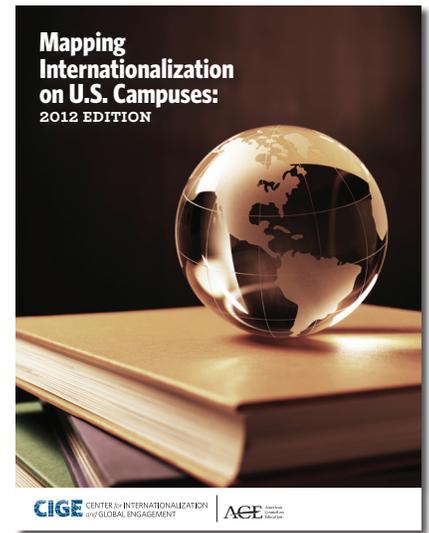


Mapping Internationalization on U.S. Campuses: 2012 EDITION

The American Council on Education's (ACE) Mapping Internationalization on U.S. Campuses Project assesses the current state of internationalization at American higher education institutions, examines progress and trends over time, and identifies future priorities. Survey data from U.S. institutions were collected in 2001, 2006, and most recently in 2011, when ACE surveyed 3,357 accredited, degree-granting institutions and received an overall response rate of 31 percent. This series of surveys is the only comprehensive source of data on internationalization in U.S. higher education institutions in all sectors, including two- and four-year and public and private degree-granting institutions. Download the full report at www.acenet.edu/go/mapping.



This optimism about the progress of internationalization is not always grounded in reality. The 2011 data show solid gains in some areas, but stagnation or even declines in others, and that progress varies widely by institutional sector.

Survey Highlights

Institutions perceive that internationalization has accelerated in recent years and has received senior-level support.

- In 2011, 93 percent of doctoral institutions, 84 percent of master's institutions, 78 percent of baccalaureate institutions, and approximately 50 percent of associate institutions and special focus institutions perceived that internationalization has accelerated on their campuses in the past three years.
- Among all potential catalysts for spurring internationalization, the president/CEO is the most common catalyst at institutions reporting an accelerated focus on internationalization (29 percent) in recent years.
- At a majority of institutions reporting an accelerated focus on internationalization since 2008, funding for these efforts has either increased (47 percent) or held steady (27 percent).
- Internationalizing the curriculum at the home campus; strategic partnerships with overseas institutions, governments, and corporations; and expanding international student recruitment and staff have received the most attention and resources in recent years.

COMPREHENSIVE INTERNATIONALIZATION

ACE's Center for Internationalization and Global Engagement defines comprehensive internationalization as a strategic, coordinated process that seeks to align and integrate international policies, programs, and initiatives, and positions colleges and universities as more globally oriented and internationally connected. This process requires a clear commitment from top-level institutional leaders; meaningfully impacts the curriculum and a broad range of people, policies, and programs; and results in deep and ongoing incorporation of international perspectives and activities into the institution.

TARGET AREAS:

- Articulated institutional commitment
- Administrative structure and staffing
- Curriculum, co-curriculum, and learning outcomes
- Faculty policies and practices
- Student mobility
- Collaboration and partnerships

Assessment of institutional internationalization efforts and the development of student learning outcomes have risen substantially.

- Formal assessments of the impact or progress of internationalization efforts occurred at 37 percent of institutions in 2011, up from 30 percent in 2006.
- Across all sectors of U.S. higher education, 55 percent of institutions reported developing specific international or global student learning outcomes—an increase of 10 percentage points since 2006.

Hiring faculty with international experience is more common, yet faculty tenure and promotion policies are often overlooked.

- Data from 2011 show a notable increase in the percentage of institutions that consider international background, experience, and interests in hiring faculty in fields that are not explicitly international or global. Overall, 68 percent of institutions indicated they give such preference, up sharply from 32 percent in 2006.
- The overall percentage of institutions that have guidelines specifying international work or experience as a consideration in faculty promotion and tenure decisions has remained the same (8 percent) since 2006. Such guidelines are in place at just 25 percent of doctoral institutions, 12 percent and 11 percent respectively of master's and baccalaureate institutions, and only 1 percent of associate institutions.

Student mobility continues as a focus, while certain curricular efforts slow.

- Overall, 54 percent of institutions administer their own undergraduate study abroad programs. Nearly all (98 percent) doctoral institutions operate such programs, along with three-quarters or more of master's and baccalaureate institutions (85 percent and 75 percent, respectively), 44 percent of associate institutions, and 13 percent of special focus institutions.
- More institutions are providing institutional scholarships for students to use toward education abroad and are funding faculty to take students abroad.
- A majority (more than 60 percent) of doctoral, master's, and baccalaureate institutions provided scholarships or other financial aid for international undergraduate students in 2011. There were notable increases in each of these sectors between 2001 and 2006, and again between 2006 and 2011. At 16 percent and 21 percent, respectively, associate and special focus institutions were substantially less likely than other institutions to offer such funding in 2011.
- Data from 2011 showed an increase across all sectors in the percentage of institutions requiring undergraduates to take courses that feature global trends and issues. However, the percentage of institutions that require undergraduates to take courses that primarily feature perspectives, issues, or events from countries or areas outside the U.S. decreased across all sectors.
- The percentage of institutions with an undergraduate foreign language requirement for graduation has declined steadily over time across all sectors, from 53 percent in 2001 to only 37 percent in 2011.

International collaboration and partnerships take many forms but involve a minority of U.S. campuses.

- In 2011, 27 percent of responding institutions indicated having some type of collaborative program with overseas partners in which their home campus students could enroll. Collaborative programs include joint-degree or certificate programs and dual-degree or certificate programs.
- During the 2010–11 academic year, 153 institutions operated degree and/or certificate programs delivered outside the U.S. for non-U.S. students, up from 101 in 2006. An additional 49 institutions were working to develop these types of programs at the time of the survey.
- Forty-three responding institutions in 2011 operated branch campuses in 2010–11. Most of these (79 percent) were in the doctoral and master's sectors.