportunities in time to take advantage of them. Many of the study's external advisers also suggested that student awareness was a problem in increasing participation in international activities and programs.

Do institutions adequately communicate to students about available international activities and programs? If so, by what means? ACE's institutional survey included questions about communication strategies and asked about some of the most common communication strategies that institutions use to disseminate campus information, including internal e-mail systems, newsletters, and bulletins. More than 60 percent said they used the internal campus e-mail system to disseminate information about international education; 25 percent distributed newsletters and/or bulletins.

ACE also asked the institutions if there was a direct link from the institutional homepage to an international activities and program web page. Almost all institutions had a homepage on the web (99 percent), but the challenge for many students was in finding information about their campuses' international programs and activities. Thirty-two percent of institutions said there was a direct link (one click) from their homepage to their international activities and programs web page. This figure increased to 37 percent for liberal arts colleges, to 44 percent for comprehensive universities, and to 51 percent for research universities.

We also asked institutions if the experiences of study abroad students were communicated to other students on campus. Anecdotal information had indicated that this was an effective way to increase student interest. Forty-seven percent of institutions said they had a system in place to do this.

Collectively, these figures suggest that many institutions are not using all the resources at their disposal to communicate their international offerings to students.

Internationally Oriented Extracurricular Activities

Colleges and universities offer a wide variety of extracurricular programs on campus that provide students with opportunities to enhance their international knowledge and contacts. The survey queried institutions about the following activities: international centers; buddy programs, pairing U.S. and international students; language partner programs;

international festivals and events; and international residents halls for U.S. and non-U.S. students (see **Figure 18**, on page 26). The most common activities were international meeting places and international festivals. It was surprising that more institutions did not offer these types of programs, as they are relatively low cost with minimal maintenance, especially compared with off-campus opportunities.

IV. Internationalization at Community Colleges, Liberal Arts Colleges, Comprehensive Universities, and Research Universities

This section reviews the status of internationalization at different types of institutions. As the previous section suggested, each institutional type has distinctive missions, strengths, and challenges. For this analysis, the institutions have been divided into four categories: community colleges, liberal arts colleges, comprehensive universities, and research universities. The sample included 233 community colleges, 187 liberal arts colleges, 188 comprehensive universities, and 144 research universities, with an overall response rate of 50 percent. The sample was weighted by institutional type to ensure generalizability to each type of institution.⁷⁴

COMMUNITY COLLEGES

John Levin said, “To view the community college as only an educational institution is to miss or misunderstand the interactions and relationships between the institution and its milieu; its environment, such as state government, social agencies, cultural and political institutions; and the economy, locally, nationally, and globally.”⁷⁵ Community colleges have unique institutional missions that focus on their immediate

surroundings, including community workforce needs and local students. The U.S. Department of Education noted that “the ‘traditional’ postsecondary student—one who is dependent, attends full time until completing a degree, and works no more than part time while enrolled—is no longer typical.”⁷⁶ Community colleges have long known this. Their students are generally older, work longer hours, and are more likely to have financial and family responsibilities than students at four-year institutions. Indeed, two-thirds of students termed “highly nontraditional” attend community colleges.⁷⁷ Community college students spend less time on campus and are more likely to interrupt their education and take distance education courses than their counterparts at four-year institutions.⁷⁸

Their programs are two years (or less for some certificates)—half the amount of time of their bachelors’ degree-granting counterparts. Forty-two percent of all undergraduates are enrolled in community colleges.

Serving the needs of this population often requires flexible class hours (including evenings and weekends), remedial education programs, distance-learning

The U.S. Department of Education noted that “the ‘traditional’ postsecondary student—one who is dependent, attends full time until completing a degree, and works no more than part time while enrolled—is no longer typical.”

⁷⁴ See Appendix G for details on the classification system by institutional type, the response rate from each institutional type, and weighting procedures.

⁷⁵ Levin, J. S. (2001). *Globalizing the Community College: Strategies for Change in the Twenty-First Century*. New York: Palgrave, p. xii–xiii.

⁷⁶ U.S. Department of Education. (2002). *The Condition of Education 2002*. Washington, DC: U.S. Department of Education, p. vii.

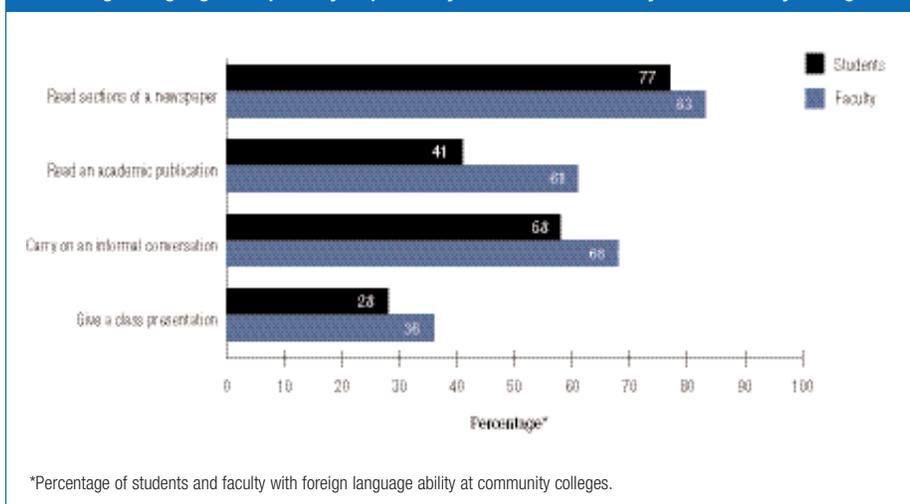
⁷⁷ *Ibid.*, p. viii. The term “highly nontraditional” is used for students who have four or more nontraditional characteristics, including working full time while enrolled, being financially independent, having dependents other than a spouse, attending part time at least part of the academic year, and delaying enrollment in postsecondary education after high school.

⁷⁸ *Ibid.*, p. 102.

Box 5: Profile of Students and Faculty at Community Colleges

- Fifty-three percent of community college students reported that they had traveled or lived outside the United States.
- Fewer than 7 percent had been on a study abroad program—either before entering college or while enrolled. Of those who had traveled for academic reasons, 56 percent stayed for a month or less.
- Seventy-nine percent had studied a foreign language before entering college and 18 percent had or were currently studying a foreign language.
- Forty-five percent reported that they could speak or read at least one other language besides English.
- Faculty were well traveled and many had foreign languages skills. Almost 80 percent reported having traveled outside the United States. Of those who had done so, more than 50 percent had traveled for academic purposes.
- Almost 20 percent had attended classes outside the United States as a graduate student or faculty member and 22 percent reported that they had traveled overseas to attend a conference.
- Twelve percent of faculty reported that they had accompanied students on a study abroad program.
- More than 40 percent reported that they could speak a language other than English; 15 percent said that they could speak two or more languages besides English.¹

Foreign Language Competency Reported by Students and Faculty at Community Colleges



- Of those faculty who said they had foreign language skills, 83 percent said their skills were good enough to read some sections of a daily newspaper, with slightly more than 60 percent saying they could read a journal article.

¹ One possible explanation for these findings is that almost 20 percent of faculty reported that they were either native speakers of another language or came from a bilingual home.

opportunities, and services such as child-care. Community colleges often suffer from limited financial support. Some are totally dependent on a local tax base, with little state or federal funding. Tuition and fees are lower than those of four-year institutions, averaging \$1,359 for community colleges, compared with \$3,506 at four-year institutions.⁷⁹ Open admission poli-

cies, with an emphasis on serving the local community, often translate into varied levels of student preparation. Given the diverse nature of the student population and the limited range of courses that can be offered in a two-year or certificate program, internationalization of the curriculum poses special problems for community colleges.

⁷⁹ *The Chronicle of Higher Education Almanac 2002–2003*, <http://chronicle.com/free/almanac/2002/nation/nation.htm>.

In spite of these challenges, some community colleges are making significant headway in providing their students with an international perspective in foreign languages and course work. At many community colleges, what is *local* has become *global*. Indeed, the local environment is a different place from what it was 30, 20, or even 10 years ago—more attuned to local businesses that may have foreign ownership, aware of the needs of external markets for their products, and conscious of the peculiarities of foreign exchange and terms of trade. The local community has become more culturally diverse as local businesses have expanded overseas and need to attract an internationally skilled workforce.

Institutional Support for Internationalization

Stated Institutional Commitment

The previous chapter reviewed commitment, policies, and procedures of all U.S. colleges and universities with respect to internationalization. This section addresses those same issues within community colleges. Is there a general commitment to internationalization at community colleges? Is it part of their mission statement or strategic plan? Do they promote internationalization as an important element of their campuses? Do they designate funds, physical space, and staff time to promote international education? What kinds of opportunities do they offer students and faculty on and off campus to increase their international skills and knowledge? What kind of general picture emerges from the institutional survey of internationalization at two-year colleges?

The majority of community colleges have not made a stated commitment to internationalization. Twenty-five percent included internationalization as part of their mission statement and 16 percent listed it as one of their top five strategic plan priorities. Less than 3 percent said they have policies that specify consideration of international work or experience in faculty promotion and tenure decisions. Thirty percent reported policies in place to ensure that undergraduate students can participate in study abroad without delaying graduation. And yet, 44 percent reported they have a campus-wide task force that works solely on advancing international education efforts on their campuses, indicating that many community colleges are actively advancing their internationalization efforts, even if these efforts are not formally articulated by the highest levels of the administration.

Financial Support

A 1996 American Association of Community Colleges (AACC) report found that the most significant challenge facing internationalization at community colleges was lack of financial support.⁸⁰ In 1996, as in the 2000-01 academic year, the overwhelming majority of community colleges did not receive federal, state, or private funds for international education programs and activities. But the data also indicate that there has been some improvement over the years in external support. The 1989 Lambert report found that just 10 percent of community colleges received external funds; in 1996, this increased to 36 percent, and the 2001 data show an increase to 46 percent.⁸¹

⁸⁰ Chase and Mahoney, *op. cit.*

⁸¹ Lambert, *op. cit.*, and Chase and Mahoney, *op. cit.*

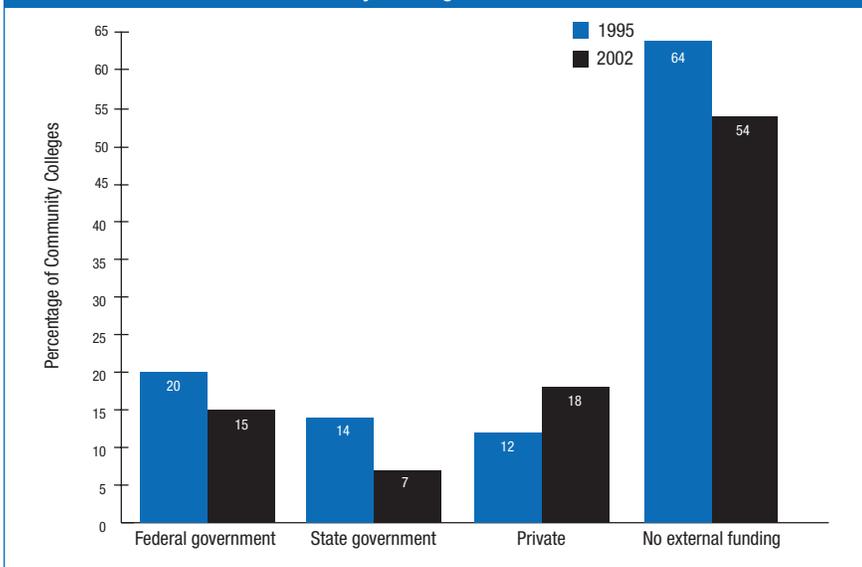
From where did community colleges obtain their funds? As **Figure 19** shows, funding sources have changed in the last several years. The percentage of community colleges receiving government funding for internationalization has decreased, most significantly at the state level. In 1995, 14 percent of community colleges said they received state funds for international programs; in 2001, this figure dropped by half, to 7 percent. The most common funding source for internationalization in 2001 was private funding.

The survey respondents were asked if their institutions earmarked funds for recruiting international students, faculty development, and student opportunities abroad. Only a minority of community colleges reported doing so. Slightly more than one-third of community colleges earmarked funds to aid in the recruitment of international students. Of these, 12 percent designated travel funds for recruitment officers and 10 percent funded international student scholarships, down slightly from

12 percent in 1996.⁸² The average scholarship awarded to an international student was between \$500 and \$2,499. Slightly more than 8 percent cited other ways to promote international student recruitment, such as advertising in international newspapers, mailing brochures, and developing new marketing material to attract international students.

Financial support for community college students to participate in international activities also was limited. Only 30 percent of community colleges earmarked funds for undergraduate participation in international activities. Sixteen percent had funds available to help students participate in a study or work abroad program; this is an increase from the 1995 *Campus Trends* study that found just 6 percent of community colleges provided financial support for students to study abroad.⁸³ Two percent offered funds to help students attend meetings or conferences abroad. Of those institutions that did provide financial assistance to students for study or work abroad, 47 percent provided an average award of less than \$1,000; 50 percent offered between \$1,000 and \$2,500, and only 3 percent provided more than \$2,500. Additionally, 40 percent of surveyed community colleges reported that they earmarked funds specifically for international activities on campus. The lack of institutional aid was an obvious barrier to students' ability to participate in education abroad.

Figure 19: External Funding for Internationalization at Community Colleges, by Funding Source



⁸² Chase and Mahoney, *op. cit.*

⁸³ El-Khawas, *op. cit.*

A similar, but slightly brighter, picture emerges regarding funding for faculty opportunities abroad. Fifty-three percent of community colleges earmarked funds for faculty to participate in opportunities abroad.⁸⁴ Of those that provided such support, the most commonly supported activity, at 27 percent, was faculty participation in or leadership of study abroad programs. Other funded activities included faculty travel to international conferences and meetings (by 20 percent of community colleges) and internationalizing courses (15 percent). Only 9 percent had dedicated funding for faculty to conduct research or study abroad. The 1995 *Campus Trends* study found that 17 percent of community colleges provided institutional financial support for faculty to travel abroad, 21 percent supported faculty efforts to internationalize their courses, and 4 percent had funds for faculty to conduct research abroad.⁸⁵ While this indicates slight fluctuations, overall there has been little improvement since 1995.

The scarcity of available funding for students and faculty to participate in international education programs and activities may be related, in part, to a low level of external fund raising for internationalization. Thirty-eight percent of community colleges reported that they actively sought funds specifically for international education programs and activities. To increase funding for international education, community colleges may need to intensify their efforts to seek external funds.

Administrative Structures and Staff Support

The designation of administrative offices and allocation of staff time are evidence of institutional commitment to internationalization. Community colleges were low on this indicator. Thirty-nine percent reported they did not have any office that administers international education programs. Fifty percent indicated they have at least one office that administers international education programs and activities on a part-time basis. Only 12 percent reported at least one office dedicated exclusively to administering international education activities.

Of those that had one office that administered international activities, 36 percent had full-time staff working exclusively on international education activities. Without office space or staff, students and faculty had no consistent support to pursue international activities. There was anecdotal evidence that an informal system was at times created, in which specific faculty filled this gap and became informally designated as the “international person” on campus.⁸⁶ But this placed an extra burden on faculty members and did not ensure continuity of programs and activities.

⁸⁴ The specific question was, “Did your institution specifically earmark funds for full-time faculty to participate in any of the following international activities in the last year (2000–01)? Select all that apply.” The items listed included leading undergraduate students on study abroad programs, teaching at institutions abroad, traveling to meetings or conferences abroad, studying or conducting research abroad, internationalizing courses, and others.

⁸⁵ El-Khawas, *op. cit.*

⁸⁶ Various faculty members at several institutions discussed this idea and term during the focus groups that ACE conducted prior to conducting the surveys. See Appendix G for additional information about the focus groups.

Academic Requirements, Offerings, and Programs *International Course Requirements and Offerings*

One way institutions can ensure that all students have some exposure to international learning is by including courses with an international/intercultural focus in their general education requirements. The 2001 survey asked community colleges to provide information about their international course requirements. Twenty-three percent of community colleges reported that they required students to take at least one course that primarily featured perspectives, issues, or events about countries or areas other than the United States. Of those, 71 percent required one course, 16 percent required two courses, and 14 percent required three courses. Of those that had an international education course requirement, 54 percent required a course that featured perspectives, issues, or events from non-Western countries.⁸⁷

While only about one-quarter of community colleges included international courses in their general education requirements, community college students in the 2002 student survey reported that they supported such requirements. Almost 60 percent said they favored requiring all students to take courses covering international topics. Eighty percent said knowledge about international issues and events would be important in the job market. In addition, one-third said that since September 11, 2001, they were more likely to take an elective course that focused on other countries, cultures, or global issues.

In spite of their general support for international learning, though, student participation in international courses was low. Fifty-six percent of students said they had not taken a course with an international focus in the 2000-01 academic year and 22 percent said they had taken just one. Only 7 percent of students said they had taken three or more courses. Of those who had taken an international course in the last academic year, 42 percent reported that at least one of these courses included non-Western perspectives, issues, or events.⁸⁸

Faculty at community colleges were very supportive of international course requirements. The ACE faculty survey found that more than 87 percent of community college faculty agreed that all students should be required to take a course covering international topics, with more than 55 percent strongly agreeing. Similarly, 70 percent agreed that it is the responsibility of all faculty members to provide students with knowledge about other cultures, countries, and issues. As **Table 7** shows, most community college students and the vast majority of faculty supported international education requirements for all students.

In an effort to gauge the availability of international course offerings at community colleges, ACE asked survey respondents what percentage of the institution's business, history, and political science courses had an international focus.⁸⁹ Overall, community colleges reported that 8 percent of business courses, 12 percent of political science courses, and 23 percent of history courses had an international focus.

⁸⁷ The question was, "Are students required to complete courses that primarily feature perspectives, issues, or events from countries or areas other than Canada, Australia, or Western Europe" as a way to more accurately define "non-Western." Since institutions only answered this question if they indicated in a previous question that they had an international course requirement, only 50 community colleges answered this question.

⁸⁸ Non-Western courses were defined as focusing on perspectives, issues, or events from specific countries or areas other than Canada, Australia, or Western Europe. Language courses were not included.

⁸⁹ The survey defined "international focus" as a course that primarily featured perspectives, issues, or events from specific countries or areas other than the United States.

Table 7: Student and Faculty Attitudes Toward International Education Requirements and Faculty Responsibility at Community Colleges

	Somewhat Agree		Strongly Agree		Total Agree	
	Students	Faculty	Students	Faculty	Students	Faculty
All undergraduates should be required to study a foreign language.	30%	28%	23%	52%	53%	80%
Colleges should require all students to take a course covering international topics.	40%	31%	17%	56%	57%	87%
It is the responsibility of all faculty to provide undergraduates with an awareness of other countries, cultures, or global issues.	35%	27%	21%	43%	56%	70%

Foreign Language Requirements and Offerings

Community college faculty and students generally supported foreign language requirements. The ACE faculty survey found that 80 percent of community college faculty agreed that their institutions should require students to study a foreign language; more than 50 percent strongly agreed. In addition, more than 50 percent of students at community colleges said they favored a foreign language requirement for students who do not already know a second language.

There have been significant improvements in foreign language instruction at community colleges. Nine percent of community colleges had a foreign language admission requirement for at least some students; 4 percent required it of all students. While this number is small, it is growing. In Andersen’s study (1988) of

international education, only 3 percent of community colleges had a foreign language admission requirement—that number was only slightly higher than the 3 percent reported in the Brod and Huber report (1996).⁹⁰ The Andersen study found that 14 percent of community colleges had a foreign language graduation requirement for some students; by 1994, that number rose to 23 percent.⁹¹ By 2001, the total had climbed to 27 percent. Community colleges were increasingly ensuring that their students had some exposure to a foreign language before they graduated. The doubling of the percentage of institutions with a foreign language requirement represents significant progress.

⁹⁰ Andersen, *op. cit.*, pp. 16–17. See also Brod, R., and Huber, B. (1996). “The MLA Survey of Foreign Language Entrance and Degree Requirements, 1994–95.” *ADFL Bulletin* 28(1): 35–43.

⁹¹ *Ibid.*

In addition, an overwhelming number of community colleges offered at least one foreign language, even though most did not have foreign language requirements. The majority (90 percent) of community colleges offered at least one foreign language. On average, community colleges offered three different foreign languages; only 8 percent offered more than seven different languages. Community colleges primarily offered Spanish (89 percent), French (58 percent), and German (39 percent). While most community colleges offered up to four languages, the survey showed that a few offered more than a dozen different languages (see **Figure 20**). Eighteen percent of community colleges offered Japanese, 10 percent offered Chinese, and 4 percent offered Arabic.

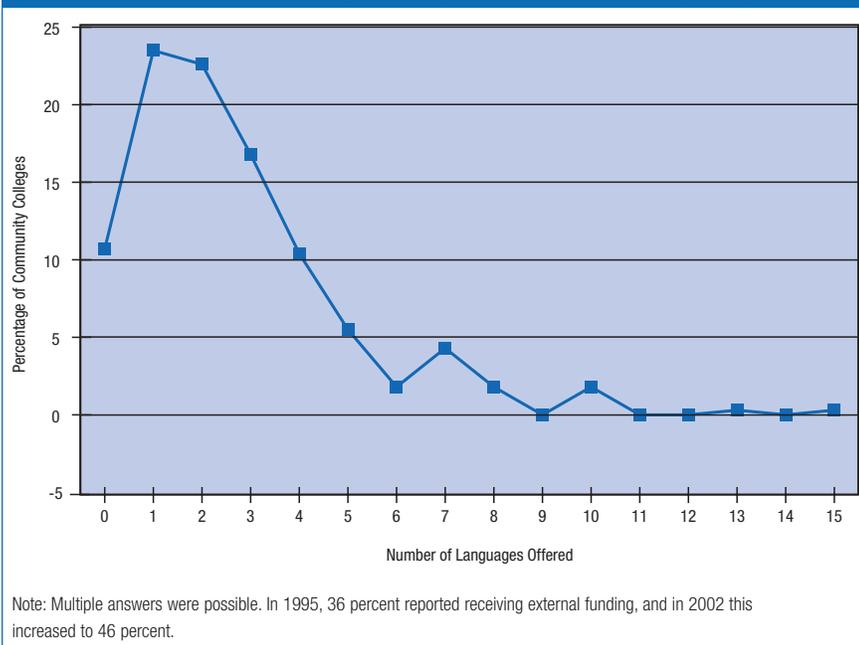
The student survey showed that most community college students were interested in learning another language.

The student survey found that more than 70 percent of community college students said speaking a foreign language was important to competing successfully in the job market. Seventy-nine percent reported studying a foreign language before college and 18 percent reported currently studying a foreign language.

Almost 45 percent of community college students said they could speak or read a language other than English.⁹² Of these students, 77 percent said they could read sections of the daily newspaper and 41 percent said they could read a novel or textbook in a language other than English (see **Box 5**, on page 30). Fifty-eight percent said they could carry on an informal conversation in another language, and 28 percent said they could give a classroom presentation in another language. There is little difference between the language ability reported by students at community colleges and that of students at other types of institutions.

Community college students also were interested in honing their foreign language skills through language partner programs that would pair them with a native speaker or advanced speaker. While only 1 percent of students said they had participated in such a program, almost 50 percent said they would have liked to. Why the discrepancy? One reason is the lack of opportunities. Only 11 percent of community colleges reported that they offered such a program. The gap between general interest and student behavior is a common pattern, though, among student groups at all types of institutions. Additional research would need to be conducted to find the reasons for this discrepancy between interest and behavior.

Figure 20: Number of Foreign Languages Offered at Community Colleges



⁹² Approximately 14 percent said they came from bilingual homes or were native speakers of another language, the highest percentage among students at all types of institutions.

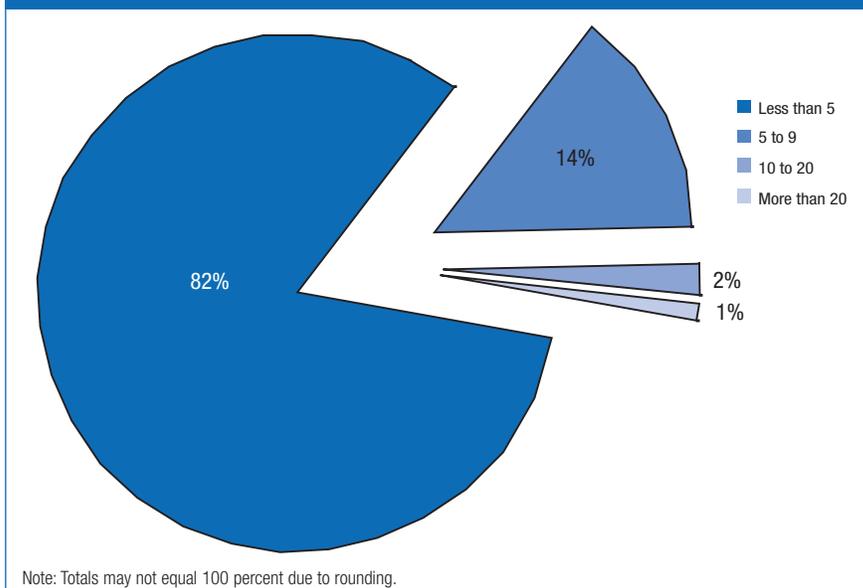
Academic Programs Abroad

Thirty-eight percent of community colleges administered study abroad programs. This total has remained fairly stable in the last five years; the 1996 study of community colleges reported that 36 percent offered study abroad programs.⁹³ This is a significant increase from the 1988 Andersen findings that found only 12 percent of community colleges reported operating study abroad programs.⁹⁴ Less common were other kinds of academic programs abroad. Only 6 percent of community colleges administered international internship programs; 4 percent had international service opportunities and 9 percent administered field study programs. Of the community colleges that administered education abroad programs, the majority administered fewer than five (see **Figure 21**).

While the majority of community college students (53 percent) had traveled outside the United States, they were less likely to have traveled than their counterparts at four-year institutions. Likewise, just 6 percent reported studying abroad prior to college and only 4 percent said they had studied abroad as an undergraduate. Not surprisingly, community college students were also the most likely (22 percent) to have said that family obligations had prevented them from participating in study abroad.

Yet, community college students were interested in study abroad. The majority of community college students surveyed (53 percent) agreed that all students should have a study abroad experience some time during their college career. Similarly, more than 60 percent of community college faculty members agreed that all students should have a study abroad experience during their college career.

Figure 21: Number of Study or Work Abroad Programs Administered at Community Colleges, by Percentage



Other International Education Opportunities on Campus

In addition to general education requirements and courses, colleges and universities can offer other opportunities to help internationalize the undergraduate experience. This section will look at the availability of extracurricular activities, the presence of international students on campus, and the opportunities available to faculty to enhance their international skills and knowledge.

Extracurricular Activities

Institutions were asked if they offered extracurricular activities with an international focus. Fifty-seven percent of community colleges reported that they offered at least one activity. Forty-seven percent of community colleges reported that they sponsored international festivals or events.⁹⁵ This is up from 31 percent in 1995.⁹⁶ The next most frequent activity was providing a meeting place for students, such as an

⁹³ Chase and Mahoney, *op. cit.*

⁹⁴ Andersen, *op. cit.*

⁹⁵ Institutions were asked to check international festivals and events only if these were ongoing and regular campus events.

⁹⁶ Chase and Mahoney, *op. cit.*

international center. Twenty-five percent of community colleges reported that they furnished such facilities. A few institutions had language partner programs (11 percent) and buddy programs that pair U.S. and international students (15 percent).

The study found that few students at community colleges participated in any of the activities listed in **Figure 22**. While 47 percent of community colleges said they sponsored international festivals on campus, only 12 percent of students said they had participated. Another 48 percent said they would like to participate. While most students identified the need to acquire greater international skills and knowledge, the findings indicated that students did not engage in available extracurricular activities.

International Students on Campus

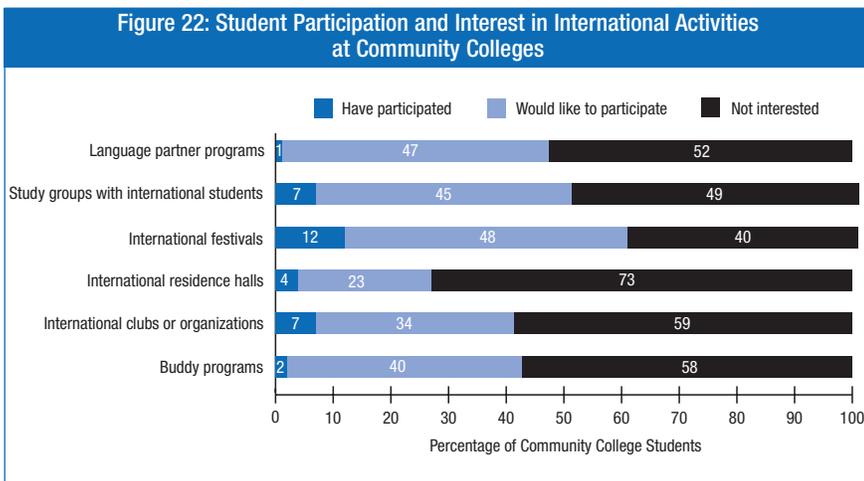
The number of international students at community college campuses is small compared to other types of institutions. Eighty percent of community colleges reported that international students comprised less

than 5 percent of their student body; another 9 percent reported that these students made up between 5 percent and 25 percent of enrollment. Just 1 percent of community colleges said that international students comprised more than 25 percent of their student body. However, the proportion of community colleges with international students is growing. Ninety-one percent of community colleges said they had international students, up from 80 percent reported in the 1995 study.⁹⁷ This supports other data that show community colleges have experienced a 63 percent increase in international student enrollment in the last decade.⁹⁸

Faculty Support and Opportunities

Approximately half of the community colleges surveyed reported they earmarked funds for faculty development opportunities in international areas. The most common international opportunity available to faculty was to lead student groups abroad, with slightly more than one-quarter of community colleges earmarking funds for such opportunities.

What on-campus opportunities were available for faculty? The survey asked about the availability of workshops for faculty to utilize the curriculum and technology to enhance the international dimension of their courses, opportunities to enhance foreign language skills, and provision of awards to faculty for their international work. Community colleges were the most likely to offer faculty workshops on internationalizing the curriculum. Although, as **Figure 23** demonstrates, most community colleges did not offer many opportunities to faculty. In fact, there was little difference between community colleges and other types of institutions in this respect.



⁹⁷ *Ibid.*, p. vii.

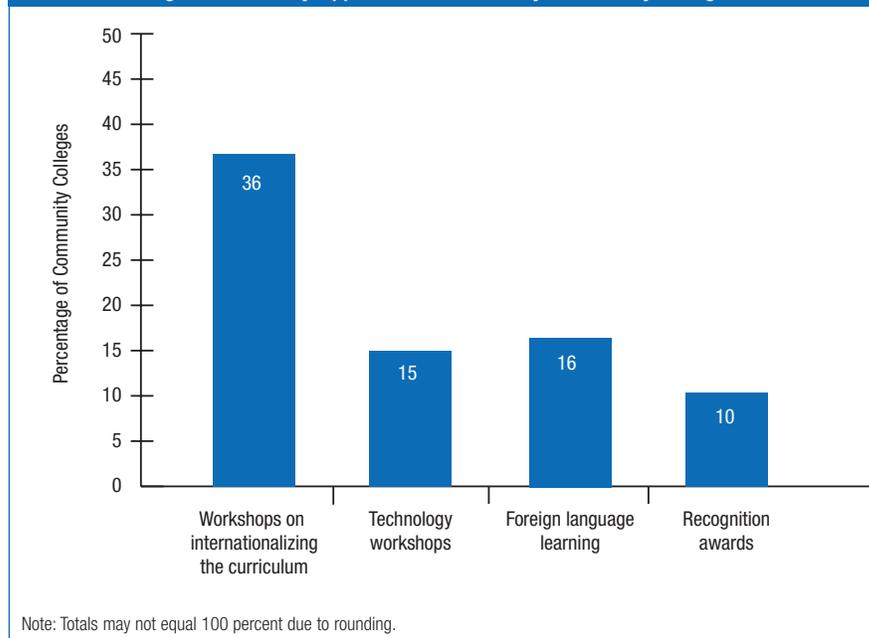
⁹⁸ Koh Chin, H. K., *op. cit.*

Summary

Few community colleges had made formal commitments to international education, as exemplified by the low percentage that included international education in their mission statements or strategic plans. But clearly, activity and progress had been made on many campuses. Community colleges had made many advances in internationalizing their campuses. The areas of greatest improvement were in foreign language requirements, the availability of study abroad programs, the growth of international student enrollment, and the acquisition of external funding. Community colleges were the most likely to offer faculty workshops on internationalizing their courses. In many areas, little difference existed between community colleges and other types of institutions. In fact, there is often greater disparity among community colleges (i.e., in the number of foreign language offerings) than between community colleges and other types of institutions.

The biggest hurdle for community colleges is funding internationalization. This is best illustrated by the inability of many community colleges to offer support for students and faculty to participate in international activities abroad. The majority of community colleges reported that they did not actively seek funding for their international programs and activities. Community colleges will need a more focused effort to identify and increase their external funding for international education. To help them do this, community colleges can take advantage of the international experiences of faculty and the interest of students, as well as reach out to a public that has expressed strong support for internationalization.

Figure 23: Faculty Opportunities Offered by Community Colleges



LIBERAL ARTS COLLEGES

More than 360 liberal arts colleges across the nation received the institutional survey and 187 returned it, for a response rate of 52 percent. Of those that returned the survey, 84 percent were private and 16 percent were public institutions.⁹⁹ A typical liberal arts college is private, residential, and small (enrolling between 1,000 and 1,500 students), and emphasizes teaching.¹⁰⁰ Service learning is frequently incorporated into the campus culture.¹⁰¹ The advantages of close faculty contact, smaller campuses and classrooms, and service learning should be factors that help advance internationalization at liberal arts colleges. But do they? What are the strengths and weaknesses of these institutions, with regard to internationalizing their campuses? This section will examine these issues.

⁹⁹ Unfortunately, too few public liberal arts colleges responded to the survey to make accurate comparisons between public and private liberal arts colleges.

¹⁰⁰ Amey, M. (2002). "Liberal Arts Colleges." In Forest, J. F., and Kinser, K. (Eds.). *Higher Education in the United States: An Encyclopedia*. Santa Barbara, CA: ABC-CLIO, pp. 403–404.

¹⁰¹ Amey, *op. cit.*, p. 404.

Institutional Support for Internationalization *Stated Institutional Commitment*

Thirty-nine percent of respondent liberal arts colleges included international education in their mission statement; 38 percent had formally assessed the effectiveness of their internationalization efforts; and 34 percent stated internationalization as one of their top five priorities in their strategic plan. Another 46 percent had a campus task force in place to work solely on advancing the international agenda. While some liberal arts colleges had stated a commitment to internationalization, the majority had not.

Another way to determine an institution's commitment to internationalization is to examine stated policies. For example, nearly three-quarters of liberal arts colleges, 74 percent, had established guidelines to ensure that students could participate in study abroad without delaying graduation. Such a policy helps to remove a major obstacle to study abroad for many students. Delayed graduation was among the top five reasons students gave to explain why they did not participate in study abroad; it was the third most common response among liberal arts students.

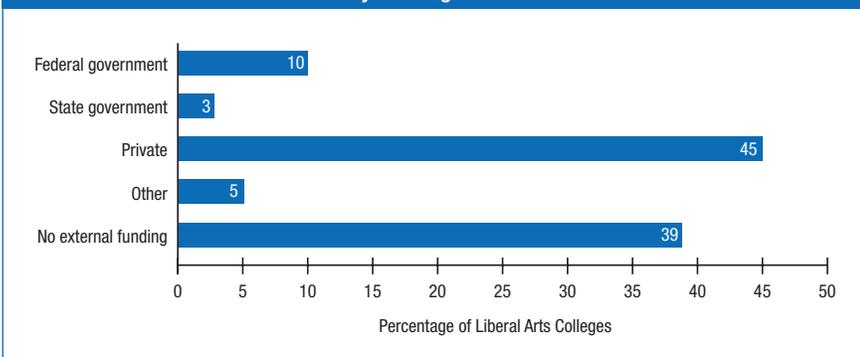
Only 3 percent of liberal arts colleges had faculty promotion and tenure guidelines that specified international work or experience as a consideration. While this level of consideration was similar to that of community colleges, twice as many comprehensive universities reported that they had this guideline. Considering these low figures, it is noteworthy that 35 percent of liberal arts faculty believed that international work was a consideration for tenure and promotion decisions (see Box 2, on page 15).

Financial Commitment

The majority of liberal arts colleges (54 percent) actively sought funds specifically for international education programs and activities; this was slightly more than the national average but less than the percentage of comprehensive and research universities. The majority of liberal arts colleges (61 percent) reported that they received some type of external funding for international education in the last three years (academic years 1998-99 to 2000-01). Funding most often came from private sources (see Figure 24), with federal support a distant second; less than 10 percent of liberal arts colleges reported they had received funds from the federal government. Even fewer liberal arts colleges had received funds for international education from the state government.

The survey also asked institutions how they used their designated funds for international education. Seventy-four percent of liberal arts colleges indicated that they earmarked funds to recruit international students. Almost 60 percent said they offered scholarships to attract international students, more than any other type of institution. Liberal arts colleges also were the most generous with the awards they provided to international students. Of those

Figure 24: External Funding for Internationalization at Liberal Arts Colleges, by Funding Source



that awarded scholarships to international students, 46 percent said they offered, on average, more than \$5,000 to each recipient. Another 27 percent said they awarded between \$2,500 and \$5,000, and 22 percent said they awarded between \$500 and \$2,500. In addition, 41 percent allocated funds for recruitment officers to travel abroad to recruit international students. This level of spending, higher than other institutional types, reflected the higher tuition of many private liberal arts colleges, which made up 84 percent of our sample.

In what other ways do liberal arts colleges demonstrate their financial commitment to internationalization? Seventy-three percent reported that they earmarked funds specifically to encourage faculty to participate in international activities. Leading undergraduate students on study abroad programs was reported as the most commonly funded faculty activity. In addition, 49 percent of liberal arts colleges said they had designated funds for faculty travel to international meetings and conferences, and 36 percent had funds specifically to support faculty study or research abroad. Among the liberal arts colleges that provided funds for faculty to study or conduct research abroad, the majority (54 percent) offered average awards of between \$1,000 and \$2,500. Another 29 percent offered more than \$2,500, and 17 percent provided \$1,000 or less. Less common financially supported activities included funding faculty to teach at an institution abroad (19 percent) and to internationalize their courses (21 percent).

The institutional survey also included questions about the availability of funding for on- and off-campus undergraduate opportunities. The majority of liberal arts colleges (58 percent) said that they earmarked funds for ongoing on-campus activities, such as festivals, speaker series, or international centers. Fifty-five percent of liberal arts colleges reported that they had designated funds specifically for undergraduates to participate in international activities and programs off campus. Of the colleges that have designated funds, study or work abroad was the most commonly funded activity (45 percent). Of the colleges with designated funds for student study or work abroad, 35 percent gave an average award to students of less than \$1,000. Another 33 percent offered between \$1,000 and \$2,500, and 32 percent gave students, on average, more than \$2,500. Compared with other types of institutions, liberal arts colleges were the most likely to award more than \$2,500 to students. Almost 60 percent of liberal arts colleges indicated that institutionally funded scholarships for study abroad were portable to education abroad programs offered by other institutions. Far fewer liberal arts colleges (8 percent) earmarked funds for students to travel to international meetings and conferences.

Administrative Structures and Staff Support

Advancing internationalization requires institutions to create administrative structures and to allocate staff time. Slightly more than 80 percent of liberal arts colleges had a minimum of one office to administer international education programs and activities. The majority of liberal arts colleges (56 percent) had a single office, while 28 percent had multiple offices. Just 25 percent of liberal arts colleges had an office exclusively devoted to international education, while 59 percent said their international office performs other functions as well.

Regardless of the type of organizational structure at liberal arts colleges, most offices did not have full-time, non-student staff to support international education programs and activities on campus. At colleges with one international education office, 42 percent had full-time, non-student staff working in the office. At campuses with multiple international education offices, 40 percent said they had full-time, non-student staff. Thus, the typical liberal arts college had a single international education office staffed with part-time and/or student workers. This reliance on part-time and student workers restricts the scope and service of the education office.

Academic Requirements, Offerings, and Programs

International Course Requirements and Offerings

One of the most common and robust ways an institution demonstrates its commitment to internationalization is the incorporation of an international dimension into the general education requirements. It is in this arena that liberal arts colleges excel. The majority of liberal arts colleges surveyed (53 percent) required all students to take a course that focused on international perspectives, issues, or events. Of those colleges with an international general education requirement, 54 percent required one course, 25 percent required two courses, and 22 percent required three or more courses. Similarly, at 57 percent of liberal arts colleges with an international course requirement, students were required to take courses that featured non-Western perspectives, issues, or events.¹⁰²

How do students and faculty view international course requirements? Overall, the survey found particularly strong support among liberal arts college faculty and students for international courses. Liberal arts students were asked how they gauged the relative importance of international education to their future careers. In particular, students were asked how important it would be for them to understand other cultures and customs and to know about international issues and events in their future career. Eighty-eight percent said knowing about international issues and events was important to them, and 50 percent said “very important.” Understanding

¹⁰² The survey asked institutions about their general education requirements that focused on perspectives, issues, and events that were both international and non-Western. “International” included courses that focused on areas and cultures outside the United States but that could be Western (i.e., Western Europe), as well as non-Western. The term “non-Western” was defined as including areas and countries other than Canada, Australia, and Western Europe.

other cultures and customs was deemed the most important; more than 90 percent of students believed this would be important to their careers, and 57 percent believed it was very important. Not surprisingly, the majority of students were supportive of international course requirements. Sixty-seven percent of students agreed that all students should take courses covering international topics, and 29 percent strongly agreed.

Faculty attitudes toward international requirements followed a similar pattern,

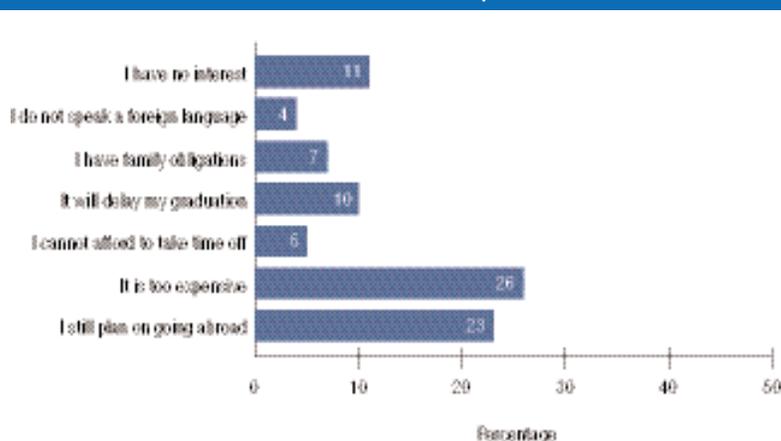
with faculty expressing greater support than students in some instances. More than 90 percent of faculty agreed that all students should be required to complete a course covering international topics; 67 percent strongly agreed. Liberal arts faculty were the most supportive of international course requirements, compared with faculty at other types of institutions.

In an effort to explore the degree to which courses were internationalized at the institutions, the survey asked how many international courses they offered to

Box 6: Profile of Students and Faculty at Liberal Arts Colleges

- More than 70 percent of students at liberal arts colleges said they had traveled outside the United States. Nine percent had studied abroad before entering college and 18 percent had participated in some type of academic program abroad during college.
- Students at liberal arts colleges who had traveled abroad for academic reasons did so for short durations—37 percent had gone abroad for less than one month. Ten percent had been abroad for more than one year.
- Liberal arts students had traveled to a wider range of countries than students from other institutions, but the most popular destinations among all students were still France (23 percent), England (19 percent), and Spain (16 percent).
- Almost 95 percent of liberal arts students said they had studied a foreign language before attending college. Fifty-four percent were currently studying or had studied a foreign language as an undergraduate.
- Spanish was overwhelmingly the most popular foreign language among liberal arts students; 44 percent said they could read or speak it. French came in a distant second (15 percent), and German ranked third (10 percent).
- Liberal arts faculty also were well traveled and had extensive foreign language skills. More than 90 percent had traveled outside the United States and 60 percent reported that they could speak a language besides English.
- Compared with faculty at other institutions, liberal arts faculty were the most likely to have accompanied undergraduates in a study abroad program or to have taught a course with international content in the last three years.

Reasons Why Students at Liberal Arts Colleges Had Not Traveled Abroad for Academic Purposes



their undergraduates in the areas of business, history, and political science.¹⁰³ On average, liberal arts colleges reported that 11 percent of business courses, 26 percent of political science courses, and 36 percent of history courses were internationalized. None of these averages significantly deviated from the overall average for four-year institutions.

Students offered strong support for international courses, but did they enroll in these courses? It is encouraging to note that 62 percent of liberal arts students reported that they had taken an international course within the 2001-02 academic year, the highest percentage of students at any type of institution (see **Figure 25**). Students also were asked how many of these international courses focused on non-Western perspectives, issues, or events. Sixty-five percent of respondents said at least one of the classes they had taken included a non-Western emphasis. Forty percent of liberal arts students said that since September 11, they were more likely to take an international course.

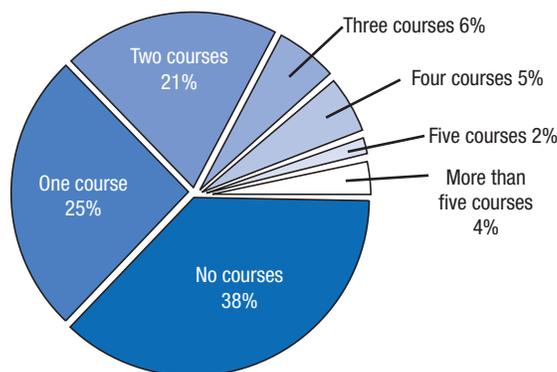
Foreign Language Requirements and Offerings

Liberal arts colleges tend to emphasize foreign language learning. More than 70 percent had a foreign language graduation requirement. Thirty-nine percent of colleges had a foreign language graduation requirement for some students and 32 percent had it for all students, more than any other type of institution included in the survey. Of those colleges with a foreign language graduation requirement, 70 percent required enrollment for more than one year. Seventy-three percent allowed students to test out by passing a proficiency test. Twenty-four percent of liberal arts colleges had a foreign language admission requirement; 20 percent had one for all students, while 4 percent required foreign language for some student admissions.

With the strong emphasis on foreign language learning at liberal arts institutions, how many different languages are being offered and what languages are students studying? On average, liberal arts institutions offered four different languages, although some colleges reported that they offered as many as 17 different languages. As is the case at other types of institutions, Spanish was the most commonly offered language (see **Figure 26**). French was the second most commonly offered, followed by German. Japanese was a distant fourth, with 28 percent of colleges offering it. Three percent of liberal arts colleges said they offered Arabic and less than 1 percent offered Swahili.

Faculty and students at liberal arts colleges had a strong interest in foreign language learning. Sixty-seven percent of

Figure 25: Number of International Courses Taken During the 2001–02 Academic Year at Liberal Arts Colleges, by Percentage of Students



Note: Totals may not equal 100 percent due to rounding.

¹⁰³ Institutions were asked, "What percentage of undergraduate courses offered by the following departments had an international focus?" "International focus" was defined as "a course that primarily features perspectives, issues, and events from specific countries or areas other than the United States."

students said speaking another language was important to their careers and 62 percent agreed that all students should study a foreign language if they did not already know one. Faculty were even more supportive. More than 80 percent agreed that all students should be required to study a foreign language; 57 percent strongly agreed.

Students at liberal arts colleges were the most likely group of students to have reported that they were currently studying or had studied a foreign language as an undergraduate (54 percent, compared with the national average of 34 percent). Likewise, liberal arts students were the most likely to have indicated that they could speak another language other than English. Forty-eight percent said they could speak one language other than English, 16 percent said they could speak two, and 4 percent said they could speak three or more languages. In fact, the language skills reported by students at liberal arts colleges rivaled that of faculty (see **Figure 27**).

Not surprisingly, the languages that liberal arts students reported that they could speak or read closely paralleled those offered. Spanish was the most popular language among students who said they could speak or read a language other than English, with 67 percent of students saying they could speak or read it. French was a distant second (23 percent) and German was third, with 16 percent of the students saying they could speak or read it. Just 3 percent of liberal arts students indicated that they could read Japanese, Italian or Greek and less than 1 percent could read or speak Russian, Chinese, or Hebrew. This pattern was not unique to liberal arts colleges and reflected a concentration on a few select Western languages.

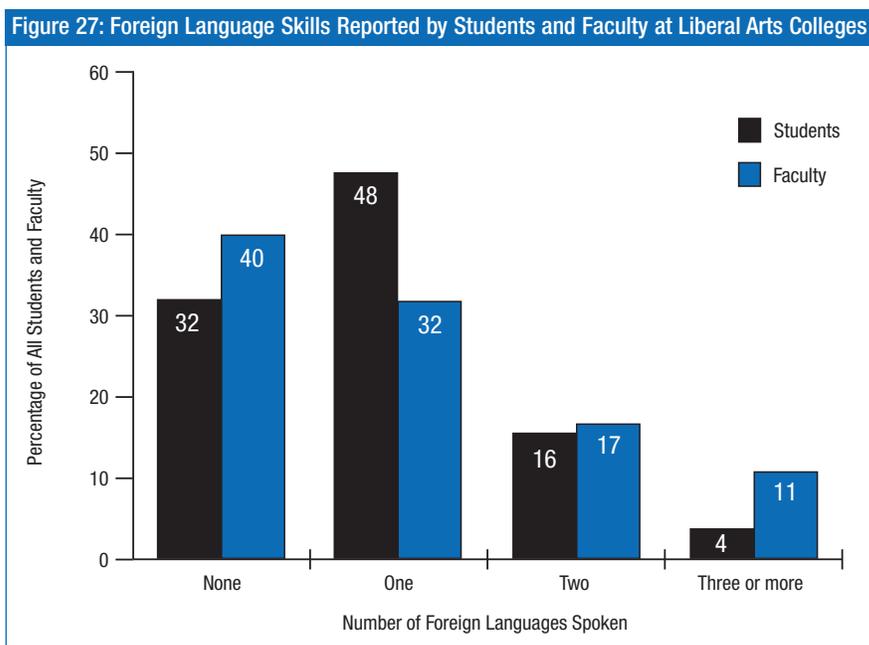
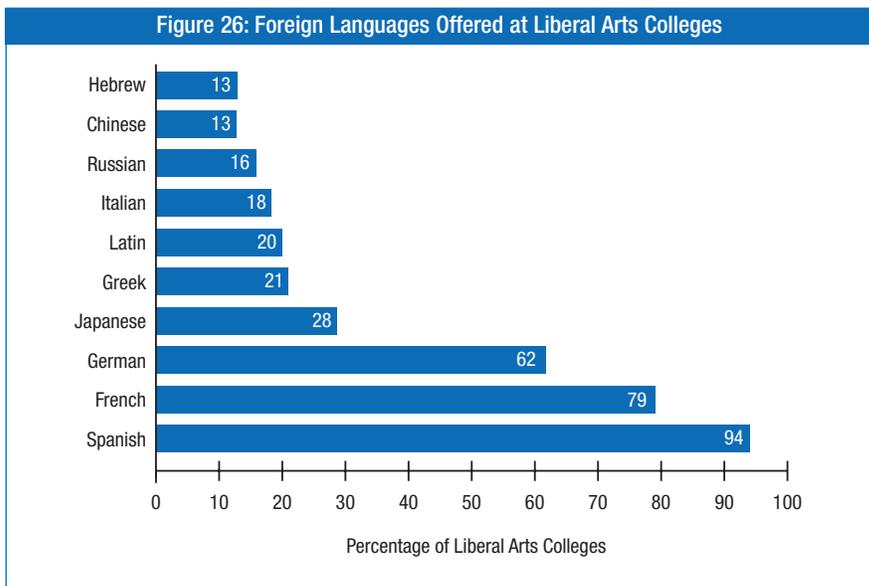
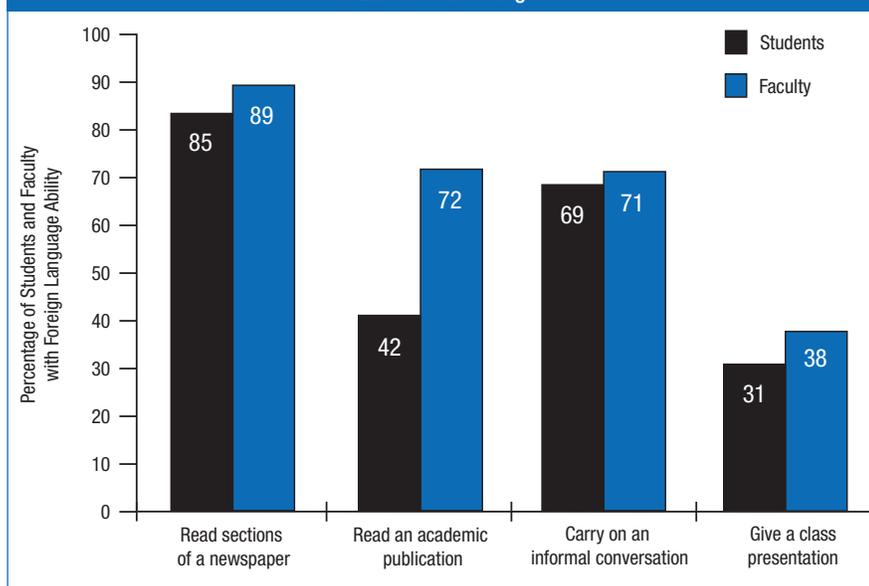


Figure 28: Foreign Language Competency Reported by Students and Faculty at Liberal Arts Colleges



How well did students speak or read these languages? As **Figure 28** indicates, students reported a fairly high level of ability, especially in terms of reading. Among those students who reported that they could speak or read another language, 85 percent said they could read sections of a daily newspaper in their second language. More than 40 percent said they could read a novel or textbook. Faculty also reported a high level of foreign language ability; reading also was their strength. Almost 90 percent said they could read sections of a newspaper and more than 70 percent could read an academic article.

The emphasis that liberal arts colleges place on foreign language learning probably contributed to the high level of foreign language skills and competencies reported by students. Students and faculty were very supportive of a foreign language requirement and were even more supportive of international course requirements. Students believed understanding other cultures and customs would be very

important to their careers, even more so than foreign language skills or knowledge of international issues and events. Yet, close to half of the liberal arts colleges did not include international courses in their general education requirements. The data suggest students and faculty would support stronger international course requirements.

Academic Programs Abroad

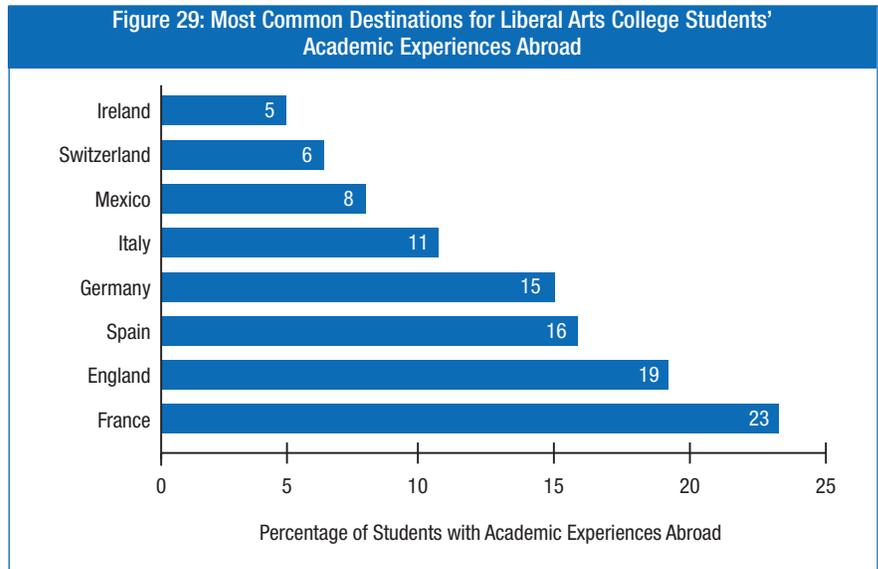
Study abroad programs have been a staple of internationalization efforts for many years. Eighty percent of liberal arts colleges reported that they administered for-credit study abroad programs. In addition, 28 percent said they administered field study programs; 27 percent, international internships; and 18 percent, international service projects.

How varied were their study or work abroad programs? The majority of liberal arts colleges (60 percent) indicated that they administered fewer than five different programs. Twenty percent administered between five and nine programs, while another 13 percent administered between 10 and 20 programs. Only 6 percent reported that they administered more than 20 programs.

To what extent do liberal arts students participate in these programs? As **Box 6** (see page 43) shows, liberal arts students have a wide range of international experience prior to attending college. Most have traveled abroad and studied a language before college, and some have studied abroad while in high school. Comparatively, liberal arts students also were active in study abroad during college. Thirteen percent noted that they had had a study or work abroad experience during college. Ten percent had participated in some other type of college-sponsored program abroad, more than students at any other type of institution.

While liberal arts students participated in academic programs abroad to a greater extent than many of their counterparts at other types of institutions, still only a small percentage of students participated (18 percent). Why? The overwhelming majority of students were supportive of such programs; 64 percent of students said they agreed that all undergraduates should have a study abroad experience some time during college. Of those who had not participated in a study abroad experience, 26 percent said it was too expensive—the most common response, regardless of institutional type. Another 11 percent said they were just not interested in traveling and 10 percent were concerned that it would delay their graduation. Overall, liberal arts students had the same concerns as students at other types of institutions (see Figure 3, on page 5).

Of those who did participate in a program abroad, where did they go and how long did they stay? Not surprisingly, liberal arts students often chose destinations that reflected their foreign language skills. **Figure 29** shows the top eight study abroad destinations, as reported by the liberal arts students in the sample. France was the most popular choice, followed by England and Spain. Of those who studied abroad, 37 percent went for one month or less. Another 34 percent went for more than one month, but less than six months. Twenty percent went for between six months and one year, and 10 percent went for more than one year.



Other International Education Opportunities on Campus

In addition to general education requirements and courses, colleges and universities can offer other opportunities to help internationalize the undergraduate experience. This section will look at the availability of extracurricular activities, the presence of international students on campus, and opportunities available to faculty to enhance their international skills and knowledge.

Extracurricular Activities

Some common strategies used to internationalize a campus included regularly scheduled international festivals, designated international centers, and development of other extracurricular programs. As previously noted, the majority of liberal arts colleges (58 percent) earmarked funds specifically for these types of on-campus activities. What did they offer students? Most institutions (59 percent) had regular international festivals and 43 percent had a designated meeting place for students to learn about international issues and events.

Fewer liberal arts colleges had buddy programs (18 percent) or language partner programs (13 percent), which pair international students with U.S. students. Fifteen percent had designated international residence halls open to international and U.S. students and 10 percent had foreign language residence halls.

How do liberal arts students view these activities and do they participate in them? As **Figure 30** shows, international festivals enjoy the most popularity among liberal arts students. Twenty-six percent said they had participated in international festivals and another 50 percent said they would like to in the future. Study groups with international students also were popular, with more than 50 percent of students having said they had or would like to participate in this activity. International residences were the least popular, with more than 60 percent reporting that they had no interest in this activity. Overall, few liberal arts students participated in on-campus international activities, although there was substantial interest in some activities, including festivals and programs that

would pair them with international students. A large group of liberal arts students were not interested in these types of activities, suggesting that colleges would need to find out why there is a lack of interest and how programs might be made more appealing.

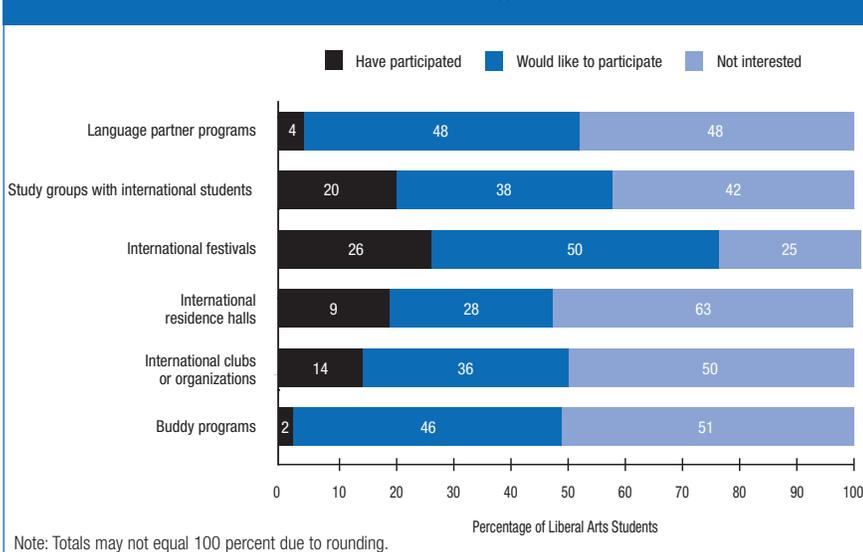
International Students on Campus

As noted above, the majority of liberal arts colleges (59 percent) offered financial awards to attract international students to their campuses. Liberal arts colleges also offered more generous awards than other types of institutions; they were the most likely to offer awards of \$5,000 or more. Given this emphasis, it is not surprising to find that 98 percent of liberal arts colleges that responded said they have international students on campus.

Students also were supportive of international students on campus. While international students comprise only a small percentage of the student body at most liberal arts colleges, 90 percent of students in our survey agreed and 58 percent strongly agreed that the presence of international students on campus enriches the learning experience.

Even with this strong financial and student support, the proportion of international students at liberal arts colleges was small. Seventy-six percent of liberal arts colleges reported that less than 5 percent of their full-time student body was composed of international students. Another 14 percent said they had between 5 and 9 percent, and 9 percent said that 10 percent or more of their full-time students were international students.

Figure 30: Student Participation and Interest in International Activities at Liberal Arts Colleges

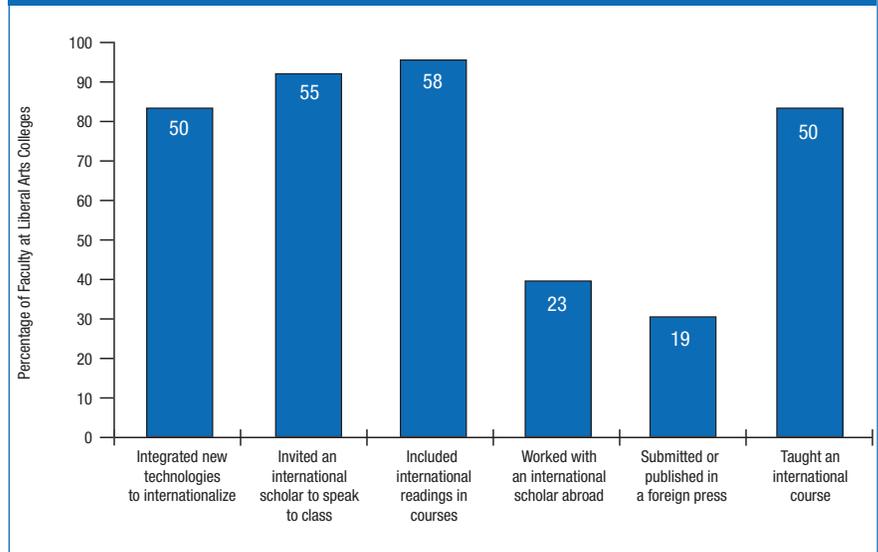


Faculty Support and Opportunities

Liberal arts colleges offered few opportunities for faculty to expand their international skills on campus. Just 17 percent of liberal arts colleges offered faculty workshops on how to internationalize their courses, the lowest percentage among all types of institutions. Thirteen percent reported that they had opportunities specifically to help faculty enhance their foreign language skills, 13 percent also said they offered workshops on how to utilize technology to strengthen the international dimension of their courses. Ten percent offered some type of faculty award to recognize international activity and work. And yet, as noted previously, 73 percent of liberal arts colleges designated funds to help faculty participate in international activities off campus, such as leading a student study abroad program or traveling to an international conference. These colleges placed much less emphasis, however, on providing on-campus activities.

A significant core of liberal arts faculty are active internationally. As **Figure 31** demonstrates, the majority of faculty had taught an international course, incorporated readings from foreign-born authors into their courses, brought international students or scholars into their classes, or integrated new technologies to present information about other countries and cultures. Some faculty at liberal arts colleges also reported that they had worked collaboratively with a foreign-born scholar or submitted to or published in a foreign journal or press. The relatively low percentage of faculty who engaged in the latter two activities could be due to the emphasis that liberal arts colleges place on teaching over research.

Figure 31: Faculty Participation in International Activities at Liberal Arts Colleges



A core of liberal arts faculty also had a wide range of international experiences (see Box 6, on page 43). The majority had traveled outside of the United States and had some foreign language ability (see Figures 27 and 28, on pages 45 and 46, respectively). Of the faculty who said they could speak or read a language besides English, 46 percent said French, 38 percent said German, and 34 percent said they could speak or read Spanish. The next most common foreign language mentioned was Latin, with 9 percent of faculty saying they could read it—placing it a very distant fourth. In addition, 15 percent said they had attended classes abroad prior to college and 16 percent said they had attended classes or participated in research outside the United States as an undergraduate.

What proportion of liberal arts college faculty had traveled for academic purposes as a graduate student or faculty member, and where did they go? What was the duration of their experience? Seventy percent of faculty reported that they had traveled outside the United States for academic reasons. Of the faculty who had traveled for academic reasons, 21 percent said they had gone to Canada. France and England tied as the second most popular destinations, with 16 percent. Fifteen percent listed Germany and 10 percent said China. Spain was reported by 9 percent of the faculty. Thirty-four percent of faculty said that the longest period of time they had spent outside the United States was one month or less. Another 19 percent indicated that they had spent more than one month but less than six months abroad and 18 percent said they had spent more than six months abroad.

As previously noted, faculty at liberal arts colleges had positive attitudes about international education and many participate in internationally focused activities on and off campus. The majority of liberal arts faculty had a range of international experiences and foreign language skills. Like the students, most of these experiences and skills were focused on Western locations and traditionally taught languages. In addition, most of the activities supported by liberal arts institutions were off-campus activities.

Summary

While liberal arts colleges lag behind other types of four-year institutions in including internationalization in their mission statement, strategic plan, and tenure and promotion policies, they are the most likely to have international academic requirements. Twenty-four percent had a foreign language admission requirement and more than 70 percent had a foreign language graduation requirement; 32 percent had this requirement for all students—surpassing comprehensives and research universities in this requirement. Furthermore, the majority of liberal arts colleges, 53 percent, had an international course requirement. They actively recruited international students and were the most likely to earmark funds for scholarships for international students. In addition, liberal arts colleges were the most likely to award \$2,500 or more to aid U.S. students who wanted to study abroad.

Students and faculty at liberal arts colleges were very supportive of international requirements and learning, in many instances most supportive when compared with their counterparts at other institutions. Students at liberal arts colleges were the most likely to state they had or were currently studying a foreign language compared to students at other types of institutions. Liberal arts faculty were the most likely to have reported that they taught an international course, incorporated readings from a foreign-born author into their course material, or integrated new technologies into their class as a way to present information about other countries, cultures, or global issues.

In spite of the fact that liberal arts colleges actively recruited international students and offered an array of education abroad programs, while also providing financial support for both activities, few have dedicated administrative structures with full-time, non-student staff. The majority of liberal arts campuses employ only part-time staff in their international offices and most of these offices perform other duties in addition to advancing internationalization. The lack of full-time staff support or offices exclusively devoted to internationalization may hamper liberal arts colleges' ability to advance the quality and consistency of their international programs and activities.

COMPREHENSIVE UNIVERSITIES

Institutional surveys were sent to 364 comprehensive universities, 188 of which completed surveys, for a response rate of 52 percent.¹⁰⁴ Of these responding institutions, 52 percent were public and 48 percent were private institutions. Comprehensive universities generally offer a wide range of baccalaureate programs and are also committed to graduate education through the master's degree.

Comprehensive universities shared some characteristics with liberal arts colleges as well as with research universities. Comprehensive universities were very similar to liberal arts colleges in the number of foreign languages they offered and the type of international programs they administered for credit. Comprehensive universities were somewhere between liberal arts colleges and research universities in the sources of external funding they received and the type of administrative structure and staff support they had in place for their international education activities and programs.

Institutional Support for Internationalization

Stated Institutional Commitment

The majority of comprehensive universities had not formally stated their commitment to internationalization. Forty-four percent specifically referred to internationalization in their mission statements, and 37 percent listed it as one of the top five priorities in their strategic plans. Similarly, 42 percent had assessed the impact or progress of their international initiatives in the last five years. The majority (55 percent) reported that they had campus-wide committees in place that worked solely on internationalization. Seventy-five percent highlighted their international education programs and activities in their student recruitment literature. More than 75 percent reported that they had stated policies in place to ensure that undergraduates could participate in approved study abroad programs without delaying graduation.

Seven percent of comprehensive universities had specific guidelines that included international work and experience as a consideration in faculty tenure and promotion decisions. Interestingly, 34 percent of faculty members at comprehensive universities said they believed international work counted in tenure and promotion decisions (see Box 2, *on page 15*). This difference between what institutions reported and what faculty indicated in terms of the connection between international work and faculty tenure and promotion was evident at all types of institutions. This finding suggests that there may be an informal system in place, perhaps at the departmental level, that rewards faculty for their international work.

¹⁰⁴ For a complete description of the sampling and data collection procedures, see Appendix G.

Financial Commitment

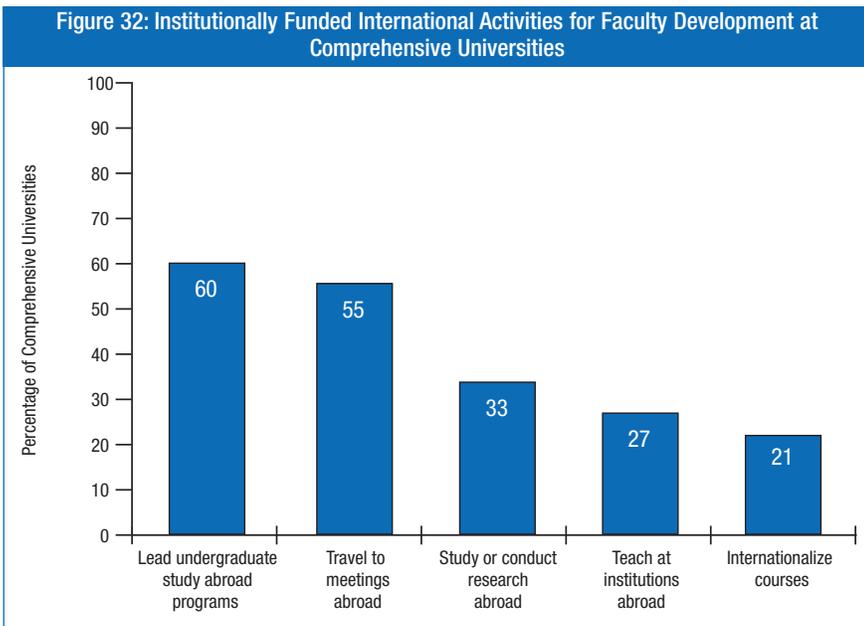
The majority of comprehensive universities (64 percent) actively sought funding specifically to support their international education activities; an equal percentage reported that they received such funds, slightly more than the national average. The most commonly cited source of funding was the private sector (43 percent of comprehensive universities cited this source). The federal government was second (25 percent), and the state government was a distant third (14 percent).

How do comprehensive universities use their designated funds for international education? Sixty-eight percent said they earmarked funds to recruit international students. Slightly more than 40 percent of institutions said they designated travel funds for recruitment officers. Forty-eight percent of comprehensive universities said they provided institutional scholarships to international students. This figure is virtually unchanged since the 1995 study, which

found 47 percent of comprehensive universities offered institutional support to international students.¹⁰⁵ Of those in the 2001 survey that said they provided scholarships, the most common award, noted by 46 percent of respondents, was between \$500 and \$2,500. Twenty-seven percent offered between \$2,500 and \$5,000 and 24 percent offered more than \$5,000. The least common award amount was less than \$500, given by 4 percent of respondents. Comprehensive universities did not differ greatly from research universities in the amount awarded to international students, but they were the least likely, among four-year institutions, to offer an award of more than \$5,000.

The overwhelming majority of comprehensive universities (79 percent) said they earmarked funds for full-time faculty to participate in international activities. As **Figure 32** shows, the most commonly funded activity was leading undergraduates on study abroad programs, followed by funding faculty travel to international conferences or meetings. Providing funds for faculty to study or conduct research abroad were a distant third. Funding faculty to internationalize their courses was the least common activity.

To determine the level of faculty support available for some of these activities, institutions were asked about the average award to help faculty internationalize their courses and to study or conduct research abroad. Of those comprehensive universities that offered funds to help faculty internationalize their courses, the majority (51 percent) provided an average award of less than \$1,000. Forty-six percent offered between \$1,000 and \$2,500, while less than 3 percent offered more than \$2,500. These figures mirrored those offered by liberal arts institutions.



¹⁰⁵ El-Khawass, *op. cit.*, p. 46.

Comprehensive universities were more likely to fund study or research abroad than support for faculty to internationalize their courses, and with higher average awards. One-third of comprehensive universities said they earmark funds for faculty to study or conduct research abroad. Of these, 24 percent offered an average award of less than \$1,000. Forty-four percent provided between \$1,000 and \$2,500, and 32 percent offered more than \$2,500.

Comprehensive universities also funded international activities and programs for students, with institutions reporting that they were more likely to fund on-campus activities than off-campus activities. More than 65 percent said that they funded on-campus, internationally oriented activities and programs for students, such as festivals or speakers series. Fifty-seven percent reported that they have designated funds for undergraduates to participate in activities abroad, with study or work abroad the single most commonly funded off-campus activity (45 percent). While a direct comparison is not possible, the 1995 study found that 30 percent of public comprehensive universities provided institutional support to students who wanted to study abroad, suggesting an increase in such support.¹⁰⁶ Of those institutions in the ACE study that provided support for study abroad, 47 percent gave an average award of less than \$1,000. Thirty-nine percent offered between \$1,000 and \$2,500 and less than 15 percent provided students with more than \$2,500. Of the comprehensive universities that provided funding, almost 60 percent allowed financial aid to be applied to programs offered by other institutions. Few comprehensive universities (8 percent) offered funds to undergraduates who wanted to attend international meetings or conferences.

Overall, comprehensive universities were more likely to fund international activities for faculty (79 percent) than international student recruitment (68 percent) or student activities, either on campus (66 percent) or off (57 percent). The findings also indicate that comprehensive universities were more likely to fund faculty activities off campus, such as attending international meetings (55 percent), than on campus, such as internationalizing courses (21 percent). The opposite is true for institutionally funded student activities. Comprehensive universities were more likely to fund on-campus student activities (66 percent) than off-campus activities (57 percent).

Administrative Structures and Staff Support

The majority of comprehensive universities had administrative structures and staff support for their international education initiatives. More than 90 percent reported having at least one office that administers international education programs and activities. Of these, 56 percent had a single office and 36 percent had multiple offices. Thirty-seven percent of comprehensive universities had at least one office dedicated exclusively to international education programs and activities, while 55 percent had an office or offices that performed other functions in addition to international education.

Of those comprehensive universities with a single office devoted to administering international programs and activities, 65 percent had full-time non-student staff support. The majority (66 percent) had directors who headed the office or offices; 10 percent had a vice president or dean.

¹⁰⁶ El-Khawas, *op. cit.*, p. 46. The El-Khawas figure reflects public comprehensive universities only. The 2001 study included public and private comprehensive universities, so a direct comparison is not possible.

Of those with multiple offices, 56 percent had non-student staff support employed full time. Only about one-third of campuses with multiple international education offices reported having one university official who coordinated these offices. These data indicate that many comprehensive universities house international education activities and programs. These offices, though, also perform other duties, and some rely on part-time and student staff support.

Academic Requirements, Offerings, and Programs

International Course Requirements and Offerings

Institutions were asked if their general education curriculum required students to take an international course. An international course was defined as one that features perspectives, issues, or events from specific countries or areas other than the United States. The 2001 ACE survey found that 57 percent of comprehensive universities reported having such a course in their general education requirements.

The study also asked about the number of courses required of students to satisfy their international course requirement. Of those with such a requirement, 57 percent required one course, 21 percent required two, and 21 percent required three or more courses. In addition, of those with the requirement, 74 percent said that their requirement included courses that featured non-Western perspectives, issues, or events.¹⁰⁷ Overall, the majority of comprehensive universities were committed to ensuring that all their students had at least minimal exposure to international skills and knowledge.

In an effort to gauge the extent of international courses available to students in the mainstream curriculum, the survey asked institutions the percentage of their business, history, and political science courses that included an international focus.¹⁰⁸ On average, comprehensive universities reported that 14 percent of their business courses, 36 percent of history courses, and 22 percent of political science courses were described as having an international focus. This is slightly higher than the national norms.

How do students and faculty at comprehensive universities regard international education requirements? Both groups were supportive of international course requirements. Seventy-one percent of students and 85 percent of faculty agreed that all students should be required to take courses covering international topics; 25 percent of students and 60 percent of faculty strongly agreed.

Students also were asked how important they believed international skills and knowledge would be to compete successfully in the job market. Specifically, the survey asked students how important understanding other cultures and customs, as well as knowing about international events and issues, would be for their careers. Knowledge about international issues and events was reported to be important by 85 percent of students; 42 percent said it would be very important. Even more students considered understanding other cultures and customs important. Eighty-six percent of students said it would be important, while 52 said it would be very important.

Although students at comprehensive universities were very supportive of inter-

¹⁰⁷ Non-Western courses were defined as those that primarily featured perspectives, issues, or events from countries or areas other than Canada, Australia, or Western Europe.

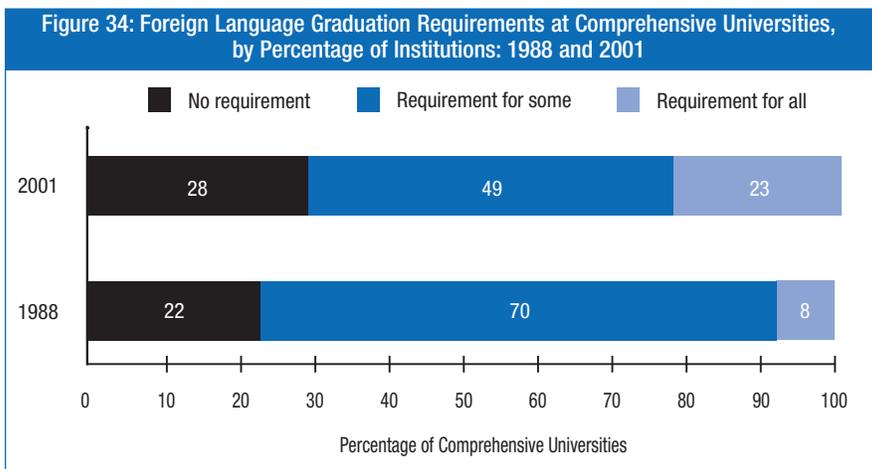
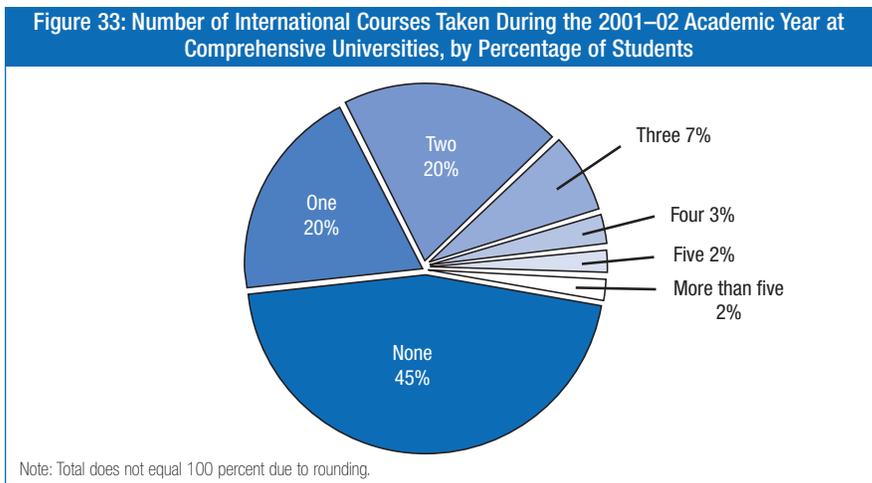
¹⁰⁸ A course with an international focus was defined as one that primarily featured perspectives, issues, or events from specific countries or areas other than the United States.

national courses, 45 percent reported that they had not taken any international courses during the 2001-02 academic year (see **Figure 33**), the lowest rate of enrollment in internationally focused courses compared with other types of four-year institutions. Similarly, only 31 percent of students at comprehensive universities said that since September 11, they were more likely to take elective courses that included an international focus, the lowest percentage among student groups at all types of institutions. While 55 percent of students at comprehensive universities did take an international course, the majority took only one or two courses. Of the students that had taken an international course, 58 percent said they had taken a course with a focus on non-Western perspectives, issues, or events.¹⁰⁹ Thirty-one percent said they had taken one non-Western international course, 18 percent said two, and 9 percent said they had taken three or more courses.

Foreign Language Requirements and Offerings

The 1988 Andersen report found that 86 percent of comprehensive universities did not have a foreign language admission requirement, 1 percent had it for some students, and 13 percent had it for all.¹¹⁰ The current survey found 74 percent did not have a foreign language admission requirement, 5 percent had it for some students, and 21 percent had it for all. This indicates that there has been an increase in the percentage of comprehensive universities with a foreign language admission requirement.

The proportion of comprehensive universities with foreign language graduation requirements for all students has also increased (see **Figure 34**). While the



percentage of institutions with no foreign language graduation requirements has increased since the Andersen (1988) and Lambert (1989) reports, the percentage of comprehensive universities that require foreign language learning for all their students has increased dramatically, rising from 8 percent, as reported in Andersen’s report (1988) to 23 percent in 2001. Of those with a foreign language graduation requirement, 76 percent allow students to satisfy the requirement by passing a proficiency exam.

¹⁰⁹ A non-Western international course was defined as one that focused on perspectives, issues, or events from specific countries or areas other than Canada, Australia, or Western Europe. The responses did not include language courses.

¹¹⁰ Andersen, *op. cit.*, p. 16.

Figure 35: Foreign Languages Offered at Comprehensive Universities, by Percentage of Institutions

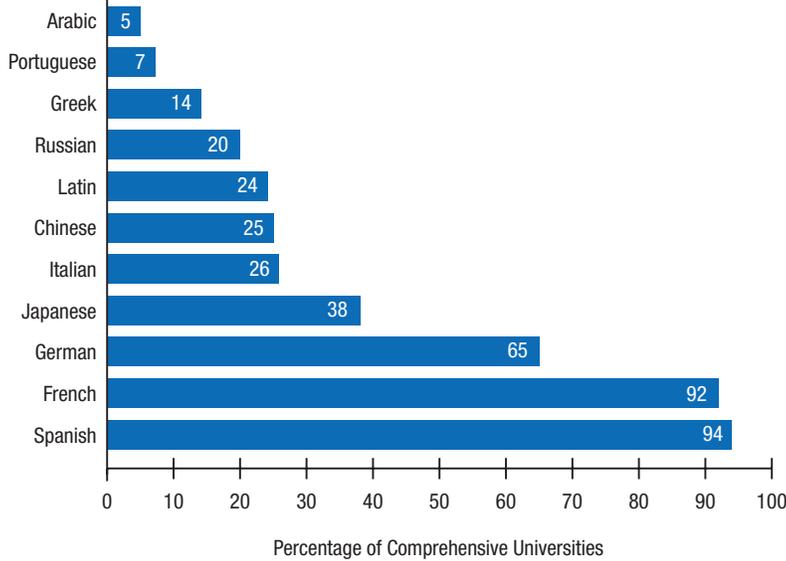
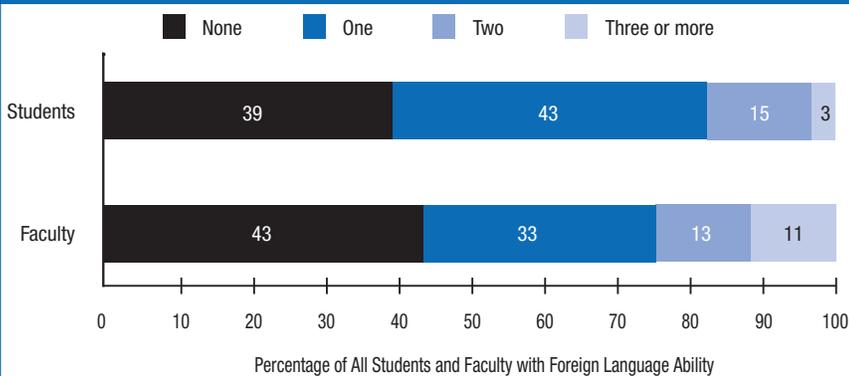


Figure 36: Foreign Language Skills Reported by Students and Faculty at Comprehensive Universities



The majority of comprehensive universities surveyed in 2001 required at least some of their students to study a foreign language prior to graduation. Comprehensive universities primarily offered European languages. The most commonly offered foreign language at comprehensive universities was Spanish, followed by French and German (see **Figure 35**). At comprehensive universities, Japanese was a distant fourth,

followed by Italian and Chinese. Less than 5 percent of those institutions surveyed offered Arabic and less than 1 percent offered Swahili, Hausa, or Wolof, three of the most commonly taught African languages.

Similar to other types of institutions, faculty and students at comprehensive universities were supportive of foreign language learning and requirements. Sixty-eight percent of students said speaking another language would be important for them to successfully compete in the workforce and 26 percent said it would be very important. Both students and faculty were very supportive of foreign language and international course requirements. Fifty-six percent of students and 82 percent of faculty agreed that all students should be required to study a foreign language; 22 percent of students and 55 percent of faculty strongly agreed.

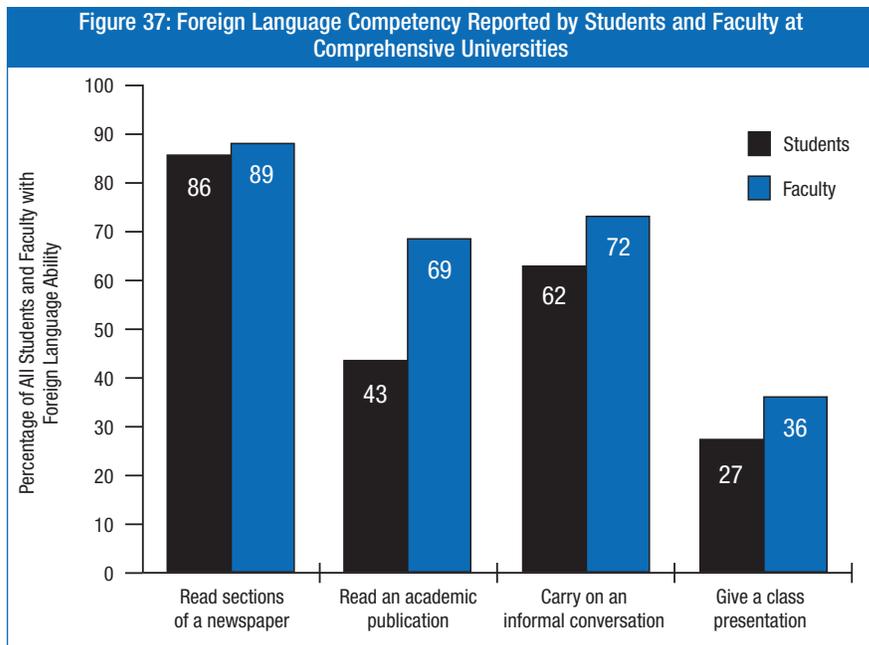
There was overwhelming support for international course requirements among students and faculty at comprehensive universities, but what skills did they possess? Sixty-one percent of students said they could speak or read at least one other language besides English; this is more than the 57 percent of faculty who responded positively to the same question. As **Figure 36** shows, faculty were more likely to say they could speak three or more languages.

Of the students at comprehensive universities who reported they could speak or read a language other than English, 70 percent said they could speak or read Spanish, 20 percent French, and 10 percent German. Less than 5 percent could speak Italian, and 1 percent said they could speak Japanese or Chinese. Faculty listed a much wider range of foreign language skills. Of the faculty who indicated they could use another language, 49 percent said they could use French, 28 percent could use Spanish, and 24 percent could use German.

In addition, 8 percent could use Italian, 5 percent Portuguese, and 5 percent Russian. Other language listed by a few faculty include Arabic, Farsi, Hindi, Persian, and Turkish.

How well do these respondents speak or read their second language? As **Figure 37** indicates, the majority of students and faculty noted that they were proficient at some of the basic tasks associated with foreign language learning, such as carrying on an informal discussion with a native speaker or reading some sections of a newspaper. The majority of faculty who could read or speak another language besides English also said they could perform advanced language tasks, such as reading a journal article. This suggests a possible untapped resource of foreign language speakers at many comprehensive universities. Students were much less likely to say they had these advanced skills.

The majority of comprehensive universities ensured that students graduated with some exposure to foreign language learning and international perspectives, issues, and events. While the ACE surveys are not always directly comparable to data collected previously, the results suggest that there has been an increase in the number of comprehensive universities that have foreign language graduation requirements for all students. In addition, both students and faculty were strongly supportive of these requirements.



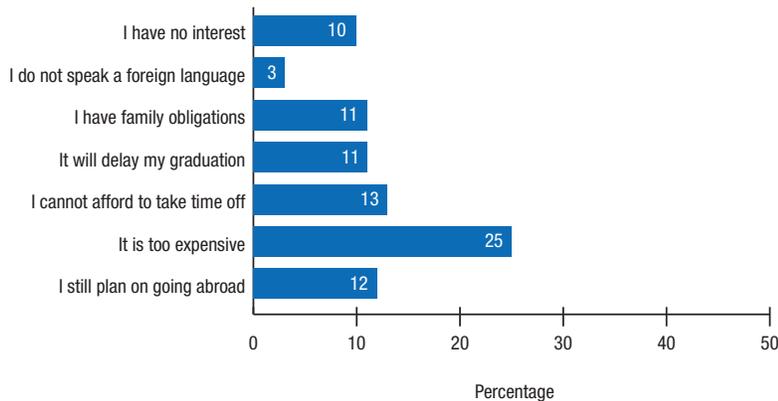
Academic Programs Abroad

The majority of comprehensive universities (88 percent) reported that they administered for-credit study abroad programs. Slightly more than 30 percent administered international internships; 19 percent, international service programs; and 25 percent, field study opportunities. Of those with programs, 48 percent administered fewer than five programs and 28 percent administered between five and nine different programs. Fourteen percent administered between 10 and 20 different study or work abroad programs—and slightly more than 10 percent administered more than 20. As previously mentioned, 45 percent of comprehensive universities specifically earmarked funds for undergraduate participation in study or work abroad programs. Of these, 59 percent allowed students to apply their institutional funding to study or work abroad programs administered by other institutions. However, many comprehensive universities with study abroad programs did not provide financial support for students to participate in these programs.

Box 7: Profile of Students and Faculty at Comprehensive Universities

- Sixty-three percent of students at comprehensive universities had traveled or lived outside the United States. Nine percent had participated in a study abroad program prior to entering college and 14 percent had participated in an academic program abroad while in college.
- Of those students who had traveled outside the United States for academic purposes, 72 percent remained outside the country for less than six months, and 34 percent went for less than one month.
- Ninety-one percent of students said they had studied a foreign language before entering college; 44 percent were currently studying a foreign language.
- Sixty-one percent of students reported that they could speak or read a language other than English.
- Students at comprehensive universities were the most likely to report that they had not traveled abroad for academic purposes because it would have delayed their graduation.
- Ninety-two percent of faculty at comprehensive universities reported that they had traveled outside the United States.
- Twenty-three percent of faculty who had traveled taught at a college or university outside the United States, and 51 percent reported that they had attended a conference abroad.

Reasons Why Students at Comprehensive Universities Had Not Traveled Abroad for Academic Purposes



- Seventeen percent of faculty reported that they had accompanied students on a study abroad program.
- More than 55 percent of faculty reported that they could speak a language other than English; 24 percent said that they could speak two or more languages besides English.¹
- Of those faculty who said they had foreign language skills, 89 percent said their skills were good enough to read some sections of a daily newspaper; 69 percent said they could read a journal article.

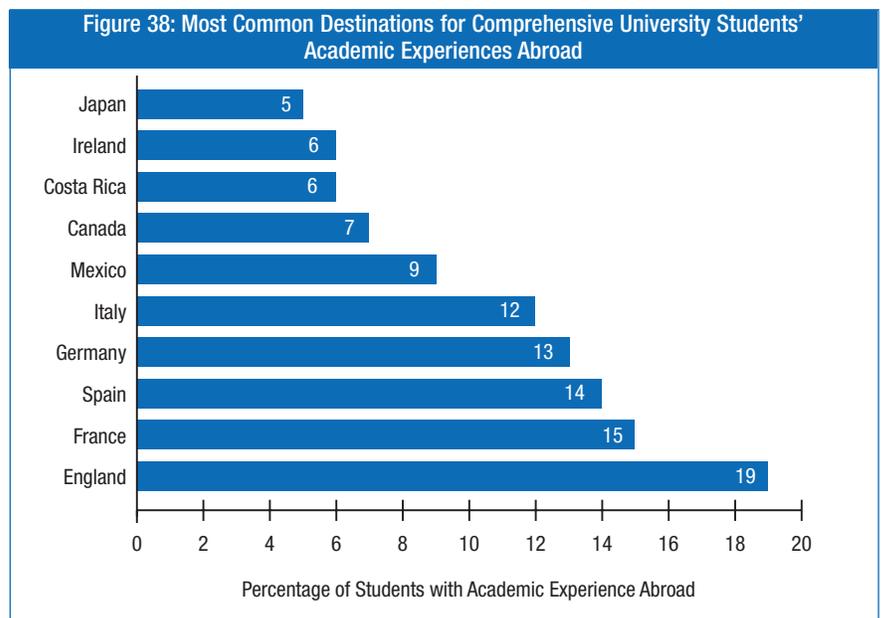
¹ One possible explanation for this finding is that almost 32 percent of faculty reported that they were either native speakers of another language or came from a bilingual home.

Many students at comprehensive universities came to college with previous international experience (see **Box 7**). The majority had traveled outside the United States and had studied a foreign language. In addition, the percentage of comprehensive university students who indicated they had studied abroad, either prior to college (9 percent) or as an undergraduate, was slightly above the national average. Fourteen percent of comprehensive students said they had participated in a study, work, or other program abroad as an undergraduate. Another 12 percent said they had not gone yet, but planned to before they would graduate.

Of those who had traveled outside the United States to participate in an academic program, 34 percent went for one month or less, 38 percent went for more than one month but less than six months, and 28 percent went for more than six months. This pattern is similar to those seen among students at other institutions and suggests students prefer short-term programs.

Students at comprehensive universities also followed the pattern of other students in terms of the destinations they chose for their academic experiences abroad. As **Figure 38** shows, England, France, and Spain were the most popular destinations. Students were much more likely to have traveled to Western than non-Western destinations. Less than 7 percent of students surveyed at comprehensive universities reported traveling to any African country, and only slightly more than 3 percent said they had traveled to Latin America.

Students who did not participate in any academic program outside the United States gave varying reasons. The most common reason for not participating was expense (25 percent). Another 13 percent said they could not afford to take time off and 11 percent said it would delay their



graduation. Their reasons for not participating in international programs overseas is similar to those of students at other types of institutions.

Other International Education Opportunities on Campus

While general education requirements will ensure exposure to international skills and knowledge, a campus can offer other activities and programs as well. This section will discuss the other ways in which comprehensive universities add an internationalized dimension to the undergraduate experience, including extracurricular activities, international students, and the opportunities available to faculty to enhance their international skills and knowledge.

Extracurricular Activities

As previously noted, 66 percent of comprehensive universities specifically earmarked funds for ongoing international activities on campus. The survey also asked what type of extracurricular activities institutions

Figure 39: Internationally Oriented Extracurricular Activities Offered by Comprehensive Universities

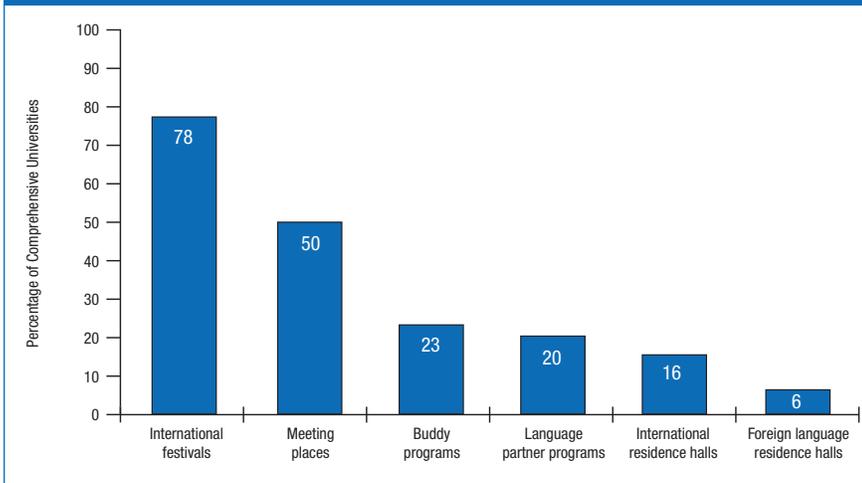
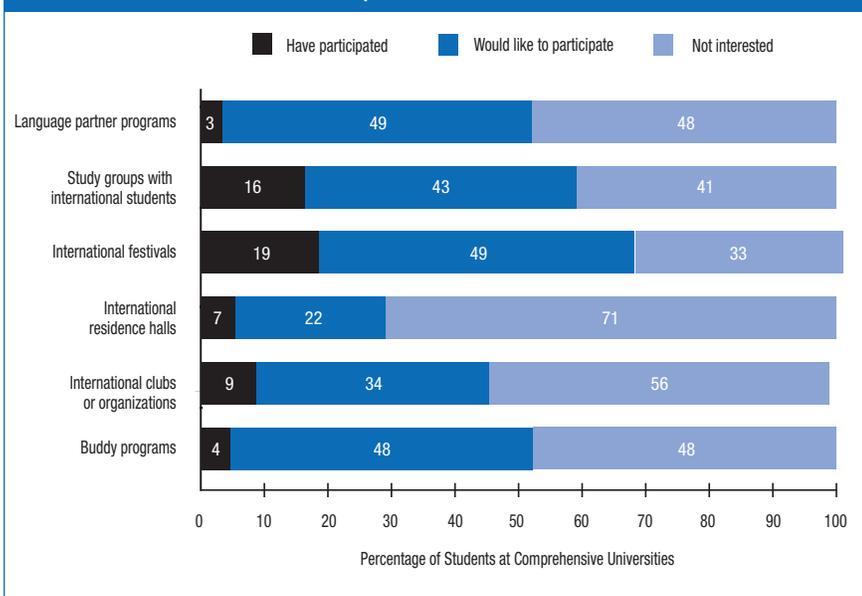


Figure 40: Student Participation and Interest in International Activities at Comprehensive Universities



offered. As **Figure 39** demonstrates, the majority of comprehensive universities offered regularly scheduled international festivals and had specific meeting places for students to participate in internationally oriented clubs, activities, or organizations. Fewer comprehensive universities offered programs that paired international students with U.S. students.

Students at comprehensive universities were more likely to have participated in international festivals and clubs or organization than in other activities (see **Figure 40**). There also was a critical mass of students who said they would like to participate in these activities. The majority of students also said they had or would like to participate in study groups with international students. Fewer students reported that they had participated in a language partner or buddy program that paired U.S. with international students, although more than 45 percent said they would like to. A significant percentage of students at comprehensive universities reported that they were not interested in participating in these activities. The reason for this is unclear and needs further investigation, especially since students at comprehensive universities expressed a strong interest in international learning.

International Students on Campus

Students at comprehensive universities were very supportive of the presence of international students on campus. Eighty-six percent agreed that the presence of international students on U.S. campuses enriched the learning experience; fifty-four percent strongly agreed. However, this support was somewhat tempered after September 11, 2001. Slightly more than 20 percent of comprehensive university students said they were less likely to support an increase in the number of international students on their campus, compared with 11 percent who said they were more likely to support an increase since September 11.

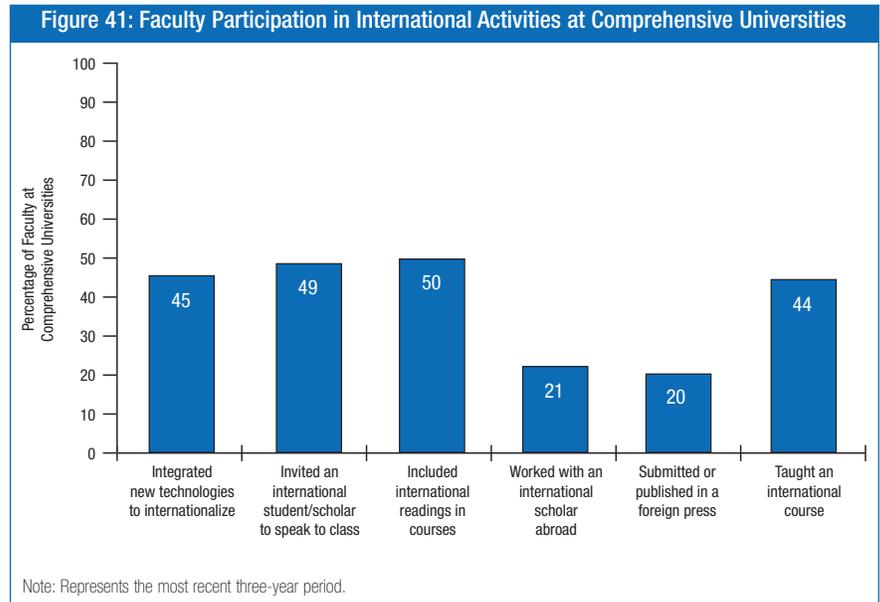
Almost all comprehensive universities reported that they had full-time international students on their campuses. Slightly more than 75 percent indicated that international students comprised less than 5 percent of their student body. Another 18 percent said they had between 5 and

9 percent; 5 percent had 10 to 25 percent, and 1 percent indicated that international students comprised more than 25 percent of their student body. These low percentages could be due in part to the low number of comprehensive universities that have dedicated funds for international student recruitment. Less than half said they had institutional funds set aside for international student scholarships, the lowest percentage among four-year institutions.

Faculty Support and Opportunities

Few comprehensive universities offered faculty opportunities on campus to enhance their international skills and knowledge. Twenty-seven percent of comprehensive universities reported offering faculty workshops on internationalizing courses; another 19 percent said they offered workshops on how to use technology to increase the international dimension of their courses. Just 18 percent had programs to enable faculty to work on increasing their foreign language skills and 14 percent formally recognized faculty for their international work. Seven percent included international work and experience in their tenure and promotion decisions.

How did faculty view international education and in what international activities did they participate? One-third of faculty agreed that international research or teaching was a consideration in tenure and promotion decisions. More than 75 percent agreed that faculty at their institution were actively encouraged to include international perspectives and content in their courses; more than 40 percent strongly agreed. Another 67 percent indicated that faculty could receive financial support from their institution to increase their international skills and knowledge. Almost 70 percent said it was the responsibility of all faculty to provide undergradu-



ates with an awareness of other countries, cultures, or global issues. Just about the same percentage believed that most undergraduates at their institutions graduated with this awareness.

Did their positive attitudes translate into participation? Faculty at comprehensive universities had a great deal of international experience and foreign language skills (see Box 7, on page 58). However, fewer participated in international activities, such as accompanying undergraduates on a study abroad program (17 percent), teaching at a college or university located outside the United States (23 percent), or participating in an international service or development project in another country (21 percent). The most common activity, reported by 51 percent of faculty, was attending an international conference. The most common duration of a stay abroad was one month or less (35 percent). Fewer faculty had stayed abroad more than one year (16 percent) and 23 percent had gone for between one and 12 months.

In addition, faculty were asked about their participation in international events and activities on campus (see **Figure 41**).

While about half of faculty at comprehensive universities included international readings into their course curriculum and had international students and scholars speak in their classes, few reported that they had worked with international scholars or submitted or published in a foreign press.

Summary

In many areas, comprehensive universities were similar to the other types of institutions discussed in this report. Most comprehensive universities had not formally stated their commitment to international education through their mission statement or strategic plan. Like other types of institutions, comprehensive universities were more likely to garner their external funding for international programs and activities from private sources. They provided support for faculty activities, international student recruitment, student activities on campus, and study abroad programs, in that order. The level of funding for these activities and programs was often low, especially for study abroad awards.

There have been some improvements in internationalizing comprehensive universities' general education requirements, especially through adding foreign language requirements. Students and faculty were very supportive of these requirements and students believed that international education skills and knowledge would be important for them to be competitive in the workforce.

In spite of these advances, students largely did not engage in international activities and programs. Most did not study abroad and few engaged in international extracurricular activities. Further research will be needed to discover the reasons for the disconnect between attitudes and actions.

RESEARCH UNIVERSITIES

Research universities are distinguished by the large array of undergraduate and graduate programs and degrees they offer, as well as by their commitment to graduate education and research. Research universities comprised less than 7 percent of the total number of higher education institutions in 2000, but enrolled almost 30 percent of students.¹¹¹ Because of their graduate and research focus, these institutions are able to offer a wider and more advanced range of languages and international programs than other types of institutions. In addition, most research universities bring in substantial amounts of external funding through gifts and grants. In 2000, more than 11 percent of the nation's research and development funding went to research universities—approximately \$30 billion.¹¹² Private industry added another \$2 billion.¹¹³

ACE sent surveys to 223 research universities; 144 institutions responded, providing a 65 percent response rate. One-third of the institutions were private and two-thirds were public.

¹¹¹ The Carnegie Foundation for the Advancement of Teaching. (2000). *The Carnegie Classification of Institutions of Higher Education*. New York: The Carnegie Foundation for the Advancement of Teaching.

¹¹² Roe, C. (2002). "Research Institutes." In Forest, J. F., and Kinser, K. (Eds.). *Higher Education in the United States: An Encyclopedia, Volume II*. Denver, CO: ABC-CLIO.

¹¹³ *Ibid.*

Institutional Support for Internationalization

Stated Institutional Commitment

Research universities were the only institutional type in which the majority of institutions reported that they referenced international education in their mission statements. As **Figure 42** demonstrates, the majority of research universities (66 percent) also had a campus-wide task force that worked solely on internationalizing the campus. Forty-nine percent reported that internationalization was one of the top five priorities in their current strategic plan. In addition to stating their commitment to internationalization, the majority of research universities were actively engaged in assessing their progress; more than 50 percent of research universities indicated they had recently assessed their international education efforts. Almost 82 percent of research universities highlighted international education in their student recruitment literature. Like other types of institutions, few research universities (11 percent) reported that international work or experience was a consideration in their faculty promotion and tenure decisions.

Financial Commitment

Research universities attracted a broad base of external funding from multiple sources. Eighty-one percent of research universities reported that they had actively sought funds specifically to support international education programs and activities. Fifty-eight percent of research universities reported having received federal funding and 60 percent said they had received private funds specifically for international education programs and activities, the largest percentage of any institutional type (see **Figure 43**). One-third of institutions also received funds from state agencies. Seventeen percent reported that they had

Figure 42: Stated Institutional Commitment to Internationalization at Research Universities

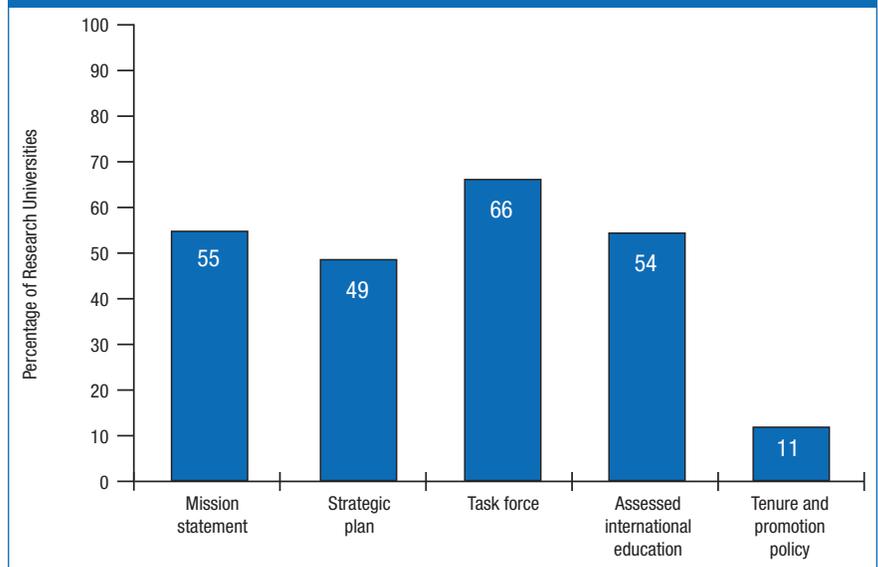
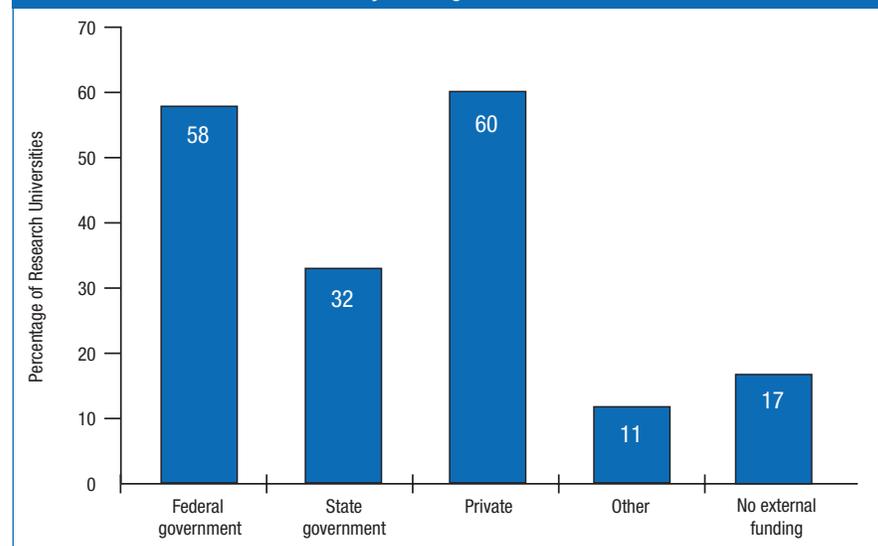


Figure 43: External Funding for Internationalization at Research Universities, by Funding Source



not received any funding for internationalization—about the same percentage that said they had not actively sought funds.

More than 70 percent of research universities reported that they funded international student recruitment. Fifty-two percent said they had earmarked funds

for recruitment officers to travel abroad and another 52 percent reported that they had provided institutional scholarships to international students.

Of the research universities that reported receiving funding for international recruitment, 42 percent awarded between \$500 and \$2,499. Twenty percent indicated that their average award was between \$2,500 and \$5,000, while 35 percent said they gave more than \$5,000 to each international scholarship recipient.

The survey also asked institutions if they had earmarked funds for on-campus international activities. Almost 87 percent said they had earmarked funds for regular and ongoing student international activities on campus, such as a speaker series, international center, or festivals.

Seventy-five percent of research universities had specific funds for undergraduate students to participate in international opportunities off campus. Twenty percent indicated that they had funds for undergraduates to travel to meetings or conferences abroad. Of those that did provide

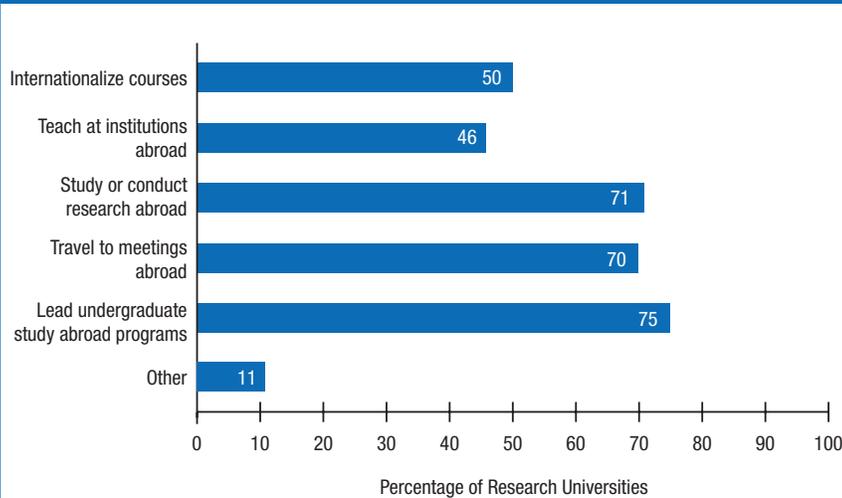
funding for undergraduate students to attend meetings abroad, 72 percent provided an average award of less than \$1,000 and none of the institutions surveyed said they offered more than \$2,500.¹¹⁴

The most commonly funded student activity was study or work abroad. Seventy percent of research universities said they had funded undergraduates to work or study abroad. Among these institutions, 41 percent awarded an average amount of less than \$1,000, and 44 percent offered between \$1,000 and \$2,500. Only 15 percent offered more than \$2,500. Two-thirds of institutions that had earmarked funds to support undergraduate study or work abroad reported that students could use these funds for study abroad programs at other institutions.

Funding to encourage faculty participation in international activities was provided by 89 percent of research universities. The most commonly funded faculty activity was leading an undergraduate program abroad (see **Figure 44**); 75 percent of research universities had earmarked funds specifically for this activity.

The survey also asked about the level of funding provided for various faculty activities. Of the research universities that had earmarked funding for faculty to study or conduct research abroad, the most common award was between \$1,000 and \$2,500. This also was the average amount provided to faculty to internationalize their courses (see **Figure 45**). Thirty-six percent of research universities offered faculty \$2,500 or more to study or conduct research abroad; just 20 percent offered this amount to faculty to internationalize their courses.

Figure 44: Institutionally Funded International Activities for Faculty Development at Research Universities



Note: Multiple answers were possible.

¹¹⁴ Because only 20 percent of research universities sampled had earmarked funding for undergraduates to travel to international conferences or meetings, the sample size is small and figures on the average travel award provided by research universities are less reliable.

Administrative Structures and Staff Support

Forty-eight percent of research universities said they have a single office dedicated to administering international programs and activities on campus. Another 49 percent reported multiple offices. Only 3 percent reported that they had no campus office to administer international education programs and activities. Of those with a single office, more than 90 percent had full-time non-student staff and 55 percent had a director of international programs. Among the institutions that reported multiple offices on campus, 94 percent indicated they had full-time non-student staff support. Forty-six percent had one person overseeing the international education offices. Thirty-one percent had a vice president or provost who oversaw these offices.

Academic Requirements, Offerings, and Programs

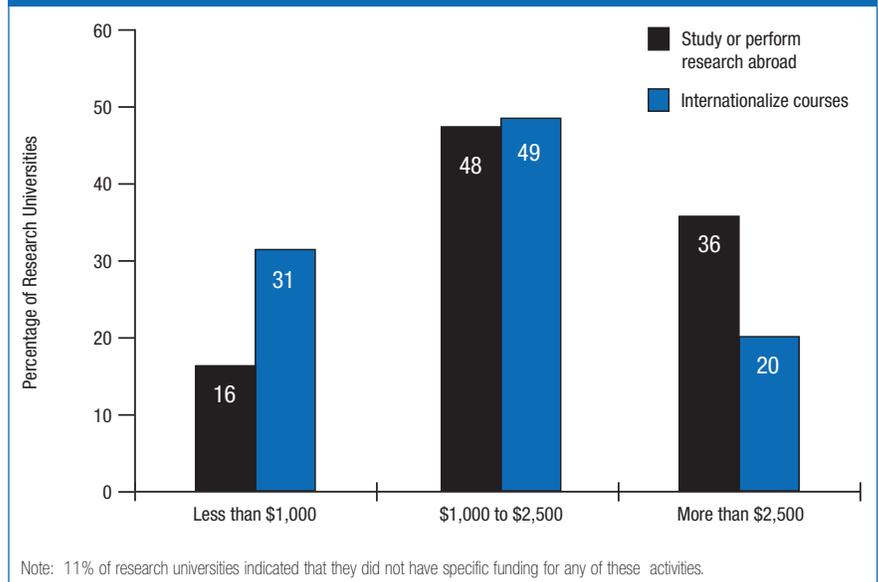
International Course Requirements and Offerings

Most research universities were committed to ensuring that all students graduated with some knowledge of international issues, events, and cultures, and included international education as part of their general education requirements. Fifty-three percent reported that their general education requirements stipulated that all undergraduates were to take at least one course that primarily featured perspectives, issues, or events from countries or areas outside the United States.¹¹⁵ Of these, 68 percent required one course, 20 percent required two courses, and 13 percent required three or more courses. Of the research universities that responded that they did have an international course requirement, 62 percent reported their general education requirement included courses about non-Western countries.¹¹⁶

¹¹⁵ Foreign language courses were not included in this question.

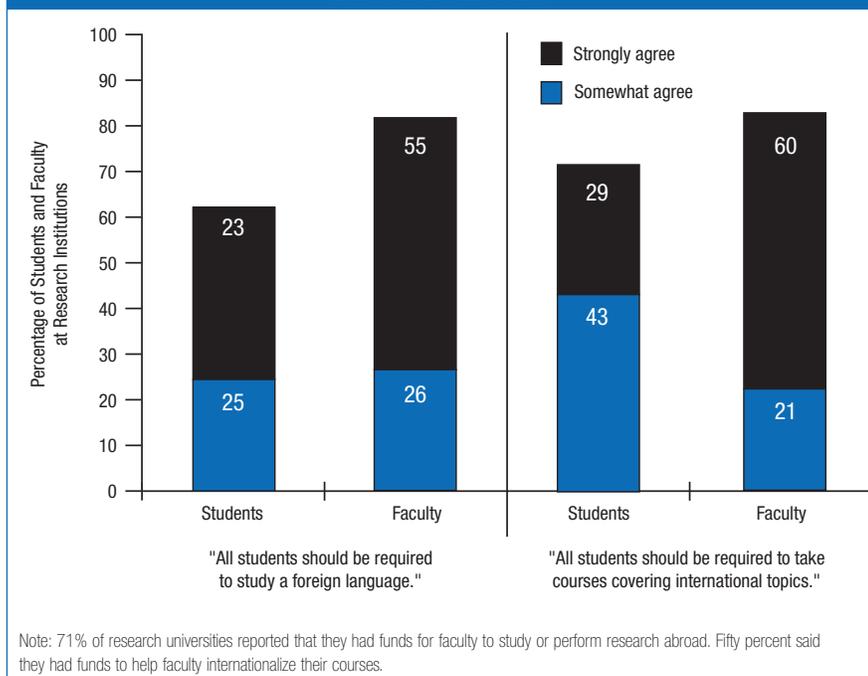
¹¹⁶ Institutions were asked, "Are students required to complete courses that primarily feature perspectives, issues, or events from other countries or areas other than Canada, Australia, or Western Europe?"

Figure 45: Size of Research Universities' Financial Awards Provided to Faculty to Pursue International Activities



Students and faculty at research universities were very supportive of international course requirements (see **Figure 46**, on page 66). More than 70 percent of students agreed that universities should require international courses, and almost 30 percent strongly agreed. Faculty were even more supportive; more than 80 percent agreed that all students should have an international course requirement, with 60 percent strongly agreeing. The majority of students surveyed also said that understanding other cultures and customs (85 percent), and knowing about international issues and events (79 percent), would be important for them to compete successfully in the job market. Similarly, more than 60 percent of students and faculty agreed that it was the responsibility of all faculty members to help students become more aware of other countries, cultures, and global issues.

Figure 46: Student and Faculty Attitudes Toward International Requirements at Research Universities



Institutions also were asked to indicate the percentage of courses within their business, history, and political science departments that primarily featured perspectives, issues, and events from specific countries or areas other than the United States. History departments were the most internationalized, with 49 percent of history courses having an international focus. Thirty-four percent of political science courses were internationalized, and just 15 percent of business courses featured international perspectives.

Student interest in international courses seems to have increased since September 11. Students were asked how likely they were to take elective courses focusing on other countries, cultures, or global issues since September 11. Forty-three percent said they were more likely,

and only 4 percent reported that they were less likely. However, as we have seen, course-taking lags behind expressed interest. When asked how many internationally focused courses they had taken that year, 44 percent of students said none, 21 percent said one, 20 percent said two, and less than 15 percent said three or more.

Foreign Language Requirements and Offerings

Fifty-one percent of research universities had a foreign language admission requirement, compared with 37 percent reported in Andersen (1988).¹¹⁷ Just over half of the research universities reported a foreign language admission requirement for at least some of their students, and about one-third had one for all students. This is a sharp increase from Andersen's 1988 report that found less than one-quarter of research universities had a foreign language admission requirements for all of their students, and far fewer had a requirement for some students.

The 1988 Andersen study found that 77 percent of research universities had a foreign language requirement for graduation.¹¹⁸ The findings from the 2001 ACE survey indicated the percentage of research universities with foreign language graduation had increased slightly to 82 percent. Among those institutions from the current survey with a foreign language requirement, 62 percent had a foreign language graduation requirement for some students, and 20 percent had one for all students. This was a dramatic increase from the 9 percent reported by Andersen (see **Figure 47**). Of the research universities with a foreign language requirement, 20 percent required two or more years of

¹¹⁷ Andersen, *op. cit.*

¹¹⁸ *Ibid.*, p. 16–17.

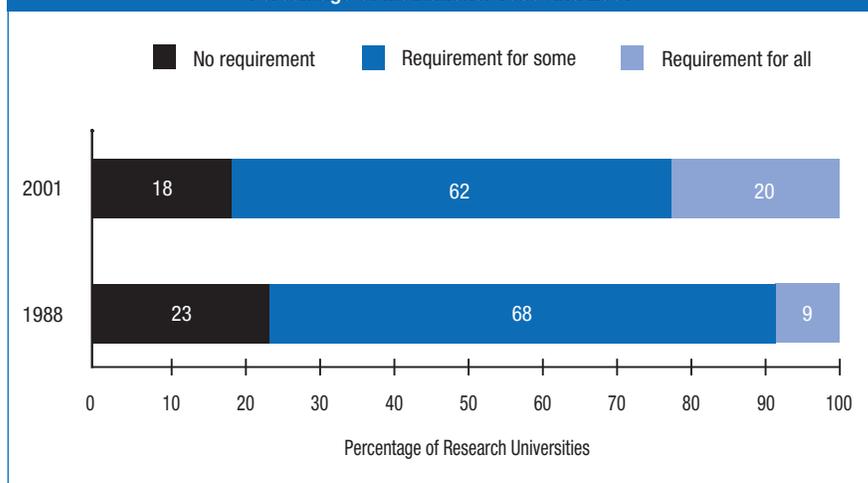
study and 89 percent allowed students to satisfy their foreign language graduation requirement by passing a proficiency exam.

Research universities provided the greatest number of foreign language opportunities of all the institutions surveyed. The average number of different foreign languages offered at a research university was 10 (see Figure 14, on page 22). The range of languages offered was extensive—generally beyond the usual Western language offerings. While a few research universities (9 percent) offered only one or two foreign languages, 33 percent offered more than 10, and one offered 45 different languages.

Faculty and students at research universities supported foreign language requirements. More than 80 percent of faculty agreed that all undergraduates should be required to study a foreign language and take courses covering international topics—well over 50 percent strongly agreed with both statements (see Figure 46). While slightly less enthusiastic about foreign language requirements, 48 percent of students agreed that all students should be required to study a foreign language. The majority of students surveyed also said that they believed speaking a foreign language (63 percent) would be important for them to compete successfully in the job market.

How many students at research universities knew a foreign language? Almost 50 percent said they had or were studying a foreign language and 98 percent said they had studied a foreign language prior to college. Sixty-three percent said they could speak or read a language besides English, compared with 66 percent of faculty. As **Box 8** (on page 68) shows, students and faculty at research universities reported high levels of foreign language competence. Faculty reported greater competency at the advanced levels.

Figure 47: Foreign Language Graduation Requirements at Research Universities, by Percentage of Institutions: 1988 and 2001



What languages did they know? Like students at other types of institutions, Spanish was the most commonly reported second language among students with foreign language ability at research universities (52 percent). French was a distant second (24 percent), followed by German (15 percent) and Italian (7 percent). Three percent said they could speak or read Russian, and 2 percent said they could speak or read Japanese. Research university faculty were much more varied in their foreign language skills. French (48 percent), Spanish (30 percent), and German (28 percent) were the most commonly reported second languages among faculty with foreign language ability, similar to students. In addition, 10 percent of research faculty said they could speak or read Chinese; 7 percent, Russian; and 4 percent, Japanese. Other languages reported by a few faculty include Arabic, Korean, Thai, and Urdu (totaling less than 2 percent).

Although research universities provided an array of opportunities for students to be exposed to foreign languages and international issues and events, the depth of their knowledge is unclear. Of the research

universities with a foreign language requirement, the majority (80 percent) required fewer than two years of study.¹¹⁹ Similarly, most research universities (68 percent) required only one international general education course. While most students may have arrived with previous language and international experience, the course requirements guaranteed only a rudimentary level knowledge and skill.

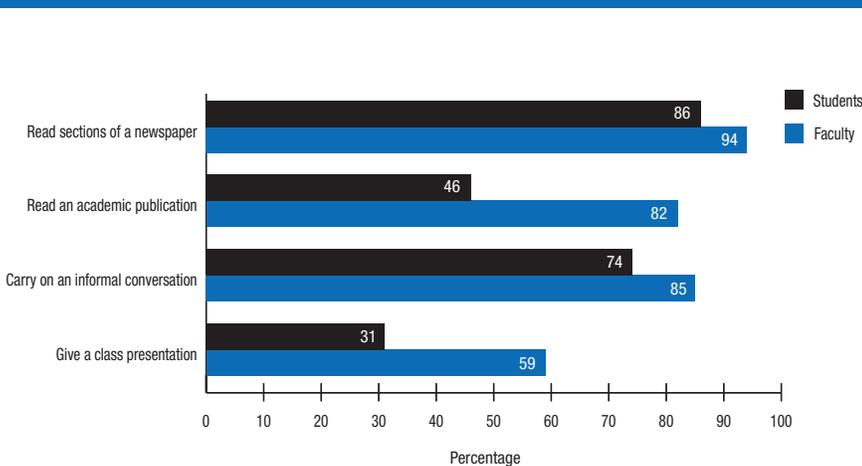
Academic Programs Abroad

Almost all research universities (95 percent) administered study abroad programs for undergraduates and the majority (63 percent) offered internship and field study (60 percent) programs abroad. Slightly less than 30 percent offered service-learning opportunities abroad. Of institutions administering education programs abroad, more than 50 percent

Box 8: Profile of Students and Faculty at Research Universities

- The majority of students at research universities arrived with some type of international experience. Eighty-three percent said they had traveled outside the United States, 98 percent said they had studied a foreign language, and 8 percent said they had participated in a study abroad program before entering the university.
- Eighteen percent of students reported that they had participated in a study or work abroad program as an undergraduate, and 6 percent reported that they had participated in some other type of program abroad. Overall, 21 percent of students had some type of academic experience abroad as an undergraduate.
- Of those who indicated that they had not studied abroad, 29 percent said that it was too expensive and another 12 percent said that they could not afford to take the time off. Fifteen percent said they still planned to study abroad before they graduated.
- More than 95 percent of faculty reported that they had traveled abroad, and 66 percent reported that they could speak or read a language other than English.

Foreign Language Competency Reported by Students and Faculty at Research Institutions



- Faculty travel experience extended beyond the traditional Western and European venues. Of those faculty members with international travel experience, 12 percent had traveled for academic purposes to China, 11 percent to Japan, and just under 3 percent to South Africa.
- Of those faculty members with foreign language skills, 12 percent said they could speak Chinese; 7 percent, Russian; and 4 percent, Japanese.
- As shown in the figure, faculty and students were more adept at reading in their second language than speaking, and faculty showed a wider range and more advanced level of linguistic skills than students.

¹¹⁹ Responses were collapsed into two categories from three response choices. We are reporting on institutions that required less than two years and those that required more than two years. This was necessary to ensure an adequate number of research universities for statistical purposes.

administered more than 20 different programs. Another 30 percent administered between five and 20 programs, and less than 20 percent administered fewer than five programs.

Students and faculty expressed strong support for study abroad. Sixty-four percent of students and 61 percent of faculty agreed that all undergraduates should study abroad at some time during their undergraduate years. Eighteen percent of students reported having participated in a study or work abroad program as an undergraduate, the highest percentage of students among all institutional types. Six percent said they had participated in other college-sponsored programs outside the United States (see Box 8). Another 15 percent reported that they still intend to participate before they graduate.

How long do undergraduates stay abroad and where do they go? Twenty-two percent of students from research universities reported that they were out of the country for six months or more, while 39 percent were gone less than one month. As is the case for students at all types of institutions, the vast majority of students at research universities went to Europe, with smaller numbers traveling to Latin America, Asia, and Africa. The most popular destination among research university students who traveled abroad was France (29 percent), followed by Italy (19 percent), Spain (16 percent), England (13 percent), and Germany (8 percent). Less than 3 percent of students said they had traveled to Korea, Mexico, Russia, or Turkey for academic reasons.

Other International Education Opportunities on Campus

What other opportunities did research universities provide students? The surveys asked institutions about their internationally oriented extracurricular activities,

the presence of international students on campus, and the opportunities available to faculty to increase their international skills and enhance course content.

Extracurricular Activities

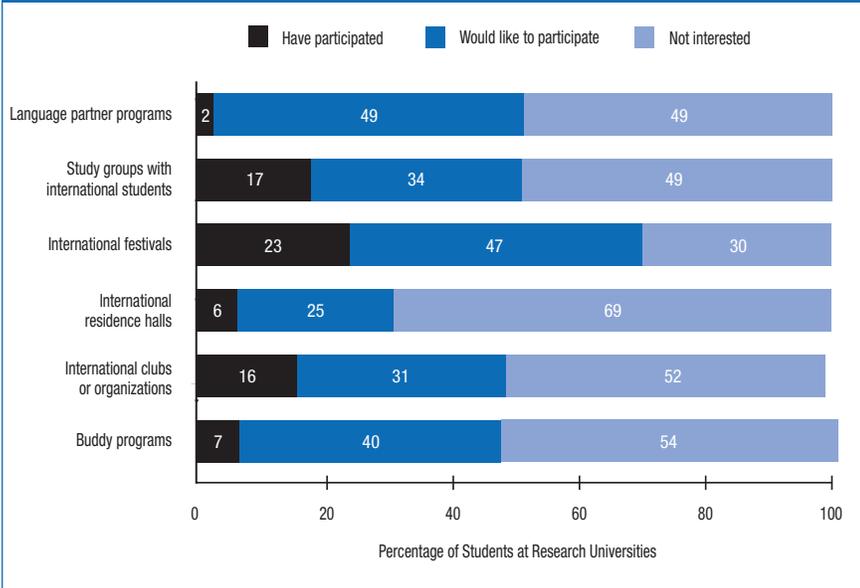
Because 63 percent of undergraduates at research universities believed that foreign language skills would be important for their careers and 48 percent were in favor of foreign language requirements, it is not surprising that 49 percent of students said they would like to participate in a language partner program that paired them with international students to enhance their foreign language skills. Although 40 percent of research universities offered such programs, only 2 percent of students reported having participated in a language partner program. This disparity is worthy of attention; more research would be necessary to pinpoint the exact reasons for the gap.

Professed student interest also outstripped actual participation in study groups with international students. One-third of students said they would like to participate in a study group with international students, although only 17 percent had done so. The same pattern was evident among those indicating they would like to participate in a buddy program with international students or in other activities specified in the survey (see **Figure 48**, on page 70).

International Students on Campus

All research universities reported that they had full-time international students enrolled at their campuses. Fifty-six percent reported that less than 5 percent of the student body consisted of international students; 43 percent reported that 5 percent or more were international students. Undergraduates at these universities have the potential to benefit from the large international student presence on campus.

Figure 48: Student Participation and Interest in International Activities at Research Universities



Indeed, 88 percent of undergraduates at research universities agreed that international students enhanced the learning experience for U.S. students, with 52 percent strongly agreeing. In some ways, this support has increased since September 11. Students were asked how likely they were to have a serious conversation with international students or scholars on their campus since the events of September 11. At research universities, 37 percent of students said they were more likely to have done so, while only 2 percent said they were less likely. Conversely, 14 percent of research university students said they were more likely to support an increase in the number of international students at their campus; 17 percent said they were less likely.

Faculty Support and Opportunities

Research universities provided funding for a variety of internationally focused faculty activities. Most research universities dedicated funds for faculty travel to international conferences (70 percent), for research abroad (71 percent), and for accompanying student groups abroad

(75 percent). Faculty also believed that their institutions were supportive of international activities. Almost 70 percent agreed that they could receive financial support from their institutions to increase their international skills and knowledge.

The survey also queried institutions about the on-campus activities offered to faculty. Although nearly 70 percent of faculty said their institutions actively encouraged them to include international perspectives and content in their courses, most research universities provided a limited number of on-campus faculty development activities. Thirty percent offered faculty workshops on how to internationalize their courses and 37 percent offered workshops on how to use technology to add an international dimension to their courses. Even fewer institutions offered faculty an opportunity to increase their foreign language skills (22 percent) or recognized faculty for their international activity (26 percent). Research universities were more likely to support travel and work abroad opportunities for faculty than on-campus programs.

Did faculty actively take advantage of these opportunities? More than half of the faculty surveyed said they had conducted research abroad, as either a graduate student or faculty member (see **Figure 49**). Another one-third reported that they had taught in a college or university in another country. Almost three out of four had traveled outside the United States to attend a disciplinary or scientific conference. About the same percentage of institutions reported providing international travel grants for faculty. Fewer than one out of five said they had accompanied undergraduate students on a study abroad program. The faculty who had traveled went to a vast array of countries. Not surprisingly, many faculty had traveled to Western or

European countries such as Canada (21 percent), France (21 percent), England (20 percent), and Germany (23 percent). Some had also traveled to less common destinations such as China (12 percent), Russia (6 percent), South Africa (2 percent), and Pakistan (2 percent).

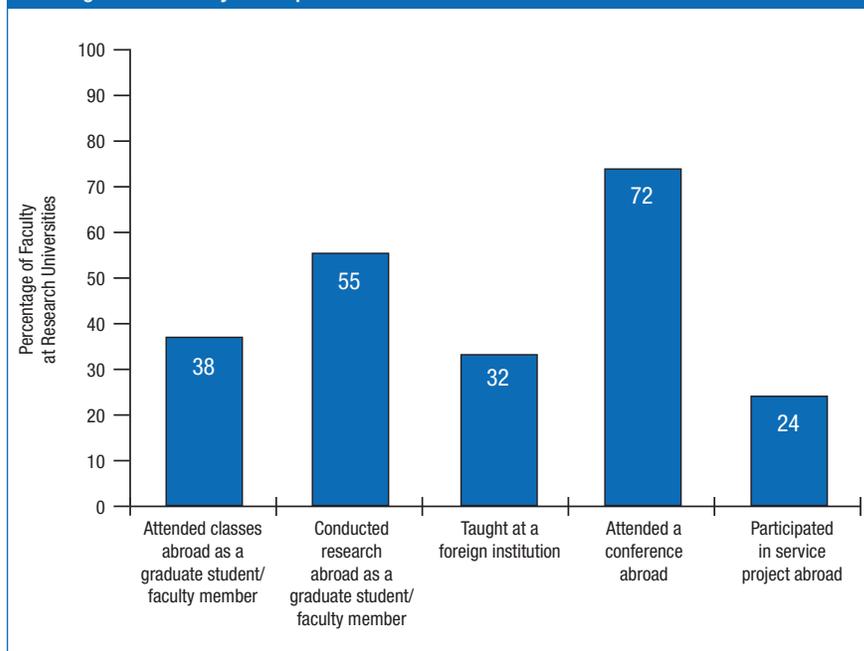
Forty percent of faculty had submitted a publication or had published in a foreign journal or press in the last three years. Forty-seven percent had asked a foreign scholar or student to speak about his or her country of origin in their classes. Thirty-six percent had worked collaboratively with a foreign-born scholar. Forty-one percent said they had taught an undergraduate course during the last three years that had at least 25 percent international course content. Fifty-six percent reported that they had incorporated readings from foreign-born scholars into their curriculum and 36 percent said that they had used technology to present international information in their classes. While these findings indicate that many faculty were professionally active in the international arena, their stated enthusiasm—like that of students—was greater than their action.

Summary

Research universities undertook a wide range of international activities, often supported by external funding. They supported student and faculty programs and activities abroad, and had dedicated international offices supported by full-time non-student staff. Research universities offered a wide variety of opportunities abroad for students as well as faculty. For faculty in particular, there was more support for activities overseas than for on-campus activities, such as internationalizing the curriculum.

Another way research universities demonstrated their commitment to internationalization was through their general education and foreign language requirements,

Figure 49: Faculty Participation in International Activities at Research Universities



ensuring that the majority of students get some exposure to international issues and topics. They also offered a wide variety of foreign languages, including both common and less commonly taught languages. Generally, we found the greatest number of foreign language and international course offerings at research universities.

However, only a minority of these institutions offered faculty workshops for internationalizing their courses or considered international work in faculty promotion and tenure. In addition, while students and faculty were very supportive of international activities, these positive attitudes were not matched by their level of activity. Many students missed out on the rich international learning opportunities available to them. Research universities need to develop additional strategies that could turn faculty and student support into participation in international programs and activities.

V. Conclusions

SUMMARY

While we can draw many conclusions from the array of data collected from the three surveys, this section highlights the strong and weak points of internationalization evident in the data. These conclusions indicate the important trends across all types of institutions and underscore the more prominent internationalization patterns and practices in U.S. higher education. Overall, the picture is very mixed. While some bright spots exist, U.S. higher education institutions have a long way to go before all students graduate with international skills and knowledge.

The successes of internationalization revealed by the research findings include:

- Institutional type alone did not determine an institution's level of activity in internationalizing undergraduate education.
- Foreign language admission and graduation requirements have increased in the past 15 years.
- Half of all students surveyed had taken at least one international course during the 2001-02 academic year.
- Students, faculty, and the public supported international education requirements and activities.
- Students and faculty reported a variety of international experiences and exposure to foreign language learning.

- The data suggest that many faculty had personal interest in internationalization that was not dependent on institutional policies and practices.

The data also revealed weaknesses in the overall internationalization efforts of colleges and universities. The weaknesses include:

- Institutions demonstrated a low level of articulated commitment to internationalization in many of their policies and practices.
- The level of undergraduate participation in international education programs and activities fell far short of students' expressed interest in these same programs and activities; the same gap exists between faculty's professed interest and their actions.
- Foreign language enrollment as a percentage of total enrollment has remained static since the mid 1970s. An increase in Spanish enrollment was accompanied by a decrease in enrollment in other languages, particularly French and German. In general, students preferred foreign language and culture learning focused on Western countries.
- While numbers and participation rates had increased, still only a small portion of undergraduates participated in academic programs abroad and most of those who did had short-term experiences.

- Internationally oriented extracurricular activities and academic programs abroad attracted only a small minority of students. Most students were primarily exposed to international learning in the classroom.

STRENGTHS IN INTERNATIONALIZATION: OVERALL FINDINGS

Institutional type alone did not determine an institution's level of activity in internationalizing undergraduate education. The data suggest that all types of institutions had achieved some level of internationalization and made progress in selected areas in the past 15 years. While there is no doubt that certain types of institutions had advantages that others did not, such as research universities' success in securing external funding, the data revealed that internationalization is within the reach of all institutions and that there are many paths to internationalizing a campus. When the data were examined by institutional type, each type included institutions that were very active in internationalization and those that demonstrated almost no activity.

The percentage of institutions with foreign language requirements has increased since the 1988 Andersen report. The percentage of two-year colleges with a foreign language admission requirement had increased from 2 percent to 9 percent.¹²⁰ The percentage of four-year institutions with a foreign language admission requirement almost doubled from 16 percent to 30 percent and those that required a foreign language for all students increased from 3 percent to 23 percent.

Similarly, the percentage of two-year colleges with a foreign language graduation requirement for some or all students had increased from 14 percent to 27 percent.¹²¹ The percentage of four-year institutions that required a foreign language for all graduates had increased from 16 percent to 27 percent.

Half of all students surveyed had taken at least one international course during the 2001-02 academic year. The student survey found that 51 percent of students had taken at least one international course during the 2001-02 academic year, with almost 30 percent taking two or more courses. Because this study presented a one-year snapshot of students, the data suggested that if this pattern continues throughout their academic careers, the overwhelming majority of students will have had exposure to international issues and events through multiple courses by the time they graduate.

Students, faculty, and the public supported internationalization. All of the surveys discussed in this report, as well as previous ACE public opinion surveys in 2001, indicated strong faculty, student, and public support for international education.¹²² The overwhelming percentage of students thought that learning a foreign language, understanding other cultures, and learning about international issues would be important for them and their careers. Similarly, the majority of faculty agreed that they had a responsibility to provide undergraduates with an awareness of other cultures, countries, and global issues. Both students and faculty supported foreign language and international course requirements. The public was even more supportive and almost all agreed that international skills and knowledge would be

¹²⁰ Andersen, *op. cit.*

¹²¹ Compared with the data reported in Andersen, *op. cit.*

¹²² Hayward and Sliaya, *op. cit.*

important for young people. The public also supported increasing state funding for foreign language programs.¹²³

The majority of students and faculty reported that they had a variety of international travel experiences and exposure to foreign language learning. More than 60 percent of students and 90 percent of faculty said they had traveled outside the United States. In addition, more than 85 percent of students said they arrived at campus with some exposure to foreign language learning and 55 percent of faculty reported that they could speak a language other than English. These findings suggest a solid foundation for institutions to build upon in enhancing internationalization.

Many faculty had personal interest in internationalization that was not dependent on institutional policies and practices. Faculty participants in focus groups conducted prior to the survey revealed the importance of their interest in keeping internationalization efforts moving forward on campus. Faculty who were involved in advancing international education on their campuses noted that their involvement was due more to personal interest than to professional advancement. They also noted that support for their efforts often came from like-minded department chairs, international directors, or other faculty members.

The data also hinted at the importance of informal support for internationalization and practices that was not always reflected in institutional policies. Twenty-one percent of institutions said they earmarked funding for faculty to internationalize their courses, and yet more than 71 percent of faculty agreed that they were actively encouraged to include international per-

spectives and content in their courses. Similarly, less than 5 percent of all institutions reported having guidelines that specified international experience and work as a consideration in faculty tenure and promotion decisions. However, 27 percent of faculty believed that their institutions did consider international work during tenure and promotion decisions. There is little evidence that this encouragement is coming from formal institutional policies, but it is possible that informal practices or decentralized structures (such as the academic department) provided support and encouragement to faculty.

WEAKNESSES IN INTERNATIONALIZATION: OVERALL FINDINGS

Most institutions exhibited a low level of commitment to internationalization. Higher education leaders agree there is little debate anymore about the importance of providing students with international skills, knowledge, and perspectives to meet the challenges of the 21st century. Likewise, as we have noted, students, faculty, and the public do support international education requirements, programs, and activities. However, the data suggest that few institutions articulated this support through their institutional policies or manifested it in their practices. The overwhelming majority of institutions *did not* include internationalization in their mission statements (64 percent), mention it as one of their top priorities in their strategic plans (69 percent), or have procedures in place to assess their efforts at internationalizing their campuses (66 percent). Additionally, a minority of institutions provided financial incentives for internationalizing courses or required courses to be internationally focused.

¹²³ Slaya, Porcelli, and Green, *op. cit.*

A discrepancy existed between faculty and student attitudes and their actions. Both the student and faculty surveys showed substantial support for international courses, foreign language study, and programs abroad, with faculty support being somewhat higher than student support. Given this, it was surprising to find such a striking incongruity between what students said and their level of participation in international activities. For example, 48 percent said they would have liked to participate in international festivals on campus, but only 17 percent reported having done so. Fifty-eight percent of students agreed that all students should have a study abroad experience, but again, far fewer, just 12 percent, indicated that they had participated in any type of academic program abroad. Faculty also gave mixed signals. More than 67 percent agreed that it is the responsibility of all faculty to provide undergraduates with international skills and knowledge, but only 41 percent said they had taught an undergraduate course with international content within the last three years.

Foreign language enrollment as a percentage of total enrollment has remained static and that enrollment was increasingly concentrated in Spanish. Students preferred foreign language and culture learning focused on Western countries. One of the most evident weak spots is undergraduate foreign language enrollment. Other research shows that foreign language enrollment as a percent of total enrollment has remained virtually stagnant since the 1970s.¹²⁴ In the 1960s, 16 percent of course enrollments were in foreign language courses.¹²⁵ This dropped to 8 percent in the late 1970s and has remained fairly static ever since. While there has been an increase in Spanish enrollment over the last

few years, accounting for more than half the foreign language enrollments in U.S. colleges and universities, this increase has occurred concurrently with a decline in other language enrollments, most notably in French, German, and Russian. While the increase in Spanish enrollments is a positive development, the data indicated that higher education has not been able to increase the pool of those enrolling in foreign language courses. Instead, there has been only a shift in foreign language enrollments from one language to another. Major efforts need to be made to increase the proportion of students studying a foreign language.

The data suggested that increasing foreign language enrollment in the less commonly taught languages of Asia, Africa, and the Middle East pose a special challenge. A very small number of students in the ACE survey studied languages found in these regions. Similarly, few students reported that they had ever traveled to countries in these areas. Conversely, the overwhelming majority of students with foreign language skills said they could speak or read Western languages, primarily Spanish (64 percent). Another 24 percent said they could speak or read French, and 11 percent said German. Students also preferred Western destinations. Of those who indicated they had traveled abroad, 21 percent went to France, and 12 percent went to either Spain or Germany. The narrow focus and static nature of foreign language enrollments and exposure to these areas pose a serious danger to U.S. ability to communicate effectively with other nations and understand their actions.

¹²⁴ Brod and Welles, *op. cit.*

¹²⁵ *Ibid.*

While the number of participants had increased, only a small portion of undergraduates participated in academic programs abroad and the majority of them had short-term experiences.

Institutions have made great strides in expanding opportunities for student academic experiences abroad, but these programs still affect only a minority of students. Overall, it was encouraging that more than 12 percent of the undergraduate population reported that they had participated in some type of academic experience abroad—a significant increase over the 2 percent reported by Andersen in 1988. Less encouraging was the high percentage of students, especially those with no previous international experience, who did not participate in academic programs outside the United States. Of those who had participated in an academic experience abroad, more than 40 percent had also participated in such a program prior to entering college. These experiences also tended to be short term. Forty-three percent of students said they had gone abroad for less than one month, and other research suggests the trend for short trips is increasing.

Internationally oriented extracurricular activities attracted only a small minority of students.

Less than 5 percent of U.S. students had participated in an extracurricular activity that paired them with international students, such as buddy or language partner programs. Less than 15 percent reported that they had participated in an international club or a study group with international students. However, 51 percent of students reported that they had taken an international course in the 2001-02 academic year. The data suggested that international learning was more likely to happen in the classroom and that this was the avenue institutions should focus on to provide all students with international knowledge and skills.

VI. Recommendations

This section provides recommendations to institutions seeking to expand their internationalization efforts. This list of recommendations is not meant to be exhaustive or tailored to every institution, but to provide institutions with some practical ideas that stem from the research findings. For additional ideas and resources, visit ACE's web site at www.acenet.edu.

The key recommendations include:

- Given the low level of student participation in internationally oriented extracurricular activities and academic programs abroad, colleges and universities should focus on the curriculum to ensure that students gain international skills and knowledge.
- Resources close to home are often underutilized, such as international students, faculty, and community members. Taking greater advantage of these resources can enhance internationalization efforts.
- Building upon and strengthening the strong support for internationalization among students, faculty, and the public can provide momentum for internationalization efforts and turn support into greater participation.
- There is particularly strong support for foreign language learning and recognition of the need for foreign language skills and cultural literacy is at an all-time high. Institutions should seek ways to

increase student participation in these areas, especially the study of less commonly taught languages and cultures.

- Institutions should make internationalization an institutional priority. They should include it in their mission statements, make it visible in their strategic plans, and assess their institutional efforts.

Focus on the curriculum to ensure students are exposed to international skills and knowledge.

Even with a significant increase in the number of students who participated in academic programs abroad, the overwhelming majority of students surveyed did not go abroad nor, as the data showed, participate in internationally oriented extracurricular activities on campus. If institutions want their students to graduate with international skills and knowledge, they will need to concentrate their efforts on the curriculum. The data suggested that this is the avenue that would draw the most students. Strategies that institutions could use to internationalize their curriculum include incorporating international courses into the general education requirements, strengthening foreign language or international course graduation requirements, and providing faculty with support and incentives to internationalize their courses.

Take advantage of resources close to home, such as international students, faculty, and community members, to enhance internationalization efforts. The data showed that students and faculty had an array of international experiences and skills. Institutions can take advantage of these experiences and skills by providing mechanisms for students and faculty to share their knowledge. This could include offering informal opportunities for students and faculty to share their experiences, developing a list of international faculty expertise, identifying community resources, and creating a guest speakers series.

International students and scholars are often another untapped resource on campus. Ninety-five percent of institutions reported that they have full-time international students on their campus, excluding ESL students. And yet, only about half the faculty surveyed reported that they had had an international student or scholar speak in their class *in the last three years*. Just 13 percent of the students said they had participated in a study group with international students. This suggests international students have not been utilized or integrated into classroom activities to the fullest extent possible. These students could help faculty provide international perspectives in class and give U.S. students and opportunity to practice and hone their own international skills.

In addition, as the survey of the general public demonstrated, the public strongly supports international initiatives and believes international skills and knowledge will be important for their children's careers, as well as those of young people today. Similarly, nearly three out of four respondents agreed that higher education has a responsibility to educate the public about international issues, events, and cul-

tures. This support could be harnessed to help increase the momentum for internationalization efforts on campus. The community also could provide an interested and ready pool of participants in internationally oriented events, courses, and programs on campus. Organized community outreach efforts could help cultivate this support and interest.

The surrounding community also has frequently been neglected as a resource in internationalizing the campus, although some institutions have tapped into the diversity of their surrounding communities for this purpose.¹²⁶ This can be done by identifying individuals within the community who have particular international experiences and skills that can be utilized on campus; developing service learning projects in communities with diverse cultural and linguistic heritages; and encouraging diverse community populations to attend or help organize internationally oriented activities on campus.

Build upon and strengthen the existing student, faculty, and public support to provide momentum for internationalization efforts and then turn support into greater participation. The student, faculty, and two public surveys conducted by ACE showed strong support for international activities and requirements, indicating a strong existing foundation for internationalization at many campuses. What is less evident in the data and related literature is how, if at all, institutions can build upon this foundation to expand interest and participation in their internationalization activities and programs. One way institutions could do this is by providing opportunities for interested individuals to work together on specific internationalization initiatives. This could range from starting a student committee to suggesting new

¹²⁶ Engberg and Green, *op. cit.*

internationally oriented extracurricular activities on campus or exploring ways to tap into community resources.

Institutions need to strengthen their foreign language and international course offerings and strive to increase student participation in these areas, especially the study of less commonly taught languages and cultures.

Institutions should be applauded for their efforts to strengthen their foreign language requirements but, as recent world events have made clear, more work still needs to be done. The proportion of students enrolling in foreign languages has remained relatively static over the last 25 years; only Spanish has seen a significant increase in enrollments. To ensure students have the foreign language exposure and expertise necessary for the challenges of the future, institutions will need to increase student interest and enrollments, especially in the less commonly taught languages. Strategies to increase enrollment could include adding or expanding graduation requirements, connecting foreign language learning with other courses or study abroad opportunities, making current foreign language offerings more convenient by offering condensed or online courses, and using foreign language speakers in the community to tutor students—especially in the less commonly taught languages or by creating innovative and attractive foreign language learning opportunities using technology. Additionally, faculty advisers and campus counselors need to encourage their students to take foreign language courses and to make it clear that career opportunities are available to those with foreign language skills.

Institutions need to make internationalization an institutional priority. Few institutions have formally expressed their support for internationalization through institutional policies and practices. Approximately one-third of all institutions included internationalization in their mission statements, specified it as a priority in their strategic plans, or assessed their internationalization efforts in the last five years. Institutional leaders need to send a much stronger signal than they currently do that they support internationalization. These formal institutional documents and actions define the ideals and direction of the institution for students, faculty, and the public. By leaving internationalization out of these documents, internationalization is likely to remain at the fringes, relying on interested individuals to support activities and initiatives. While articulating a commitment to internationalization will not directly translate into greater student interest or participation, it can send a powerful message and create a framework for action.

Higher education has made some notable progress in internationalizing the undergraduate experience, but much work remains to be done. Colleges and universities need to focus their efforts on the curriculum to ensure broad exposure to international learning, identify and build upon existing resources, resolve the disconnect between attitudes and actions, articulate and more effectively declare their commitment to internationalization, and create conditions that will increase the level of international learning on campus and, in the long run, in the nation as a whole.

Appendix A

Demographics of Student Sample

Gender		Student status	
Female	56%	Full time	89%
Male	44%	Part time	11%
Race/Ethnicity		Class status	
Asian	3%	First-Year	25%
Black	8%	Second-Year	30%
Hispanic	6%	Third-Year	16%
White	76%	Fourth-Year	28%
Native American	1%		
Other	5%		
Speak a foreign language		Age group	
Yes	45%	18 to 22	57%
No	55%	23 to 35	34%
		Older than 35	9%
Native speaker		Highest degree of education—Mother	
Yes	12%	Less than high school	8%
No	89%	High school	29%
		Some college	24%
		College	28%
		Postgraduate	12%
Come from a bilingual home		Highest degree of education—Father	
Yes	12%	Less than high school	9%
No	88%	High school	30%
		Some college	17%
		College	26%
		Postgraduate	19%
Traveled outside the United States			
Yes	67%		
No	36%		
Marital status			
Married	17%		
Single	83%		

Note: Some totals may not add to 100 percent due to rounding. Percentages are weighted, and valid percents are reported.

Appendix B

Demographics of Faculty Sample	
Gender	
Female	40%
Male	60%
Race/Ethnicity	
Asian	6%
Black	5%
Hispanic	2%
White	80%
Native American	Less than 1%
Other	6%
Emigrated from another country	
Yes	15%
No	85%
Speak a foreign language	
Yes	55%
No	45%
Native speaker/Come from a bilingual home	
Yes	31%
No	69%
Traveled outside the United States	
Yes	90%
No	10%
Employment status	
Full time	98%
Part time	2%
Current tenure status	
Tenured	62%
Not Tenured	37%
Tenure-track status	
Tenure Track	57%
Not on Tenure Track	39%

Note: Some totals may not add to 100 percent due to rounding. Percentages are weighted and valid percents are reported.

Appendix C

Demographics of Institutional Sample

Institutional types in sample		Geographic location of liberal arts college respondents	
Community Colleges	233	Great Plains	9
Liberal Arts Colleges	187	Middle Atlantic	39
Comprehensive Universities	188	Midwest	51
Research Universities	144	Mountain	4
Total	752	New England	11
Geographic location of institutional respondents¹		Southeast	48
Great Plains	33	Southwest	9
Middle Atlantic	150	West	10
Midwest	174	Outside Continental United States	6
Mountain	23	Total	187
New England	46	Geographic location of comprehensive university respondents	
Southeast	182	Great Plains	9
Southwest	64	Middle Atlantic	43
West	66	Midwest	41
Outside Continental United States	14	Mountain	4
Total	752	New England	15
Geographic location of community college respondents		Southeast	43
Great Plains	10	Southwest	17
Middle Atlantic	33	West	13
Midwest	50	Outside Continental United States	3
Mountain	9	Total	188
New England	8		
Southeast	63		
Southwest	26		
West	31		
Outside Continental United States	3		
Total	233		

¹ The Great Plains states include: North Dakota, South Dakota, Nebraska, and Kansas. The Middle Atlantic states include: the District of Columbia, New York, New Jersey, Pennsylvania, Delaware, Maryland, Virginia, and West Virginia. The Midwest states include: Ohio, Indiana, Illinois, Michigan, Wisconsin, Minnesota, Iowa, and Missouri. The Mountain states include: Montana, Idaho, Wyoming, Colorado, and Utah. The New England states include: Maine, New Hampshire, Vermont, Massachusetts, Rhode Island, and Connecticut. The Southeast states include: North Carolina, South Carolina, Georgia, Florida, Alabama, Mississippi, Louisiana, Arkansas, Tennessee, and Kentucky. The Southwest states include: Oklahoma, Texas, New Mexico, and Arizona. The West states include: Washington, Oregon, California, and Nevada. States outside the continental United States include: Alaska, Guam, Hawaii, and Puerto Rico. Counts are unweighted.

Appendix C CONTINUED

Demographics of Institutional Sample

Geographic location of research university respondents		Research Universities	
Great Plains	5	Small Town	10
Middle Atlantic	35	Suburban Area	61
Midwest	32	Urban Area	68
Mountain	6	No Response	5
New England	12	Total	144
Southeast	28	All Institutions	
Southwest	12	Small Town	170
West	12	Suburban Area	290
Outside Continental United States	2	Urban Area	270
Total	144	No Response	22
Location of institutions, by type²		Total	752
Community Colleges		Sector of institutions, by type	
Small Town	70	Community Colleges	
Suburban Area	75	Public	210
Urban Area	85	Private	23
No Response	3	Total	233
Total	233	Liberal Arts Colleges	
Liberal Arts Colleges		Public	30
Small Town	56	Private	157
Suburban Area	74	Total	187
Urban Area	47	Comprehensive Universities	
No Response	10	Public	99
Total	187	Private	89
Comprehensive Universities		Total	188
Small Town	34	Research Universities	
Suburban Area	80	Public	96
Urban Area	70	Private	48
No Response	4	Total	144
Total	188	All Institutions	
Footnote:		Public	435
² A small town is defined as having a population of fewer than 25,000. A suburban area has a population of more than 25,000, but fewer than 250,000. An urban area has a population of more than 250,000. Counts are unweighted.		Private	317
		Total	752

Appendix D

Student Survey

	Total	Community Colleges	Liberal Arts Colleges	Comprehensive Universities	Research Universities
Q1a. Have you ever traveled or lived outside of the United States?					
Yes	64%	53%	71%	63%	83%
No	36%	47%	29%	37%	17%
Q1b. Have you participated in a study abroad program prior to college?					
Yes	7%	6%	9%	9%	8%
No	93%	94%	91%	91%	92%
Q1c. Have you participated in a study/work abroad program as an undergraduate student?					
Yes	10%	4%	13%	12%	18%
No	90%	96%	87%	88%	82%
Q1d. Have you participated in any other college-sponsored program outside the United States?					
Yes	5%	4%	10%	6%	6%
No	95%	96%	90%	94%	94%
Q2. If you HAVE NOT traveled outside the United States as an undergraduate for academic purposes, what is the main reason you have not done so? Please select only one answer.					
No interest in going to another country	11%	13%	11%	10%	10%
Do not speak a foreign language	4%	4%	4%	3%	7%
Parents do not want me to go	2%	2%	0%	2%	1%
Family obligations prevent me from going	15%	22%	7%	11%	7%
Faculty and/or advisors do not encourage students to go	1%	1%	0%	2%	1%
There are no opportunities at my college	3%	4%	6%	2%	1%
It will delay my graduation	5%	1%	10%	11%	8%
I cannot afford to take time off from my job	11%	10%	5%	13%	12%
It is too expensive	27%	28%	26%	25%	29%
I have not gone yet, but I plan to go before I graduate	11%	7%	23%	12%	15%
Other (Please specify)	9%	9%	9%	8%	9%

Note: Some totals may not add to 100 percent due to rounding. Percentages are weighted.

Appendix D CONTINUED

Student Survey

	Total	Community Colleges	Liberal Arts Colleges	Comprehensive Universities	Research Universities
<p>Q3. If you HAVE traveled outside the United States as an undergraduate for academic purposes, what was the main benefit from this experience? Please select only one answer.</p>					
Increased my understanding of MY OWN culture and values	17%	24%	14%	15%	12%
Increased my understanding of OTHER peoples and cultures	45%	44%	48%	45%	44%
Increased my foreign language skills	7%	2%	11%	6%	10%
Made me a more well-rounded person	16%	9%	16%	15%	24%
Will help me get a better job	2%	5%	0%	2%	0%
Provided me with skills to work with people from diverse backgrounds	6%	7%	1%	5%	6%
Other (Please specify)	8%	9%	10%	13%	4%

Q4. If you HAVE traveled outside the United States for academic purposes, what is the longest period of time you have spent outside the United States at any one time?

One month or less	43%	56%	37%	34%	39%
More than one month, but less than 6 months	30%	14%	34%	38%	39%
Six months to one year	12%	8%	20%	9%	16%
More than one year	14%	22%	10%	19%	6%

Q4a. Please list the country or countries outside the United you have traveled to for academic purposes.
(Open-ended question)

Q5a. Did you study a foreign language before college?

Yes	88%	79%	94%	91%	98%
No	12%	21%	6%	9%	2%

	Total	Community Colleges	Liberal Arts Colleges	Comprehensive Universities	Research Universities
Q5b. Did you study or are you now studying a foreign language in college?					
Yes	34%	18%	54%	44%	49%
No	66%	82%	46%	56%	51%
Q5c. Are you a native speaker of a language other than English?					
Yes	12%	14%	9%	9%	10%
No	88%	86%	91%	91%	90%
Q5d. Do you come from a bilingual home?					
Yes	12%	15%	8%	10%	11%
No	88%	85%	92%	90%	89%
Q6. Besides English, how many languages can you speak or read?					
None, only English (skip to Question 7)	45%	55%	32%	39%	37%
One	39%	31%	48%	43%	45%
Two	13%	11%	16%	15%	14%
Three or more	3%	3%	4%	3%	4%
Q6a. Besides English, please list the other language(s) you can speak or read. (Open-ended question)					

Q6b_a. In your (best) second language, could you read some sections of a daily newspaper?					
Yes	83%	77%	85%	86%	86%
No	17%	23%	15%	14%	14%
Q6b_b. ...carry on an informal conversation about daily events with a native speaker?					
Yes	64%	58%	69%	62%	74%
No	36%	42%	31%	38%	26%
Q6b_c. ...read a novel or textbook?					
Yes	43%	41%	42%	43%	46%
No	57%	59%	58%	57%	54%
Q6b_d. ...give a class presentation to native speakers?					
Yes	29%	28%	31%	27%	31%
No	71%	72%	69%	73%	69%

Appendix D CONTINUED

Student Survey

	Total	Community Colleges	Liberal Arts Colleges	Comprehensive Universities	Research Universities
Q7a. Please indicate whether you have participated or plan to participate in the following campus activities: a buddy program that pairs U.S. students with international students.					
Have participated	4%	2%	2%	4%	7%
Would like to participate	42%	40%	46%	48%	40%
Not interested	54%	58%	51%	48%	54%
Q7b. ...international clubs or organizations.					
Have participated	10%	7%	14%	9%	16%
Would like to participate	34%	34%	36%	34%	31%
Not interested	56%	59%	50%	56%	52%
Q7c. ...an international residence hall.					
Have participated	5%	4%	9%	7%	6%
Would like to participate	24%	23%	28%	22%	25%
Not interested	71%	73%	63%	71%	69%
Q7d. ...international festivals on campus.					
Have participated	17%	12%	26%	19%	23%
Would like to participate	48%	48%	50%	49%	47%
Not interested	35%	40%	25%	33%	30%
Q7e. ...study groups with international students.					
Have participated	13%	7%	20%	16%	17%
Would like to participate	41%	45%	38%	43%	34%
Not interested	46%	49%	42%	41%	49%
Q7f. ...a language partner program that pairs U.S. students with international students.					
Have participated	2%	1%	4%	3%	2%
Would like to participate	48%	47%	48%	49%	49%
Not interested	50%	52%	48%	48%	49%

	Total	Community Colleges	Liberal Arts Colleges	Comprehensive Universities	Research Universities
Q8. How many undergraduate courses have you taken this academic year, including this term?					
1 course	3%	5%	2%	1%	1%
2 courses	3%	6%	1%	2%	0%
3 courses	4%	7%	2%	2%	1%
4 courses	7%	10%	5%	5%	5%
5 courses	4%	5%	4%	2%	2%
6 courses	5%	8%	4%	3%	2%
7 courses	5%	6%	3%	4%	6%
8 courses	14%	15%	19%	13%	12%
9 courses	13%	11%	12%	13%	16%
10 courses	16%	10%	16%	20%	24%
11 courses	6%	3%	10%	10%	7%
12 courses	8%	5%	9%	11%	8%
13 courses	3%	1%	3%	3%	5%
14 courses	1%	1%	3%	2%	0%
15 courses	1%	0%	1%	1%	4%
More than 15 courses	6%	4%	9%	7%	9%

Q9. Of these courses, how many focus on perspectives, issues, or events from specific countries or areas outside the United States? Do not include language courses.

0 courses	49%	56%	38%	45%	44%
1 course	22%	22%	25%	20%	21%
2 courses	18%	15%	21%	20%	20%
3 courses	6%	4%	6%	7%	8%
4 courses	2%	1%	5%	3%	2%
5 courses	2%	1%	2%	2%	2%
More than 5 courses	2%	1%	4%	2%	2%

Q9a. Of the courses included in question 9, how many focus on perspectives, issues, or events from specific countries or areas other than Canada, Australia, or Western Europe? Do not include language courses.

0 courses	49%	57%	35%	42%	45%
1 course	32%	31%	36%	31%	34%
2 courses	12%	8%	19%	18%	13%
3 courses	4%	2%	4%	5%	5%
4 courses	1%	0%	4%	2%	1%
5 courses	1%	1%	1%	1%	2%
More than 5 courses	0%	0%	1%	1%	0%

Appendix D CONTINUED

Student Survey

	Total	Community Colleges	Liberal Arts Colleges	Comprehensive Universities	Research Universities
Q10a. In order to compete successfully in the job market, how important will it be for you to: speak a foreign language?					
Very important	26%	30%	25%	26%	20%
Somewhat important	42%	41%	42%	42%	43%
Not very important	23%	19%	26%	25%	27%
Not at all important	7%	7%	5%	5%	8%
No opinion	3%	3%	2%	2%	2%
Q10b. ...understand other cultures and customs?					
Very important	49%	43%	57%	52%	55%
Somewhat important	36%	41%	34%	34%	30%
Not very important	10%	10%	6%	10%	12%
Not at all important	2%	3%	2%	2%	1%
No opinion	2%	2%	1%	2%	2%
Q10c. ...know about international issues and events?					
Very important	42%	38%	50%	42%	47%
Somewhat important	39%	42%	38%	43%	32%
Not very important	13%	13%	9%	12%	16%
Not at all important	3%	4%	2%	1%	3%
No opinion	3%	3%	1%	3%	3%
Q11a. The more time spent in class learning about other countries, cultures, or global issues, the less time is available for the basics.					
Strongly agree	4%	6%	2%	2%	4%
Somewhat agree	29%	30%	26%	29%	29%
Somewhat disagree	38%	38%	39%	42%	35%
Strongly disagree	21%	18%	25%	21%	27%
No opinion	7%	9%	7%	6%	6%
Q11b. Learning about other countries, cultures, and global issues is useful, but not a necessary component of my education.					
Strongly agree	7%	9%	3%	6%	6%
Somewhat agree	25%	31%	23%	23%	18%
Somewhat disagree	31%	31%	30%	36%	28%
Strongly disagree	35%	28%	42%	34%	46%
No opinion	2%	2%	2%	2%	2%

	Total	Community Colleges	Liberal Arts Colleges	Comprehensive Universities	Research Universities
Q11c. The presence of international students (students from other countries) on U.S. campuses enriches the learning experience for American students.					
Strongly agree	51%	48%	58%	54%	52%
Somewhat agree	36%	38%	32%	32%	36%
Somewhat disagree	5%	6%	4%	5%	4%
Strongly disagree	3%	3%	2%	3%	3%
No opinion	5%	5%	4%	6%	6%

Q11d. All undergraduates should have a study abroad experience some time during their college or university career.

Strongly agree	23%	18%	23%	25%	32%
Somewhat agree	35%	35%	41%	33%	32%
Somewhat disagree	20%	22%	15%	21%	17%
Strongly disagree	12%	13%	10%	12%	11%
No opinion	10%	11%	11%	9%	9%

Q11e. All undergraduates should be required to take courses covering international topics.

Strongly agree	23%	17%	29%	25%	29%
Somewhat agree	42%	40%	38%	46%	43%
Somewhat disagree	19%	24%	18%	17%	12%
Strongly disagree	10%	11%	8%	8%	11%
No opinion	6%	7%	7%	3%	4%

Q11f. All undergraduates should be required to study a foreign language if they don't already know one.

Strongly agree	23%	23%	25%	22%	23%
Somewhat agree	30%	30%	37%	34%	25%
Somewhat disagree	24%	23%	21%	23%	29%
Strongly disagree	19%	19%	13%	18%	21%
No opinion	4%	6%	4%	3%	2%

Q11g. It is the responsibility of ALL faculty to help students become aware of other countries, cultures, or global issues.

Strongly agree	22%	21%	26%	21%	23%
Somewhat agree	37%	35%	39%	41%	39%
Somewhat disagree	26%	27%	23%	26%	23%
Strongly disagree	10%	10%	8%	8%	10%
No opinion	5%	7%	4%	4%	5%

Appendix D CONTINUED

Student Survey

	Total	Community Colleges	Liberal Arts Colleges	Comprehensive Universities	Research Universities
Q12a. Compared to before September 11, how likely are you now to: study abroad?					
Much more likely	4%	6%	3%	3%	3%
Somewhat more likely	5%	6%	3%	4%	3%
Just as likely	65%	57%	77%	65%	78%
Somewhat less likely	17%	21%	12%	18%	11%
Much less likely	9%	10%	5%	11%	6%
Q12b. ...support an increase in the number of students from other countries on campus?					
Much more likely	6%	7%	5%	5%	3%
Somewhat more likely	8%	6%	9%	6%	11%
Just as likely	67%	64%	71%	68%	69%
Somewhat less likely	15%	15%	11%	16%	15%
Much less likely	5%	7%	3%	5%	2%
Q12c. ...take elective courses that focus on other countries, cultures, or global issues?					
Much more likely	11%	11%	11%	9%	13%
Somewhat more likely	24%	22%	29%	22%	30%
Just as likely	60%	61%	58%	64%	54%
Somewhat less likely	3%	4%	1%	4%	3%
Much less likely	1%	2%	1%	2%	1%
Q12d. ...have a serious conversation with students or scholars from other countries on campus?					
Much more likely	12%	11%	10%	10%	14%
Somewhat more likely	21%	19%	24%	24%	23%
Just as likely	62%	63%	63%	61%	61%
Somewhat less likely	3%	5%	1%	3%	2%
Much less likely	2%	2%	1%	3%	0%

Appendix E

Faculty Survey

	Total	Community Colleges	Liberal Arts Colleges	Comprehensive Universities	Research Universities
Q1a. Have you ever traveled outside the United States?					
Yes	90%	79%	93%	92%	97%
No	10%	21%	7%	8%	3%
Q1b. Did you ever attend classes outside the United States prior to college?					
Yes	22%	12%	15%	23%	31%
No	78%	88%	85%	77%	69%
Q1c. Did you ever attend classes or participate in research outside the United States as an undergraduate student?					
Yes	20%	12%	16%	20%	27%
No	79%	87%	84%	80%	72%
Q1d. Have you ever been a Peace Corps volunteer?					
Yes	2%	2%	2%	1%	2%
No	98%	98%	98%	99%	98%
Q1e. Have you ever attended classes outside the United States as a graduate student or faculty member?					
Yes	30%	19%	29%	30%	38%
No	69%	81%	71%	69%	61%
Q1f. Have you ever conducted research outside the United States as a graduate student or faculty member?					
Yes	39%	17%	35%	40%	55%
No	61%	83%	64%	60%	45%
Q1g. Have you ever traveled outside the United States to accompany undergraduates in a study abroad program?					
Yes	16%	12%	25%	17%	17%
No	84%	88%	75%	83%	83%
Q1h. Have you ever taught at a foreign college or university located outside the United States?					
Yes	23%	11%	17%	23%	32%
No	77%	89%	83%	77%	68%

Note: Some totals may not add to 100 percent due to rounding. Percentages are weighted.

Appendix E CONTINUED

Faculty Survey

	Total	Community Colleges	Liberal Arts Colleges	Comprehensive Universities	Research Universities
Q1i. Have you ever traveled outside the United States to attend a disciplinary or scientific conference?					
Yes	50%	22%	42%	51%	72%
No	50%	78%	58%	49%	28%

Q1j. Have you ever traveled outside the United States to participate in a professional service or development project at a foreign college or university?					
Yes	20%	12%	21%	21%	24%
No	79%	88%	79%	78%	73%

Q2. What is the longest period of time you have spent outside the United States for academic purposes?					
One month or less (1-4 weeks)	31%	29%	34%	35%	30%
More than one month but less than six months	16%	10%	19%	17%	20%
Six months to one year	9%	5%	8%	6%	15%
More than one year	14%	7%	10%	16%	20%
Have NOT traveled to a foreign country for academic purposes	28%	49%	30%	24%	15%

Q3. Please tell me the countries you have traveled to for academic purposes. Do not include vacations or short-term scientific conferences. (Open-ended question)

Q4. Besides English, how many languages can you speak or read?					
None	45%	56%	40%	43%	34%
One	31%	28%	32%	33%	32%
Two	14%	9%	17%	13%	19%
Three or more	10%	6%	11%	11%	15%

Q4a. Besides English, please tell me which language(s) you can speak or read. (Open-ended question)

	Total	Community Colleges	Liberal Arts Colleges	Comprehensive Universities	Research Universities
Q5. Are you a native speaker of another language or do you come from a bilingual home?					
Yes	31%	19%	23%	32%	40%
No	69%	81%	77%	68%	60%
Q6. In your second language, could you read some sections of a daily newspaper?					
Yes	90%	83%	89%	89%	94%
No	9%	15%	10%	9%	5%
Q7. In your second language, could you carry on an informal conversation about daily events with a native speaker?					
Yes	76%	68%	71%	72%	85%
No	23%	31%	28%	28%	15%
Q8. In your second language, could you read a journal article in your field?					
Yes	73%	61%	72%	69%	82%
No	27%	38%	27%	30%	18%
Q9. In your second language, could you give a presentation on a topic in your field to native speakers?					
Yes	46%	36%	38%	36%	59%
No	53%	62%	60%	63%	41%
Q10a. In the past three years, have you taught an undergraduate course in which at least 25 percent of the instruction included information about other countries, cultures, or global issues?					
Yes	41%	35%	50%	44%	41%
No	59%	65%	49%	56%	59%
Q10b. In the past three years, have you submitted to or published in a foreign journal or press, excluding reprints?					
Yes	22%	4%	19%	20%	40%
No	78%	96%	81%	79%	60%
Q10c. In the past three years, have you worked collaboratively with a foreign-born scholar located in another country?					
Yes	24%	12%	23%	21%	36%
No	76%	88%	77%	78%	64%

Appendix E CONTINUED

Faculty Survey

	Total	Community Colleges	Liberal Arts Colleges	Comprehensive Universities	Research Universities
Q10d. In the past three years, have you used readings from a foreign-born author to present information about other countries, cultures, or global issues?					
Yes	52%	46%	58%	50%	56%
No	47%	52%	42%	48%	44%
Q10e. In the past three years, have you had a foreign-born scholar or student present information or perspectives in your class about his/her country of origin?					
Yes	50%	54%	55%	49%	47%
No	50%	46%	44%	51%	53%
Q10f. In the past three years, have you integrated NEW technologies, such as video conferences or the Internet, into your classes to present information about other countries, cultures, or global issues?					
Yes	42%	45%	50%	45%	36%
No	58%	55%	50%	55%	64%
Q11a. The more time that is spent teaching students about other countries, cultures, or global issues, the less time is available for teaching the basics.					
Strongly agree	11%	12%	11%	11%	11%
Somewhat agree	25%	32%	25%	26%	19%
Somewhat disagree	27%	27%	29%	26%	28%
Strongly disagree	30%	25%	27%	28%	35%
Neither agree nor disagree	4%	3%	6%	4%	5%
Q11b. International education is a useful, but not a necessary component of undergraduate education.					
Strongly agree	8%	12%	12%	8%	5%
Somewhat agree	19%	20%	18%	20%	17%
Somewhat disagree	26%	26%	20%	29%	24%
Strongly disagree	44%	39%	48%	39%	49%
Neither agree nor disagree	2%	2%	0%	2%	4%

Total	Community Colleges	Liberal Arts Colleges	Comprehensive Universities	Research Universities
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Q11c. All undergraduate students should have a study abroad experience some time during college.

Strongly agree	29%	30%	29%	30%	26%
Somewhat agree	33%	31%	33%	31%	35%
Somewhat disagree	23%	23%	24%	22%	23%
Strongly disagree	9%	11%	10%	11%	7%
Neither agree nor disagree	6%	4%	3%	4%	9%

Q11d. All undergraduate students should be required to study a foreign language if they don't already know one.

Strongly agree	54%	52%	57%	55%	55%
Somewhat agree	27%	28%	25%	27%	26%
Somewhat disagree	11%	12%	10%	8%	12%
Strongly disagree	6%	6%	7%	6%	5%
Neither agree nor disagree	2%	2%	2%	3%	2%

Q11e. Colleges and universities should require all students to take courses covering international topics.

Strongly agree	60%	56%	67%	60%	60%
Somewhat agree	25%	31%	24%	25%	21%
Somewhat disagree	9%	7%	6%	10%	12%
Strongly disagree	3%	4%	2%	2%	3%
Neither agree nor disagree	2%	2%	1%	1%	2%

Q11f. It is the responsibility of ALL faculty to provide undergraduate students with an awareness of other countries, cultures, or global issues.

Strongly agree	40%	43%	39%	39%	39%
Somewhat agree	27%	27%	26%	30%	26%
Somewhat disagree	17%	19%	24%	15%	16%
Strongly disagree	13%	9%	10%	12%	17%
Neither agree nor disagree	2%	2%	1%	3%	3%

Q12a. At my institution, commitment to international education is primarily symbolic.

Strongly agree	7%	11%	8%	7%	5%
Somewhat agree	15%	23%	14%	10%	10%
Somewhat disagree	30%	28%	27%	32%	30%
Strongly disagree	42%	30%	44%	47%	49%
Neither agree nor disagree	3%	4%	2%	1%	2%

Appendix E CONTINUED

Faculty Survey

	Total	Community Colleges	Liberal Arts Colleges	Comprehensive Universities	Research Universities
Q12b. At my institution, study abroad impedes an undergraduate student's ability to graduate on time.					
Strongly agree	5%	6%	4%	6%	3%
Somewhat agree	9%	8%	8%	11%	9%
Somewhat disagree	23%	24%	22%	20%	24%
Strongly disagree	48%	40%	58%	52%	50%
Neither agree nor disagree	7%	10%	2%	6%	6%
Q12c. At my institution, faculty are actively encouraged to include international perspectives and content in their courses.					
Strongly agree	38%	33%	44%	41%	40%
Somewhat agree	33%	37%	31%	35%	29%
Somewhat disagree	13%	13%	14%	11%	14%
Strongly disagree	9%	13%	6%	6%	8%
Neither agree nor disagree	4%	4%	1%	4%	6%
Q12d. At my institution, international research or teaching is a consideration during tenure and promotion decisions.					
Strongly agree	10%	6%	10%	15%	12%
Somewhat agree	17%	9%	25%	19%	21%
Somewhat disagree	21%	18%	17%	20%	24%
Strongly disagree	34%	51%	31%	30%	23%
Neither agree nor disagree	8%	8%	6%	6%	11%
Q12e. At my institution, faculty can receive financial support from the institution to increase their international skills and knowledge.					
Strongly agree	27%	24%	36%	28%	26%
Somewhat agree	37%	30%	37%	39%	43%
Somewhat disagree	10%	10%	9%	11%	9%
Strongly disagree	17%	27%	11%	14%	10%
Neither agree nor disagree	4%	4%	3%	2%	6%
Q12f. At my institution, most undergraduate students graduate with an awareness about other countries, cultures, or global issues.					
Strongly agree	22%	18%	31%	30%	18%
Somewhat agree	42%	44%	47%	40%	41%
Somewhat disagree	16%	17%	11%	12%	19%
Strongly disagree	12%	15%	8%	9%	13%
Neither agree nor disagree	4%	3%	1%	5%	6%

Total	Community Colleges	Liberal Arts Colleges	Comprehensive Universities	Research Universities
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Q13a. I am less likely to advise an undergraduate student to study abroad since the events of September 11.

Strongly agree	3%	4%	3%	3%	1%
Somewhat agree	9%	12%	8%	5%	9%
Somewhat disagree	24%	28%	30%	22%	22%
Strongly disagree	59%	50%	54%	66%	64%
Neither agree nor disagree	4%	5%	4%	2%	3%

Q13b. I am less likely to support an increase in international student recruitment since the events of September 11.

Strongly agree	3%	5%	1%	4%	2%
Somewhat agree	8%	10%	6%	7%	7%
Somewhat disagree	19%	21%	19%	17%	19%
Strongly disagree	65%	59%	71%	68%	66%
Neither agree nor disagree	3%	3%	3%	2%	4%

Q13c. I am less likely to add international content and perspectives to my courses since the events of September 11.

Strongly agree	2%	2%	1%	2%	1%
Somewhat agree	2%	2%	2%	2%	2%
Somewhat disagree	11%	15%	11%	7%	10%
Strongly disagree	80%	75%	79%	84%	81%
Neither agree nor disagree	4%	4%	6%	4%	4%

Q13d. September 11 and its aftermath will have a lasting impact on the curriculum in my department.

Strongly agree	12%	17%	7%	9%	12%
Somewhat agree	17%	17%	26%	15%	18%
Somewhat disagree	21%	24%	24%	23%	16%
Strongly disagree	44%	38%	37%	46%	48%
Neither agree nor disagree	4%	3%	4%	4%	5%

Note: Totals may not add to 100 percent due to rounding and respondents who either did not answer or responded that they did not know.

Appendix F

Institutional Survey

	Total	Community Colleges	Liberal Arts Colleges	Comprehensive Universities	Research Universities
Q1. Does your institution's mission statement specifically refer to international education?					
No	64%	75%	60%	56%	42%
Yes	35%	25%	39%	44%	55%
No mission statement exists	1%	0%	1%	0%	3%
Q2. Is international education specifically stated as one of the top five priorities in your current strategic plan?					
No	69%	82%	63%	59%	45%
Yes	28%	16%	34%	37%	49%
No strategic plan exists	3%	3%	3%	4%	6%
Q3. Does your institution have a campus-wide committee or task force in place that works solely on advancing internationalization efforts on campus?					
No	51%	56%	54%	45%	34%
Yes	49%	44%	46%	55%	66%
Q4. Has your institution formally assessed the impact or progress of its international education efforts in the last five years?					
No	66%	77%	62%	58%	46%
Yes	34%	23%	38%	42%	54%
Q5. Does your institution highlight international education programs, activities, and opportunities in student recruitment literature?					
No	44%	66%	31%	25%	18%
Yes	56%	34%	69%	75%	82%
Q6. Does your institution have guidelines that specify international work or experience as a consideration in faculty promotion and tenure decisions?					
No	96%	97%	97%	93%	89%
Yes	4%	3%	3%	7%	11%

Note: Some totals may not add to 100 percent due to rounding. Percentages are weighted.

	Total	Community Colleges	Liberal Arts Colleges	Comprehensive Universities	Research Universities
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Q7. Does your institution have guidelines to ensure that undergraduate students can participate in approved study abroad programs without delaying graduation?

No	29%	42%	17%	19%	16%
Yes	56%	30%	74%	77%	84%
No study abroad program	15%	28%	9%	4%	0%

Q8. Does your institution have a foreign language admission requirement for incoming undergraduates?

No	80%	91%	76%	74%	49%
Yes, for some bachelor's/associate degree students	6%	5%	4%	5%	16%
Yes, for all bachelor's/associate degree students	15%	4%	20%	21%	35%

Q9. Does your institution have a foreign language graduation requirement for undergraduates?

No	47%	74%	29%	28%	18%
Yes, for some bachelor's/associate degree students	37%	25%	39%	49%	62%
Yes, for all bachelor's/associate degree students	16%	2%	32%	23%	20%

Q9a. What is the foreign language requirement for graduation?

Less than one year or equivalent of a foreign language	30%	25%	30%	34%	24%
More than one but less than two years or equivalent of a foreign language	57%	75%	54%	63%	56%
More than two years or equivalent of a foreign language	12%	0%	16%	3%	20%

Q9b. Can students satisfy their foreign language requirement for graduation by passing a proficiency test?

No	24%	25%	27%	24%	11%
Yes	76%	75%	73%	76%	89%

Q10. List the different foreign languages that were taught at the undergraduate level during the year. Do not count English as a Second Language (ESL) or American Sign Language (ASL). (Open-ended question)

Q11. How many undergraduates (i.e., headcount) were enrolled in a foreign language course at your institution during fall 2000? (Open-ended question)

Appendix F CONTINUED

Institutional Survey

	Total	Community Colleges	Liberal Arts Colleges	Comprehensive Universities	Research Universities
Q12. To satisfy their general education requirement, are undergraduates required to take courses that primarily feature perspectives, issues, or events from specific countries or areas outside the United States?					
No	59%	77%	47%	43%	47%
Yes	41%	23%	53%	57%	53%
Q12a. How many courses that primarily feature perspectives, issues, or events from specific countries or areas outside the United States are undergraduates required to complete?					
One course	61%	71%	54%	57%	68%
Two courses	21%	16%	25%	21%	20%
Three or more courses	19%	14%	22%	21%	13%
Q12b. Are students required to complete courses that primarily feature perspectives, issues, or events from countries or areas other than Canada, Australia, or Western Europe?					
No	38%	46%	43%	26%	38%
Yes	62%	54%	57%	74%	62%
Q13. Please select the response that most closely resembles the administrative structure of the international education activities and programs at your institution.					
No office administers or oversees international education programs	23%	39%	17%	8%	3%
A single office administers or oversees international education programs exclusively	20%	11%	20%	33%	31%
A single office administers or oversees international education programs, among other functions	26%	25%	36%	23%	17%
Multiple offices administer or oversee international education programs exclusively	4%	1%	5%	4%	20%
Multiple offices administer or oversee international education programs, among other functions	26%	25%	23%	32%	29%

	Total	Community Colleges	Liberal Arts Colleges	Comprehensive Universities	Research Universities
Q13a. Does this office have nonstudent support staff employed full time to administer international activities and programs exclusively?					
No	49%	64%	58%	35%	10%
Yes	51%	36%	42%	65%	90%

Q13b. What is the title of the individual who heads this administrative office?

Director	53%	35%	60%	66%	55%
Assistant or Associate Dean	7%	9%	8%	5%	6%
Dean	13%	23%	7%	8%	12%
Vice President	8%	13%	12%	2%	0%
Other (Please specify)	19%	21%	14%	19%	28%

Q13c. What is the title of the university official to whom the head of this administrative office reports?

Dean	24%	32%	23%	20%	13%
Assistant/Associate Vice President or Assistant/Associate Provost	8%	1%	7%	17%	10%
Vice President or Provost	50%	38%	54%	57%	59%
President or Chancellor	14%	25%	14%	1%	7%
Other (Please specify)	4%	4%	3%	4%	10%

Q13d. Do any of these offices have non-student support staff employed full time to administer international activities and programs exclusively?

No	55%	79%	60%	44%	6%
Yes	45%	21%	40%	56%	94%

Q13e. Does a single university official coordinate or oversee these offices?

No	61%	61%	56%	69%	54%
Yes	39%	39%	44%	31%	46%

Q13f. What is the title of the university official who coordinates or oversees these offices?

Dean	30%	40%	35%	15%	21%
Assistant/Associate Vice President or Assistant/Associate Provost	7%	4%	3%	6%	23%
Vice President or Provost	39%	30%	46%	53%	31%
President or Chancellor	5%	9%	0%	4%	2%
Other (Please specify)	19%	17%	16%	21%	23%

Appendix F CONTINUED

Institutional Survey

	Total	Community Colleges	Liberal Arts Colleges	Comprehensive Universities	Research Universities
Q14. Does your institution actively seek funds specifically earmarked for international education programs and activities?					
No	48%	62%	46%	36%	19%
Yes	52%	38%	54%	64%	81%
Q15. Did your institution receive external funding specifically earmarked for international programs or activities from any of the following sources in the last three years? (Select all that apply.)					
Federal government	20%	15%	10%	25%	58%
State government	10%	7%	3%	14%	32%
Private (i.e., foundations, corporations, alumni)	34%	18%	45%	43%	60%
Other (Please specify)	6%	5%	5%	9%	11%
The institution has not received any external funding specifically earmarked for international programs	43%	54%	39%	36%	17%
Q16. Did your institution specifically earmark funds for any of the following activities to aid recruitment of full-time, degree-seeking international students? (Select all that apply.)					
Travel for recruitment officers	30%	12%	41%	41%	52%
Scholarships for international students	35%	10%	59%	48%	52%
Other (Please specify)	11%	8%	9%	16%	15%
The institution does not specifically earmark funds to aid recruitment of international students	44%	65%	26%	32%	28%
Q16a. What was the average amount awarded to a scholarship recipient last year (2000–01)?					
Less than \$500	6%	19%	4%	4%	3%
\$500 to \$2,499	37%	57%	22%	46%	42%
\$2,500 to \$4,999	25%	19%	27%	27%	20%
More than \$5,000	33%	5%	46%	24%	35%

	Total	Community Colleges	Liberal Arts Colleges	Comprehensive Universities	Research Universities
Q17. Did your institution specifically earmark funds for full-time faculty to participate in any of the following international activities last year (2000–01)? (Select all that apply.)					
Leading undergraduate students on study abroad programs	46%	27%	56%	60%	75%
Teaching at institutions abroad	21%	13%	19%	27%	46%
Travel to meetings or conferences abroad	40%	20%	49%	55%	70%
Study or conduct research abroad	27%	9%	36%	33%	71%
Internationalization of courses	21%	15%	21%	21%	50%
Other (Please list)	6%	7%	2%	7%	11%
The institution does not specifically earmark funds for full-time faculty to participate in international activities	33%	47%	27%	21%	11%

Q17a. What was the average financial award given to an individual faculty member to study or carry out research abroad last year?

Less than \$1,000	19%	22%	17%	24%	16%
\$1,000 to \$2,500	51%	67%	54%	44%	48%
More than \$2,500	29%	11%	29%	33%	36%

Q17b. What was the average financial award given to an individual faculty member to internationalize courses last year (2000–01)?

Less than \$1,000	47%	50%	51%	51%	31%
\$1,000 to \$2,500	48%	47%	49%	46%	49%
More than \$2,500	6%	3%	0%	3%	20%

Q18. Did your institution specifically earmark funds for undergraduate students to participate in any of the following international opportunities last year (2000–01)?
(Select all that apply.)

Travel to meetings or conferences abroad	6%	2%	8%	8%	20%
Study or work abroad opportunities	35%	16%	45%	45%	70%
Other (Please specify)	5%	4%	6%	4%	6%
The institution does not specifically earmark funds for undergraduate students to participate in international activities	53%	70%	45%	43%	24%

Q18a. What was the average financial award given to undergraduate students to travel to meetings or conferences last year (2000–01)?

Less than \$1,000	55%	25%	47%	60%	72%
\$1,000 to \$2,500	40%	50%	47%	40%	28%
More than \$2,500	5%	25%	7%	0%	0%

Appendix F CONTINUED

Institutional Survey

	Total	Community Colleges	Liberal Arts Colleges	Comprehensive Universities	Research Universities
Q18b. What was the average financial award given to undergraduate students to participate in study or work abroad opportunities last year (2000–01)?					
Less than \$1,000	42%	47%	35%	47%	41%
\$1,000 to \$2,500	40%	50%	33%	39%	44%
More than \$2,500	18%	3%	32%	14%	15%
Q18c. Can the institutional funding awarded to undergraduate students for study abroad be applied to study abroad opportunities administered by other institutions?					
No	42%	53%	41%	41%	34%
Yes	58%	47%	59%	59%	66%
Q19. Did your institution specifically earmark funds for ongoing international activities on campus (e.g., speaker series, language houses, international centers, etc.) last year (2000–01)?					
No	46%	60%	42%	34%	13%
Yes	54%	40%	58%	66%	87%
Q20. Is information about international education activities and opportunities on campus regularly sent out to faculty and students on your institution's internal e-mail system?					
No	38%	47%	39%	25%	24%
Yes	62%	53%	61%	74%	75%
No internal e-mail system	0%	0%	0%	1%	1%
Q21. Is there a newsletter or news bulletin regularly distributed by your institution that focuses on international opportunities?					
No	75%	86%	76%	66%	43%
Yes	25%	14%	24%	34%	57%
Q22. Does your institution have a system of communicating the experiences of current study abroad students to other students on campus (e.g., posting updates on web sites)?					
No	53%	71%	44%	40%	28%
Yes	47%	29%	56%	60%	72%

	Total	Community Colleges	Liberal Arts Colleges	Comprehensive Universities	Research Universities
Q23. Is there a direct link (i.e., one click) from your institution's homepage on the World Wide Web (WWW) to its international programs and events web page?					
No	67%	81%	62%	55%	49%
Yes	32%	17%	37%	44%	51%
No homepage on the WWW	1%	1%	1%	1%	1%

Q24. Did your institution offer any of the following opportunities to faculty members in the last three years (1998-2001)? (Select all that apply.)

Workshops on internationalizing their curriculum	29%	36%	17%	27%	30%
Workshops on how to use technology to enhance the international dimension of their courses	17%	15%	13%	19%	37%
Opportunities for faculty to increase their foreign language skills	16%	16%	13%	18%	22%
Recognition awards specifically for international activity	12%	10%	10%	14%	26%

Q25. Did your institution administer for credit any of the following undergraduate programs last year (2000-01)? (Select all that apply.)

Study abroad	65%	38%	80%	88%	95%
International internships	22%	6%	27%	32%	63%
International service opportunities	13%	4%	18%	19%	29%
Field study	22%	9%	28%	25%	60%

Q25a. How many different study or work abroad programs did your institution administer for credit last year (2000-01)?

Less than five	56%	82%	60%	48%	17%
Five to nine	20%	14%	20%	28%	11%
10 to 20	12%	2%	13%	14%	20%
More than 20	13%	1%	6%	10%	53%

Q26. How many undergraduate students at your institution studied abroad last year (2000-01)? (Open-ended question)

Appendix F CONTINUED

Institutional Survey

	Total	Community Colleges	Liberal Arts Colleges	Comprehensive Universities	Research Universities
Q27. What percentage of full-time undergraduate students are international students? Do not count English as a Second Language (ESL)-only students.					
None	5%	9%	2%	1%	0%
Less than 5 percent	76%	80%	76%	76%	56%
5 percent to 9 percent	13%	5%	14%	18%	31%
10 percent to 25 percent	6%	4%	8%	5%	11%
More than 25 percent	1%	1%	1%	1%	1%

Q28. Did your institution offer any of the following extracurricular activities to undergraduate students last year (2000–01)? (Select all that apply.)

Buddy program that pairs U.S. and international students to help integrate students socially	20%	15%	18%	23%	39%
Language partner program that pairs U.S. and international students	16%	11%	13%	20%	40%
Residence hall where a particular foreign language is designated to be spoken	6%	0%	10%	6%	24%
Meeting place for students to discuss international issues and events	38%	25%	43%	50%	59%
Regular and ongoing international festivals or events on campus	61%	47%	59%	78%	90%
International residence hall open to all or a roommate program to integrate U.S. and international students	13%	5%	15%	16%	34%

	Community Colleges	Liberal Arts Colleges	Comprehensive Universities	Research Universities
Q29a. At your institution, what percentage of undergraduate courses offered by the following departments had an international focus: business? (mean)				
	8%	11%	14%	15%
Q29b. ...history? (mean)				
	23%	36%	36%	49%
Q29c. ...political science? (mean)				
	12%	26%	22%	34%

Appendix G

Methodology Report

In 2000, the American Council on Education (ACE) launched the first phase of a major initiative, funded by the Ford Foundation, to examine the state of internationalization on U.S. college and university campuses. The first phase resulted in two reports, *Preliminary Status Report 2000: Internationalization of U.S. Higher Education and Public Experience, Attitudes, and Knowledge: A Report on Two National Surveys about International Education*. In 2001, ACE began the second phase of this project to explore the extent of institutional commitment to internationalization, the strategies institutions use to promote internationalization, and the international experience and attitudes about internationalization among faculty and students. To reach these goals, ACE conducted three national surveys, one each for institutions, undergraduates, and faculty.

Prior to fielding the surveys, ACE commissioned the Center for Survey Research and Analysis (CSRA) of the University of Connecticut to conduct a series of 10 focus groups at four different higher education institutions, each from a different Carnegie classification. Separate focus groups of students and faculty were conducted at each institution. At one institution, two additional focus groups were held to ensure inclusion of students and faculty who were not actively involved in international education—an “agnostic” group. At each focus group, information was collected about participants’ international experiences and their perceptions of the value and state of international education at their institution. Moderators used a written

guide to ensure consistency in topics covered, but discussions were free ranging, allowing participants to introduce new topics concerning internationalization. The focus groups informed our initial survey drafts.

In July 2001, ACE convened an advisory board meeting composed of leaders, experts, and scholars in international education to review the initial drafts of the surveys (the list of advisory board members follows). New survey drafts were constructed as a result of this meeting.

ACE piloted the revised institutional survey with 60 randomly chosen institutions. We also sent the surveys to eight additional institutions—two of each institutional type—and conducted telephone interviews with the person most likely to complete the institutional survey, usually the person directing the institution’s international education efforts. During the interviews, administrators were asked to identify questions that were confusing, difficult to answer, or ones in which the results would not be useful. Their comments were used to revise the institutional survey.

Once the surveys were finalized, ACE contracted with CSRA to field the three surveys. The sample for the institutional survey was drawn from the population of all regionally accredited postsecondary education institutions in the United States that grant associate or baccalaureate degrees. Data collection for all three surveys were conducted during the 2001–2002 academic year. The following report details the sampling techniques, response rates, and weighting schemes for all three surveys.

Methodology Report

Institutional Survey

The institutional survey was mailed to a sample of college and university presidents in September 2001, with all data collection completed by December 2001. The data collection process took longer than expected due to the events of September 11 and subsequent mail slowdowns in Washington, DC. Many surveys arrived well after our initial cut-off date. These problems no doubt also affected our overall response rate.

A stratified random sample of 1,501 colleges and universities was drawn from a population of 2,461 regionally accredited, associate or undergraduate degree-granting institutions. Of the 1,501 surveys mailed, 805 were returned to CSRA. Of the 805 surveys returned, 53 surveys were removed from the final dataset because they were duplicates, not included in the original sample (received through alternate means), or unusable for other reasons. The final institutional dataset included 752 institutions, making for a response rate for the institutional survey of 50 percent. **Table 1** shows a summary of types of institutions sampled and types of institutions that completed the survey.

We drew a disproportionate random sample based on four institutional types. Using the Carnegie classification scheme as a guide, the sample frame consists of community colleges, liberal arts colleges, comprehensive universities, and research universities.³ Specialized and nationally accredited institutions were excluded. The sample was stratified to ensure an adequate number of responses from each institutional type. In order to infer the institutional data to the population of all regionally accredited institutions offering baccalaureate or associate degrees in the United States, the data were weighted to match population figures (by institutional type). **Table 2** is a summary of the weights used for the institutional data.

The concept of sampling error refers to point estimates made from sample surveys. These errors are typically reported as two-tailed confidence intervals, more commonly known as margin of error. There are multiple ways to calculate margin of error and we have chosen one of the most commonly used conservative methods. **Table 3** illustrates the statistical method we used and our overall margin of error of +/-3.57 percent.

Table 1: Summary of Population and Sample Used for Institutional Survey

Institutional Type	Population of Institutions		ACE Sample		Completed Surveys	
	N Size	Percentage (%)	N Size	Percentage (%)	N Size	Percentage (%)
Community Colleges	1,070	43	552	52	233	42
Liberal Arts Colleges	627	25	362	58	187	52
Comprehensive Universities	530	22	364	69	188	52
Research Universities	234	10	223	99	144	65
Total	2,461	100	1,501	61	752	50

³ For this study, the term "research universities" includes the two Carnegie classifications of "intensive" and "extensive" doctoral/research universities.

"Comprehensive universities" include the two Carnegie classifications of "master's colleges and universities I" and "master's colleges and universities II."

"Liberal arts" combines the three Carnegie classifications of baccalaureate colleges—liberal arts, baccalaureate colleges—general, and baccalaureate/associate colleges. "Community colleges" is used in this study to mean the same as the "associate college" Carnegie classification.

Table 2: Summary of Weights Used for Institutional Data

Institutional Type	Population of Institutions		Completed Surveys		Weight
	N Size	Proportion	N Size	Proportion	
Community Colleges	1,070	.435	233	.310	1.40
Liberal Arts Colleges	627	.255	187	.249	1.02
Comprehensive Universities	530	.215	188	.250	.86
Research Universities	234	.095	144	.191	.5
Total	2,461	1	752	1	

Prepared by the Center for Survey Research and Analysis.

Table 3: Margin of Error for Institutional Data (95 Percent Confidence Interval)

Institutional Type	Population of Institutions	Completed Surveys	Confidence Intervals (p=.05) (%)
	N Size	N Size	$p_{y_0} \pm z_{1-(\alpha/2)} \sqrt{\frac{p_y(1-p_y)}{n-1}}$
Community Colleges	1,070	233	6.42
Liberal Arts Colleges	627	187	7.17
Comprehensive Universities	530	188	7.15
Research Universities	234	144	8.17
Total	2,461	752	3.57

Prepared by the Center for Survey Research and Analysis.

Faculty Survey

The faculty survey was a phone survey of permanent or continuing contract faculty members. Faculty members were included if they were U.S. citizens or permanent residents and had taught an undergraduate course in the last three years. Visiting faculty or non-permanent faculty were not selected. The survey was administered from February 18, 2002, to March 25, 2002.

In addition, faculty included in this survey were all employed at the institutions that completed the institutional survey and had an available faculty directory. Once a directory was located, five faculty members were selected based on randomly generated letters. The frame was designed to allow comparison between faculty data and institutional data. While the data cannot support comparisons within a given institution, comparisons based on institutional type are possible.

The faculty sample includes 1,027 faculty members. Part-time faculty are under-represented in our sample and female

faculty are over-represented (see the following appendix) and this is a limitation of the study. A partial explanation of the low number of part-time faculty may be the fact that this was a telephone sample using college directories. Part-time faculty may not be listed as often, making them less accessible by phone compared to full-time faculty. There is no definitive reason for females being over-represented except for some anecdotal evidence that suggests females are generally more willing to participate in a survey.

The faculty sample was generated from 702 of the 752 institutions that completed the institutional survey. The result was a sample of 3,510 faculty members. From the sample, CSRA completed 1,027 interviews with faculty representing 559 schools. The sampling methodology for this survey consists of a two-stage cluster sample, in which the primary sampling unit is the institution and the final sampling unit is the faculty member.

Methodology Report

The response rate for the faculty survey was computed at the respondent level and at the institutional level. The response rate at the respondent level was 42 percent. Of the 3,510 faculty members in the sample, CSRA needed to call 2,911 of them to achieve 1,027 completed interviews. Of the 2,911 faculty members who were called, 2,436 (84 percent) were eligible respondents with valid contact information. This response rate was computed by dividing the total number of completed surveys (1,027) by the total number of eligible respondents with valid numbers (2,436). The response rate at the institutional level was 80 percent. Of the 702 colleges and universities represented in the sample, data were collected from 559 different schools. This response rate was computed by dividing the total number of schools represented (559) by the total number of schools in the sample (702).

In order to infer the faculty data to faculty of all accredited, degree-granting institutions of higher education in the United States, the data were weighted to population figures by institutional type. **Table 4** is a summary of the weights for the faculty data.

Table 5 reports the maximum confidence interval for the faculty survey. This formula is appropriate for inference to an infinite population. Table 5 also describes the statistical method used and shows that the faculty survey has an overall margin of error of +/-6.65 percent.

Student Survey

The student survey was mailed to undergraduate students at institutions completing the institutional survey and having available faculty directories. Students were included in the survey if they were currently seeking an associate or baccalaureate degree and were U.S. citizens or held permanent resident status. The student survey was mailed to faculty members at colleges and universities on April 1, 2002, and all data collection was completed by June 15, 2002. The original research design called for a phone survey of students. This method would have been more efficient and reduced the errors that are inherent in a written mail survey. After the events of September 11, however, institutions were less willing to share their student contact information and so we altered our design to

Table 4: Summary of Weights Used for Faculty Data

Institutional Type	Faculty Population			Completed Surveys		Weight
	N Size	No. of Faculty ⁴	Proportion	N Size	Proportion	
Community Colleges	1,070	293,315	.320	359	.350	.92
Liberal Arts Colleges	627	80,785	.088	236	.230	.38
Comprehensive Universities	530	199,951	.218	215	.209	1.04
Research Universities	234	342,359	.374	217	.211	1.77
Total	2,461	916,410	1	1,027	1	

⁴ These data are drawn from the Integrated Postsecondary Education Data System (IPEDS) database compiled by the National Center for Education Statistics. See <http://nces.ed.gov/ipeds/>.

Table 5: Margin of Error for Faculty Data (95 Percent Confidence Interval)

Institutional Type	Faculty Sample and Population		Confidence Intervals (p=.05) (%)
	Population (N)	Completed Surveys (n)	$p_{y_0} \pm z_{1-(\alpha/2)} \sqrt{\frac{p_y(1-p_y)}{n-1}}$
Community Colleges	293,315	359	4.38
Liberal Arts Colleges	80,785	236	5.17
Comprehensive Universities	199,951	215	6.38
Research Universities	342,359	217	6.68
Total	916,410	1,027	6.65

Prepared by the Center for Survey Research and Analysis.

conduct a mail survey. The new design required us to rely on faculty members at institutions to follow the data collection protocol. While we have no doubt that this was done in most cases, it is difficult to identify what errors were made, if any.

The sample frame for this population consists of all institutions included in the faculty survey. The frame was designed to allow comparison among institutional data, faculty data, and student data. The sampling methodology for this survey is composed of a three-stage cluster sample, in which the primary sampling unit is the university, the faculty member is the second stage sampling unit, and the student constitutes the final stage of the sample design. Each of the 3,510 sampled faculty members were sent three surveys and asked to distribute them randomly to three undergraduate students. Faculty members were given random letters and asked to select students with last names beginning with those random letters. Participating faculty and students were offered an incentive to participate in the survey. The incentive was a chance to win an Amazon.com gift certificate. Approximately 464 faculty members returned 1,290 completed student surveys. A total of 341 different colleges and universities were represented in the student data.

The response rate for the student survey was computed at the student (respondent) level, at the faculty level, and at the institutional level. The response rate at the respondent level was 15 percent. This response rate was computed by dividing the total number of completed surveys (1,290) by the total number of surveys mailed to eligible faculty members with valid contact information (2,934 x 3 = 8,802). The response rate at the faculty level was 16 percent. This response rate was computed by dividing the total number of faculty who returned completed surveys (464) by the total number of eligible faculty members with valid contact information (2,934). The response rate at the institutional level was 49 percent. Of the 702 colleges and universities represented in the sample, data were collected from 341 different schools. This response rate was computed by dividing the total number of schools represented (341) by the total number of schools in the sample (702).

There is some indication that female students were given the survey more frequently than males as the student sample contains a disproportionately high percentage of women. It is possible that women were more likely to complete and return the survey. The student sample contained 69 percent women—higher than the share of women undergraduates (56 percent).⁵ Because we

⁵ U. S. Department of Education, NCES. (2001). *Digest of Education Statistics 2000* (NCES 2001–034), and *Projections of Education Statistics to 2011* (NCES 2001–083).

Appendix G CONTINUED

Methodology Report

know that women have consistently participated in study abroad in higher numbers than men (65 percent of study abroad participants in 2000–01 were women), the large share of women in the sample could have inflated the data on study abroad participation, and perhaps in other areas as well.⁶ To compensate for this sampling problem, the data were weighted post-hoc by gender. To infer the student data to students at all accredited institutions of postsecondary education in

the United States, the data were weighted to population figures by institutional type.

Table 6 is a summary of the weights for the student data.

Table 7 reports the maximum confidence interval for the student survey. This formula is appropriate for inference to an infinite population. Table 7 shows the statistical method we used and shows that the student survey has an overall margin or error of +/-2.73 percent.

Table 6: Summary of Weights Used for Student Data

Institutional Type	Populations			Sample Proportion		Weight
	Gender	Population Proportion (NPSAS)	Sample Proportion	Gender Weight	Institutional Weight	Final Weight by Gender and Institution
Community Colleges	M	.43/	.306	1.41	1.47	2.07
Community Colleges	F	.57/	.694	.821	1.47	1.21
Liberal Arts Colleges	M	.41/	.367	1.12	.30	.336
Liberal Arts Colleges	F	.59/	.633	.932	.30	.279
Comprehensive Universities	M	.43/	.281	1.53	.76	1.16
Comprehensive Universities	F	.57/	.719	.793	.76	.603
Research Universities	M	.47/	.324	1.45	2.15	3.12
Research Universities	F	.53/	.676	.784	2.15	1.45

Prepared by the Center for Survey Research and Analysis.

Table 7: Margin or Error for Student Data (95 Percent Confidence Interval)

Institutional Type	Student Sample and Population		Confidence Intervals (p=.05) (%)
	Population (N)	Completed Surveys (n)	$p_{y_0} \pm z_{1-(\alpha/2)} \sqrt{\frac{p_y(1-p_y)}{n-1}}$
Community Colleges	5,595,995	400	4.90
Liberal Arts Colleges	1,069,017	381	5.02
Comprehensive Universities	2,623,947	364	5.14
Research Universities	2,964,529	145	8.14
Total	12,253,488	1,290	2.73

Prepared by the Center for Survey Research and Analysis.

⁶ Koh Chin, H. K. (2002). *Open Doors 2002: Report on International Educational Exchange*. New York, NY: Institute for International Exchange, p. 62.

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