



American Council on Education
The Unifying Voice for Higher Education
Center for International Initiatives

I MAPPING Internationalization on U.S. Campuses: 2008 Edition





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By Madeleine F. Green, Dao Luu, and Beth Burris

Illustration by Ablestock/Images.com



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- *Appendix D: Survey Responses by Doctorate-Granting Universities, by Size and Control: 2006*
- *Appendix E: Survey Responses by Master's Colleges and Universities, by Size and Control: 2006*
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Executive Summary

This report by the American Council on Education (ACE) summarizes the findings of a 2006 survey of U.S. colleges and universities on their policies and practices in furthering internationalization. It is the second in a series, following a 2001 study. These studies are the only comprehensive source of data on internationalization in U.S. higher education institutions of all sectors.

In September 2006, ACE surveyed 2,746 institutions and received an overall response rate of 39 percent. Some questions included in the 2001 survey were removed in the 2006 survey; others were added, enabling comparisons in most, but not all, areas. The section on degree programs offered abroad for non-U.S. students, for example, was not included in the 2001 survey. This report focuses on the 2006 data, comparing it with information gathered in 2001 when possible.

The 2006 survey sought information on the indicators of internationalization listed below. Some of the questions, especially those focusing on curricular requirements, refer only to undergraduates; and if not specified, they refer to institutional policies and practices throughout the institution. The chapters on the four institutional sectors (doctorate-granting universities, master's colleges and universities, baccalaureate

colleges, and associate's colleges) report on the findings for the indicators and compare 2006 data with the 2001 data. Institutions are divided in those sectors based on the 2005 Basic Carnegie Classification. When variations by institutional control and size are notable, they are also reported. The indicators of internationalization are:

- ▶ **Institutional support** (including stated institutional commitment, organizational structure and staffing, and external funding).
- ▶ **Academic requirements, programs, and extracurricular activities** (including foreign-language requirements and offerings, international/global course requirements, education abroad, use of technology for internationalization, joint degrees, and campus activities).
- ▶ **Faculty policies and opportunities** (including funding for faculty opportunities and criteria for promotion, tenure, and hiring).
- ▶ **International students** (including enrollments, recruiting targets and strategies, financial support for international students, and programs and support services).

In Chapter 1, aggregated data are presented for all institutions as well as by institutional type. Although one must be cautious in comparing internationalization among different types of institutions, it is instructive to note areas of convergence and difference. Chapters 2–5, organized by institutional type, analyze the data more deeply and present a summary of changes between 2001 and 2006. Chapter 6 looks at campuses and degree programs abroad delivered to non-U.S. students. The conclusion (Chapter 7) comments on the major findings and offers recommendations to institutions.

Major Findings: Internationalization in 2006

The overall picture of campus internationalization in 2006 is mixed. The findings also vary considerably by institutional type, as outlined below.

- ▶ **A minority of institutions mention internationalization in their mission statements, include it in their strategic plans, or have formally assessed their internationalization efforts.** Less than 40 percent mentioned internationalization in their mission statements, 30 percent had formally assessed the impact of progress of their internationalization efforts, and 44 percent had an internationalization task force or campus-wide committee.
- ▶ **The majority of institutions provide some administrative support for international programs and activities, but most do not have a full-time person to oversee or coordinate internationalization.** Nearly three-quarters (73 percent) of institutions had one or more offices that oversee internationalization, but less than half (44 percent) had a full-time administrator to coordinate or oversee internationalization.

- ▶ **Curricular requirements do not play a central role in internationalization.** Fewer than half (37 percent) of all institutions require a course with an international or global focus as part of the general education curriculum. Slightly less than half (45 percent) have an undergraduate foreign-language graduation requirement for all or some students; few have such a requirement for all students.
- ▶ **The vast majority of institutions offer education abroad opportunities, and although student participation is increasing, it remains low.** Ninety-one percent of institutions offer study abroad opportunities, and about one-third (31 percent) offer internships abroad. According to Institute of International Education data, participation in study abroad continues to climb, with a record 223,534 students participating in 2005–06. However, the ACE survey found that 27 percent of institutions reported that no students who graduated in 2005 had participated in study abroad, and 46 percent indicated that less than 5 percent of their 2005 graduating class had done so. Students at baccalaureate institutions were most likely to study abroad.
- ▶ **Colleges and universities are investing in faculty to enhance their knowledge and skills in internationalization.** The most likely investments were supporting faculty to lead study abroad programs (58 percent), providing funding for faculty to travel to meetings or conferences abroad (56 percent), supporting faculty to study or conduct research abroad (39 percent), or hosting international faculty (39 percent).

- ▶ **Few institutions include international work or experience as a consideration in promotion and tenure decisions or as a criterion in hiring.**

Ninety-two percent of institutions reported that they had no guidelines that made international work or experience for some or all faculty a consideration in promotion and tenure decisions. Nine percent said they frequently gave preference to candidates with international backgrounds, experiences, or interests when hiring faculty in fields that are not explicitly international/global in nature.

- ▶ **Institutions are investing in recruiting international students and in supporting them.** Nearly two-thirds of all institutions provided specific institutional funding for international student recruitment or admissions. One-third devoted specific institutional funding to support the travel of admissions officers to recruit undergraduate international students. Nearly four in 10 (37 percent) institutions provided scholarships for undergraduate international students. The majority of institutions offered international students an orientation to the institution and/or the U.S. classroom (72 percent), and individualized academic support services (70 percent).

Major Findings: Changes Since 2001

Overall, internationalization is still not a major element of most U.S. colleges and universities. As ACE's 2006 study found, the gains have been uneven; few areas registered sharp increases and some have experienced declines. Highlights of the changes include:

Areas of Progress Since 2001

- ▶ **The proportion of institutions offering education abroad opportunities for credit has risen sharply.** In 2006, 91 percent offered study abroad programs, compared with 65 percent in 2001. Also, more institutions are offering international internships and international service learning opportunities. The sharpest increase was in associate's colleges, rising from 38 percent offering study abroad programs in 2001 to 85 percent in 2006.
- ▶ **More institutions are investing in international opportunities for faculty.** Institutions were more likely to support faculty to lead study abroad groups in 2006 than they were in 2001 (58 percent of institutions in 2006, compared with 46 percent in 2001) and to support faculty travel to meetings and conferences (56 percent in 2006, compared with 40 percent in 2001). They were also more likely to offer workshops and opportunities for faculty to learn a foreign language.
- ▶ **Institutional efforts to provide extracurricular international learning with opportunities such as buddy programs for U.S. and international students, language partner programs, and language residence halls have increased.**

Areas of No Change or Decline Since 2001

- ▶ **Stated institutional commitment to internationalization, as expressed in mission statements, priorities in strategic plans, task forces to oversee internationalization, and assessment efforts, is modest** and has not increased noticeably since 2001.
- ▶ **Institutions were less likely to receive external funding for internationalization.** In 2001, 57 percent received external funding, compared with 46 percent in 2006. (Coupled with the greater investments in providing faculty members opportunities to pursue internationalization, however, this finding suggests that institutions are allocating more of their own funding to internationalization.) Associate's colleges were the only institutions that registered a significant decrease in the number of institutions that received external funding.
- ▶ **Institutions were less likely to have undergraduate foreign-language requirements for graduation for all or some students.** The percentage of institutions with such requirements dropped from 53 percent to 45 percent between 2001 and 2006. Less than one in five institutions (16 percent) had a foreign-language requirement for all undergraduate students; institutions with a requirement for all were most likely to be baccalaureate colleges.
- ▶ **A slightly lower proportion of institutions required a course with an international or global focus as part of the general education curriculum:** 37 percent in 2006, compared with 41 percent in 2001. Of those institutions with such a requirement, the proportion with a "non-Western" course requirement dropped from 62 percent to 50 percent.

Other Findings

Degree Programs Abroad

A small subset of institutions offered degree programs abroad to non-U.S. students through partnerships or through a branch campus.

- ▶ Sixteen percent of all institutions offered joint degree programs, with doctorate-granting institutions being the most likely to do so.
- ▶ Institutions were less likely to offer programs abroad through a branch campus; only 8 percent offered such programs and another 7 percent were developing them. Of the institutions offering programs abroad, less than half offered at least one degree program at a branch campus located outside the United States.
- ▶ The majority of degree programs offered outside the United States to non-U.S. students were concentrated in Asia, with 40 percent in China and 16 percent in India. Business/Management was the most common degree program offered abroad to non-U.S. students; 64 percent of institutions with programs abroad offered it.
- ▶ Institutions were most likely to offer their programs with partners in higher education institutions in the country or region.
- ▶ Few institutions offering degree programs abroad received financial support from the host country government.

Findings by Institutional Type

Internationalization at Doctorate-Granting Universities

ACE's 2006 survey data show that doctorate-granting universities have many strengths in internationalization.

- ▶ They have declared their commitment to internationalization in mission statements, strategic plans, and by convening special groups to focus on it. They also have administrative offices and full-time personnel to coordinate or lead internationalization.
- ▶ The majority of doctorate-granting universities had foreign-language graduation requirements for all or some students (though less than one-fifth for all students) and an internationally focused course requirement. About half of doctorate-granting universities had foreign-language admissions requirement for all or some students; 12 percent had such a requirement for some students and 35 percent had it for all students.
- ▶ Education abroad opportunities at doctorate-granting universities are abundant and the majority of institutions provide students with direct financial support; however, only a modest number of students participated in education abroad.
- ▶ Doctorate-granting universities made important investments to help faculty enhance their international skills and knowledge, but the range of activities and opportunities is relatively narrow.
- ▶ We found that international work does not figure prominently as a criterion for hiring or promotion in doctorate-granting institutions. Seventy-nine percent of the institutions surveyed did not consider international experience when making tenure or promotion

decisions. The majority (56 percent) gave no preference to candidates with international backgrounds, experience, or interest when hiring faculty in fields that are not explicitly international/global.

- ▶ Among all institutions, doctorate-granting universities were most likely to enroll undergraduate international students; however, international students remain a small proportion of the undergraduate student population. Doctorate-granting universities committed significant resources to recruitment and support for international students.

Internationalization at Master's Colleges and Universities

A substantial proportion of master's colleges and universities had policies and practices that supported internationalization. Master's institutions have made important gains in internationalization since 2001.

- ▶ ACE's 2006 survey found that slightly more than half of master's colleges and universities included internationalization in their mission statements, had a task force working solely on internationalization, had a link to international programs from their web site's home page, and had articulated global student learning outcomes.
- ▶ A majority of institutions required some form of internationally focused learning, through language study or internationally focused course requirements: 65 percent had a foreign-language graduation requirement for all or some students, with 23 percent applying this requirement to all students. Slightly more than half required coursework focusing on international issues.

- ▶ Ninety-five percent offered study abroad programs, three-quarters permitted students to use their institutional financial aid to participate in study abroad opportunities administered by other institutions, and slightly more than half provided students with institutional funding for education abroad. However, the vast majority of their undergraduate students still do not participate in education abroad programs.
- ▶ Master's institutions provided good faculty support for professional opportunities to enhance their international knowledge and skills, but the range of activities and opportunities is relatively narrow.
- ▶ Nearly 90 percent of master's colleges and universities did not factor international experience into faculty promotion and tenure decisions and nearly six in 10 did not give preference to candidates with international background, experience, or interest when hiring faculty in fields that are not explicitly international/global.
- ▶ Administrative support varied; most institutions had at least half-time staff support. Less than half (47 percent) of baccalaureate colleges have a full-time internationalization administrator.
- ▶ Baccalaureate colleges have selectively increased, in some cases dramatically, their investment in the international capacities of faculty. However, the range of activities and opportunities is relatively narrow.
- ▶ Few baccalaureate colleges had foreign-language requirements for student admissions. However, they were the most likely of all institutional types to have a foreign-language graduation requirement for all students. A majority of baccalaureate colleges required internationally focused courses as part of the general education curriculum.
- ▶ Of all the institutional sectors we surveyed, baccalaureate colleges were the most active in study abroad in terms of student participation. Fifty-nine percent of baccalaureate colleges reported that 5 percent or more of their graduating students had engaged in education abroad, the highest of any institutional type. Additionally, 27 percent indicated that 30 percent or more of their graduating students had studied abroad, a considerably higher figure than for other institutional types.
- ▶ Although international students composed a small portion of the undergraduate student population at baccalaureate colleges, most had dedicated staff to support them.

Internationalization at Baccalaureate Colleges

Institutional commitment to internationalization in baccalaureate colleges presents a mixed picture.

- ▶ Less than half of baccalaureate colleges articulated an institutional commitment to internationalization in their mission statements, or had assessed their internationalization efforts in the past five years. About half of baccalaureate colleges had developed global learning student outcomes, and listed international or global education as a top priority in their strategic plans.

Internationalization at Associate's Colleges

Associate's colleges are not highly internationalized. Given their multiple missions of career and transfer preparation as well as continuing education, this finding is not surprising. However, some community colleges are working to integrate global dimensions into their curriculum and take advantage of the multicultural diversity of their student population and communities to this end.

- ▶ The vast majority (85 percent) of associate's colleges offered study abroad for credit, a sharp increase from 38 percent in 2001. However, participation is low.
- ▶ They were unlikely to state a commitment to international education in their institutional documents or plans and they devoted limited staff and infrastructure to internationalization.
- ▶ Internationally focused learning is a minor aspect of the academic life in the majority of associate's colleges. They were unlikely to include foreign-language graduation requirements for all or some students or to include internationally focused courses in the general education curriculum.
- ▶ Associate's colleges were the most likely of all types of institutions to invest in professional opportunities for faculty by offering workshops on internationalizing the curriculum.
- ▶ We found that nearly all (97 percent) of associate's colleges did not consider international experience when making promotion or tenure decisions and less than one-quarter (22 percent) gave preference to candidates with international backgrounds, experiences, or interests when hiring in fields that are not explicitly international/global.

Conclusions and Recommendations

The data in this report suggest that U.S. colleges and universities have made at best uneven progress in internationalizing their campuses. Although some work has been completed, much remains yet undone. Overall, internationalization does not permeate the fabric of most institutions; it is not yet sufficiently deep, nor as widespread as it should be to prepare students to meet the challenges that they will face once they graduate. Our findings suggest the following weaknesses and strengths.

Weaknesses in Internationalization

- ▶ Many institutions do not see internationalization as integral to their identity or strategy.
- ▶ Few institutions have an internationalization strategy.
- ▶ A gap exists between institutional rhetoric as espoused in mission statements and recruiting materials and reality.
- ▶ Too few institutions expose all their students to global learning by requiring internationally or globally focused courses.
- ▶ The majority of institutions do not require foreign-language study for admissions and there has been a decline in the proportion of institutions requiring foreign-language study for graduation.
- ▶ Although institutions are increasing their study abroad offerings, still only a very small proportion of U.S. students study abroad.
- ▶ Many campuses do not have adequate senior-level staff support for internationalization.

Strengths in Internationalization

- ▶ Institutions are investing in supporting faculty work in internationalization.
- ▶ Institutions are increasing administrative support for internationalization.
- ▶ Institutions are working to infuse internationalization into student life.

Recommendations

The following recommendations, which are similar to those we made in the 2003 report *Mapping Internationalization on U.S. Campuses: Final Report 2003*, are substantiated by our experience working closely with more than 100 institutions in advancing a comprehensive integrated approach to internationalization.

These recommendations are based on the premise that a high-quality education is inherently global and international. Internationalization should not be an add-on, but rather an integral part of course content and pedagogy, research, and service. It is a significant undertaking and requires sustained attention and leadership. These recommendations are also based on the premise that *every* institution needs to pay attention to internationalization if it is to prepare its students for the multicultural and global society of today and tomorrow.

Build on student interests and demographics. The data from a 2007 study by ACE, Art & Science Group, and the College Board indicate that high school students are open to learning languages and expect to do so in college.¹ It is often said that U.S. students are very goal-oriented in their approach to the college experience and more interested in the credential than in learning. However, this study also showed that students saw international learning as an opportunity for personal development and enrich-

ment, not as a way to enhance their job prospects. Additionally, the presence of immigrant students brings cultural diversity that can be maximized in the classroom and beyond. Some campuses are forging linkages with immigrant community groups to strengthen the international dimensions of the institution. As an institution seeks to broaden and deepen internationalization, it must take into account the nature of its student body and its environment. Understanding what experiences, desires, and attitudes students bring is an essential starting point for marshalling existing resources on campus and for tailoring appropriate strategies.

Focus on the curriculum. Most students will learn about international and global issues and other cultures on their own campuses. And given that so many students work and have family obligations, higher education cannot count on study abroad as the major source of learning about international and global issues; nor can colleges and universities count on student participation in co-curricular activities such as guest lectures or student events unless they are integrated into class requirements. Thus, the classroom is the key locus for international and global learning. Strategies suggested by the data are incorporating internationally and globally focused courses into the general education requirements, strengthening foreign-language entrance and graduation requirements, and providing faculty with support and incentives to internationalize their courses.

1 American Council on Education, Art & Science Group, & the College Board. (2008). *College-bound students' interests in study abroad and other international learning activities*. Washington, DC: Author.

Increasing the number of students studying foreign languages, and especially achieving a high level of proficiency is a national need. Fortunately, there is a good deal of national discussion and movement in transforming language pedagogy at all levels and a growing agreement that communication skills must be an essential outcome of language study.

Invest in faculty opportunities. Faculty members are the key drivers of internationalization. Institutions must take positive steps to encourage faculty to incorporate their international interests and experiences into their courses. Some institutions, when providing stipends for research abroad, for example, require the faculty member to demonstrate the impact of that work on his or her teaching. Most institutions do not specifically seek international interests or experience when hiring faculty. The wave of retirements facing institutions provides an opportunity to hire faculty with the international interests and experiences that will contribute to campus internationalization. Additionally, incorporating international activity into promotion and tenure considerations is a clear message about what constitutes academic excellence.

Supporting faculty in international activities, a positive finding of this study, is an important way to ensure faculty engagement in internationalization. The work of internationalizing the curriculum and implementing partnerships rests squarely on the shoulders of the faculty and they can only do this if they themselves have the time, as well as the requisite skills and knowledge. To engage in these initiatives, institutional support is a must.

Create a strategic framework for action. Colleges and universities are skilled at making piecemeal changes or innovating at the margins. But internationalization is more than the addition of a curricular requirement or an increase in the number of international students. Each initiative is only a piece of a larger whole. Internationalization is a change that is both broad—affecting departments, schools, and activities across the institution—and deep, expressed in institutional culture, values, policies, and practices. It requires articulating explicit goals and developing coherent and mutually reinforcing strategies to meet those goals.

In ACE's work with institutions, we suggest that institutions step back and take stock of their international activities and programs, use the findings of that review to see how their programs and policies align with their public statements, analyze the strengths and weaknesses of their current approach, and then develop an internationalization plan. We suggest that institutions work at the same time to articulate global student learning outcomes, determine what learning opportunities offered by the institution enable students to achieve these outcomes, and identify what evidence is available to determine whether students actually meet the learning objectives. The product of these two coordinated efforts is a comprehensive internationalization plan. Some institutions create a separate internationalization plan and then fold it into the overall institutional strategic plan; others begin with the larger institutional strategic plan, integrating internationalization throughout.

Unless institutions create a strategic framework for internationalization, their initiatives are likely to remain disconnected from one another and from the overall institutional mission and goals.

Ensure active leadership in making internationalization an institutional priority. A combination of faculty and administrative leadership, with strong support from the top, is essential to advancing internationalization. Not surprisingly, ACE's work with institutions has shown that the colleges and universities that are most successful in internationalization have presidents and chief academic officers who are ardent supporters and public champions of internationalization. These senior leaders send consistent and repeated messages to faculty, staff,

students, and external stakeholders that internationalization is vital to the community, to the institution's vibrancy, and that it is everyone's business. Sustained attention is essential; making internationalization part of the fabric of an institution is a decade-long undertaking. Verbal support and encouragement is necessary but not sufficient. To make the rhetoric real, leaders must help make internationalization happen by allocating or raising funds to support it, removing barriers, and stepping aside and letting faculty and staff take charge. Widespread faculty and administrative leadership is essential in creating institutional energy, providing legitimacy, and achieving broad participation.

Introduction

Background

We live in a world where the boundaries between countries are distinctively permeable. Trade today is global. Technology makes international interactions routine. Money, products, ideas, and even cultures now routinely cross national borders. Education, too, has become a global enterprise, as students and institutions worldwide regularly find opportunities outside their home countries.

In this context, one might expect to see American higher education at the vanguard of internationalization. With the rise in globalization, we might logically expect our institutions of higher education to redouble their efforts to produce globally competent college graduates, intensify foreign-language study, infuse their curricula with international study, and institute policies and practices that cultivate internationalization. Indeed, there have been many calls—particularly from business and government—for colleges and universities to rise to this challenge and embrace a more international perspective.

The past 25 years have seen intense discussion of the importance of internationalizing U.S. higher education and a flood of reports and calls to action, as

illustrated by accompanying quotes documenting selected reports and legislative initiatives (see page 3). However, there has been a paucity of comprehensive national information on what institutions are actually doing to advance internationalization. Fortunately, good data are available on some aspects of internationalization, such as those on language study provided by the Modern Language Association and on study abroad and international students provided by the Institute of International Education. But these research efforts do not provide a broad picture of the efforts underway on U.S. campuses, nor of the strengths and weaknesses that the data in this report suggest.

The American Council on Education (ACE) has had a long commitment to providing empirical evidence about the policies and practices of colleges and universities as a basis for a national conversation and to provide a foundation for our work with campuses in helping them advance campus internationalization. In 1988, ACE published its first study of internationalization of U.S. higher education institutions, authored by Charles Andersen and based on a survey of institutional policies and practices.² Using a stratified sample of 541 institutions, that

2 Andersen, C. J. (1988). *International studies for undergraduates, 1987: Operations and opinions*. Washington, DC: American Council on Education.

survey covered foreign-language requirements and course offerings, study abroad opportunities and student participation, area studies and other internationally focused concentrations, the role of international studies library holdings in international studies, and presidential attitudes toward international studies. In 1989, with funding from the Ford Foundation, the Exxon Education Foundation, and the Pew Charitable Trusts, ACE published a study by Richard Lambert, *International Studies and the Undergraduate*.³ The study incorporated data from the Andersen study and other national studies, as well as information gleaned from campus visits and transcript analysis.

After a hiatus of a decade, with funding from the Ford Foundation, ACE undertook an update of its earlier work, beginning with a synthesis of existing research.⁴ Titled *Internationalization of U.S. Higher Education: Preliminary Status Report 2000* and written by Fred M. Hayward, that study focused on foreign-language requirements and enrollments, study abroad participation, curricula, international education requirements, students' awareness of global and international issues, the presence of international students and faculty, institutional support for internationalization, funding, employment demands, and attitudinal and experiential data. Hayward noted the paucity of available data and the dangers of comparing data from very different sources. The report suggested, however, that progress since 1987 was slow.

At the same time, ACE developed and conducted three surveys, also funded

by the Ford Foundation, to examine the status of internationalization in U.S. higher education. The first survey, conducted in 2001, aimed to describe the state of internationalization at U.S. colleges and universities. It included responses from a national sample of 752 U.S. colleges and universities chosen to reflect the range of institutional types: associate's colleges, baccalaureate colleges, master's colleges and universities, and doctorate-granting universities.⁵ 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, all from institutions that responded to the survey. The results of those surveys were published in *Mapping Internationalization on U.S. Campuses: Final Report 2003*.⁶ The study focused on the following indicators of internationalization: stated institutional commitment, financial commitment, foreign-language requirements and offerings, international course requirements and offerings, academic programs abroad, and internationally oriented extracurricular activities. The report concluded that while there was some progress visible in the past 15 years, there was still much room for improvement. Most institutions exhibited a low level of commitment to internationalization in their mission statements and strategic plans, and internationally focused academic requirements were not strong. The study also noted important differences in internationalization among institutional types, with doctorate-granting

3 Lambert, R. C. (1989). *International studies and the undergraduate*. Washington, DC: American Council on Education.

4 Hayward, F. M. (2000). *Internationalization of U.S. higher education: Preliminary status report 2000*. Washington, DC: American Council on Education.

5 For additional detail on the 2001 survey methodology, see Appendix A.

6 Siaya, L., & Hayward, F. M. (2003). *Mapping internationalization on U.S. campuses: Final report 2003*. Washington, DC: American Council on Education. (Available as a PDF at www.acenet.edu/bookstore.)

THE INTERNATIONALIZATION DISCUSSION DURING THE PAST 25 YEARS

The following quotes reflect some of the discussion on the importance of internationalizing U.S. higher education during the past 25 years:

“One year ago I proposed that my country launch a concerted effort in international studies. . . . I learned while I was here in Asia that our Congress . . . passed a new law—the International Education Act. . . . Its purpose is to help Americans learn from other nations and, we hope, to help other nations learn from America. It will also establish a center for educational cooperation in Washington, DC.”

—Lyndon B. Johnson. (1966, October 29). *Remarks at Chulalongkorn University, Bangkok, Thailand, before signing the International Education Act*. See www.presidency.ucsb.edu/ws/index.php?pid=27967. (Author's Note: This legislation was never funded.)

“Nothing less is at issue than the nation’s security. At a time when the resurgent forces of nationalism and of ethnic and linguistic consciousness so directly affect global realities, the United States requires far more reliable capacities to communicate with its allies, analyze the behavior of potential adversaries, and earn the trust and the sympathies of the uncommitted. Yet, there is a widening gap between these needs and the American competence to understand and deal successfully with other people in a world in flux.”

—Perkins, James A., et al. (1979, November). *Strength through wisdom: A critique of U.S. capability. A report to the president from the President's Commission on Foreign Language and International Studies*. Washington, DC: U.S. Government Printing Office, pp. 1–2.

“Things have changed. We live in a society that has fewer and fewer boundaries. . . . The United States is becoming a permanent multicultural society in which the world is us, not some distant backdrop against which the American drama is played out. . . . How shall we prepare for this sea change . . . ? Surely one of the answers is that in our democratic society, meeting the challenge of increased internationalization must be everyone’s responsibility.”

—Richard Lambert (1989). *International studies and the undergraduate*. Washington, DC: American Council on Education. p. 1.

“A pervasive lack of knowledge about foreign cultures and foreign languages threatens the security of the United States as well as its ability to compete in the global marketplace and produce an informed citizenry. The U.S. education system has, in recent years, placed little value on speaking languages other than English or on understanding cultures other than one’s own.”

—Mary Ellen O’Connell and Janet. L. Norwood, eds. (2007). *International education and foreign languages: Keys to securing America’s future*. Committee to Review the Title VI and Fulbright-Hays International Education Programs. Washington, DC: The National Academies Press. p. 1.

universities demonstrating the highest levels of internationalization.

Building on the 2001 study, ACE then created a series of publications using the data to create an “internationalization index” for each of four institutional types based on the Carnegie classification of institutions. In those publications,

authors Madeleine Green and Laura Siaya re-examined the data along six key dimensions: articulated commitment, academic offerings, organizational infrastructure, external funding, institutional investment in faculty, and international students and student programs. They distinguished “high activity” institutions from less active institutions.⁷

7 Green, M., & Siaya, L. (2005). *Measuring internationalization at community colleges*. Washington, DC: American Council on Education; Green, M. (2005). *Measuring internationalization at comprehensive universities*. Washington, DC: American Council on Education; Green, M., & Siaya, L. (2005). *Measuring internationalization at liberal arts colleges*. Washington, DC: American Council on Education; Green, M. (2005). *Measuring internationalization at research universities*. Washington, DC: American Council on Education. (Available as PDFs at www.acenet.edu/bookstore.)

The Current Study

The creation of baseline data through the 2001 study provided an opportunity for better comparisons in future research. Thus, in 2006, ACE sought to provide a five-year update and comparison with the earlier study. Using the 2005 Basic Carnegie Classification, ACE surveyed 2,746 institutions and received an overall response rate of 39 percent.⁸ Some questions were removed from the 2001 survey; others were added, enabling comparisons in most, but not all, areas. This report focuses on the 2006 data, comparing the data with information gathered in 2001 when possible. The section on degree programs offered abroad for non-U.S. students is new in the 2006 survey.

The 2006 survey sought information on the indicators of internationalization listed below. Each chapter reports on the findings for the indicators and compares 2006 data with 2001 data. When variations by institutional control and size are notable, they are also reported. The indicators of internationalization are:

- ▶ **Institutional support** (including stated institutional commitment, organizational structure and staffing, and external funding).
- ▶ **Academic requirements, programs, and extracurricular activities** (including foreign-language requirements and offerings, international/global course requirements, education abroad, use of technology for internationalization, joint degrees, and campus activities).
- ▶ **Faculty policies and opportunities** (including funding for faculty opportunities and criteria for promotion, tenure, and hiring).

- ▶ **International students** (including enrollments, recruiting targets and strategies, financial support for international students, and programs and support services).

In Chapter 1, aggregated data are presented for all institutions as well as by institutional type. Although one must be cautious in comparing internationalization among different types of institutions, it is instructive to note areas of convergence and difference. Chapters 2–5, organized by institutional type, analyze the data more deeply and present a summary of changes between 2001 and 2006. Chapter 6 looks at campuses and degree programs abroad delivered to non-U.S. students. The conclusion (Chapter 7) comments on the major findings and offers recommendations to institutions.

A survey is, of course, limited in the quality of information it can provide. First, we recognize that information regarding internationalization is often housed in many offices and colleges on a single campus. Many campuses have multiple offices dealing with internationalization, and these offices often keep different kinds of information. At many universities, important information is kept at the college level. Thus, we knew that the person charged with completing the survey might need to consult with several individuals on campus to find needed information. We speculated that the president, who received the initial survey mailing, would pass it on to the chief international officer (if there was one) and that he or she would then call upon colleagues as necessary. Second, a survey does not provide an adequate vehicle to probe the

8 For additional detail on the 2006 survey methodology, see Appendix A.

many qualitative aspects of internationalization, such as the types and intensity of engagement with international partners, the level of integration of international students, or the integration of international perspectives and topics in courses that are not specifically designated as international or global in focus. Finally, the survey did not cover the internationalization of research or development cooperation activities. Given the complexity of these areas, a much longer survey would have been required, which still may not have provided an adequate picture of these activities.

In undertaking this study, ACE sought to inform the national conversation about internationalization by providing evidence of what institutions are and are not doing to enhance their international dimensions. The conclusions and recommendations in Chapter 7 are based on the data and also bring in our experience working with many campuses in the past decade in many programs and

projects. Intensive engagement with more than 100 institutions in ACE's Promising Practices project, the Global Learning for All project, and the ongoing Internationalization Laboratory and the Internationalization Collaborative⁹ provide encouraging evidence that all types of institutions can mobilize to infuse internationalization into the heart of academic programs and campus life.¹⁰ Creating a coherent and long-range strategy is a serious effort, requiring sustained focus and vigorous leadership.

ACE's studies of efforts to internationalize U.S. colleges and universities in 1988, 1989, 2001, and now again in 2006 show that improvements are proving slow to take hold. Even though there is an admirable amount of talk on campuses about internationalization, and pockets of progress, overall there remains a significant gap between rhetoric and reality. As the data presented in this report show, U.S. higher education institutions and their leaders have their work cut out for them.

9 See www.acenet.edu/programs/international for more information on these initiatives.

10 Lessons learned and suggestions for specific strategies for institutions are detailed in Olson, C., Green, M., & Hill, B. (2006). *A handbook for advancing comprehensive internationalization: What institutions can do and what students should learn*. Washington, DC: American Council on Education; Green, M., Olson, C., & Hill, B. (2003). *Internationalizing the campus: A user's guide*. Washington, DC: American Council on Education; and Olson, C., Green, M., & Hill, B. (2005). *Building a strategic framework for comprehensive internationalization*. Washington, DC: American Council on Education. (See www.acenet.edu/bookstore.)

Overview of Internationalization of U.S. Higher Education: 2006, Compared with 2001¹¹

Highlights 2006

This chapter analyzes data from all institutions and by institutional type. It also compares 2006 and 2001 data, highlighting changes over the five-year period. Highlights from 2006 include:

- A minority of institutions incorporates internationalization into their mission, strategic plans, or have dedicated committees or task forces.
- Institutions provided varying levels of staffing to support internationalization; they were more likely to have at least half-time staff devoted to particular activities than to have a full-time administrator to oversee internationalization.
- Curricular requirements were not a major factor in institutional internationalization.
- The data show that institutions were supporting faculty activities that enhance their knowledge and skills in internationalization.
- International work did not figure into promotion and tenure criteria at the overwhelming majority of institutions.
- The vast majority of institutions made education abroad opportunities available and had policies that help students finance them. Student participation was increasing but remained low.

A CE's 2001 survey of internationalization in American higher education revealed that "[i]nternationalization was not a high priority at most colleges and universities."¹² That study found some gains since similar studies were conducted in 1988 and 1989, but also found that the improvements were not as

pronounced as one might expect in light of the rapid advance of globalization.

This chapter explores the findings in depth, looking first at institutional support for internationalization, then at academic requirements, programs, and extracurricular activities. Subsequent sections in the chapter report on faculty policies and opportunities, international students, and degree programs offered abroad.

11 Unless otherwise noted, all references in this chapter to data not shown in a figure or table can be found in Appendix C.

12 Siaya, L., & Hayward, F. (2003). *Mapping internationalization on U.S. campuses: Final report 2003*. Washington, DC: American Council on Education. For the purposes of our survey, we defined *international or global education* as learning opportunities that are designed to help students understand other cultures and nations; communicate across borders; and acquire an understanding of the cultural, social, and political systems of other countries and regions, and the global forces that are shaping the world. A survey, course, program, or activity would be considered *international or global* if it primarily features perspectives, issues, or events from specific countries or areas outside the United States, or those that transcend national borders. The term *internationalization* refers to institutional efforts to integrate an international, global, and/or intercultural dimension into the teaching, research, or service functions of an institution.

Institutional Support for Internationalization

Institutions demonstrate their support for internationalization in a variety of ways. Institutional mission statements can include a public affirmation of commitment to international or global issues, and strategic plans can offer a more specific expression of commitment.

While mission statements and strategic plans express intent, however, more important indicators of institutional commitment to internationalization are reflected in concrete actions, such as the implementation of institutional structures to support internationalization, the appointment of related staff, and budget allocations.

To determine the depth of commitment to internationalization, therefore, we asked institutions whether international-

ization was among the top five priorities in institutional plans. We also asked institutions about their specific actions to implement internationalization, including financial investments. This section reports these findings.

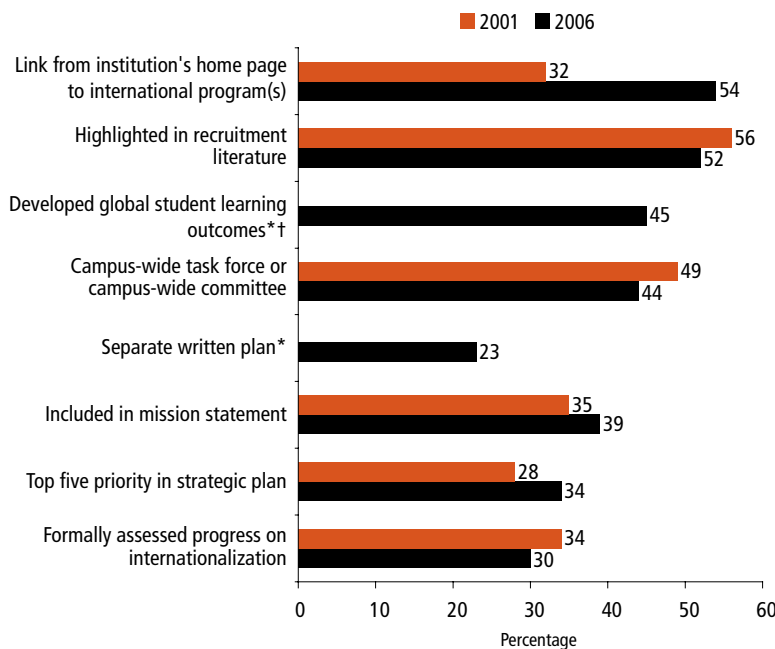
Stated Institutional Commitment

As **Figure 1** indicates, formal institutional commitments to internationalization are somewhat lackluster. In 2006, just 39 percent of institutions made a specific reference to international or global education in their mission statements and 34 percent listed it among their top five strategic priorities (although that is up from 28 percent in 2001). Forty-four percent had a task force that worked solely on advancing internationalization efforts, and slightly more than half (52 percent) reported that they assigned a visible role to internationalization by highlighting international or global education programs and opportunities in their recruitment literature. Only 23 percent had a separate plan that addresses institution-wide internationalization.

Figure 2 shows variations in institutional commitment by institutional type. Across the eight indicators reported here, doctorate-granting universities show the most evidence of commitment to internationalization, followed generally by master's colleges and universities, then baccalaureate colleges, then associate's colleges. A notable difference in this pattern is that baccalaureate colleges eclipse master's colleges and universities in terms of highlighting international programs and activities in their recruitment literature.

Focusing on evidence of institutional commitment to internationalization in mission statements, we note an increase in all institutional types from 2001 to 2006 (see **Figure 3**). In master's colleges

Figure 1
Institutional Commitment to Internationalization: 2001 and 2006



* Data were not collected in the 2001 survey.

† Percentage is based on the sum of institutions that have developed international and global student learning outcomes for some students in some schools, departments, or programs and for all students.

and universities, for example, 53 percent could point in 2006 to internationalization in their mission statements, compared with 44 percent in 2001. Similarly, a higher proportion of baccalaureate colleges could make that claim in 2006, compared with 2001. Worth noting, however, is that across all sectors less than 40 percent of institutions have mission statements that refer to international or global education.

The visibility given to international programs and events on the home page of an institution's web site indicates their importance to the institution's public image. In 2006, more than half (54 percent) of all institutions had a direct link to information on international programs and events from their home page, up from 32 percent in 2001. Associate's colleges saw the biggest increase, up from 17 percent in 2001 to 54 percent in 2006.

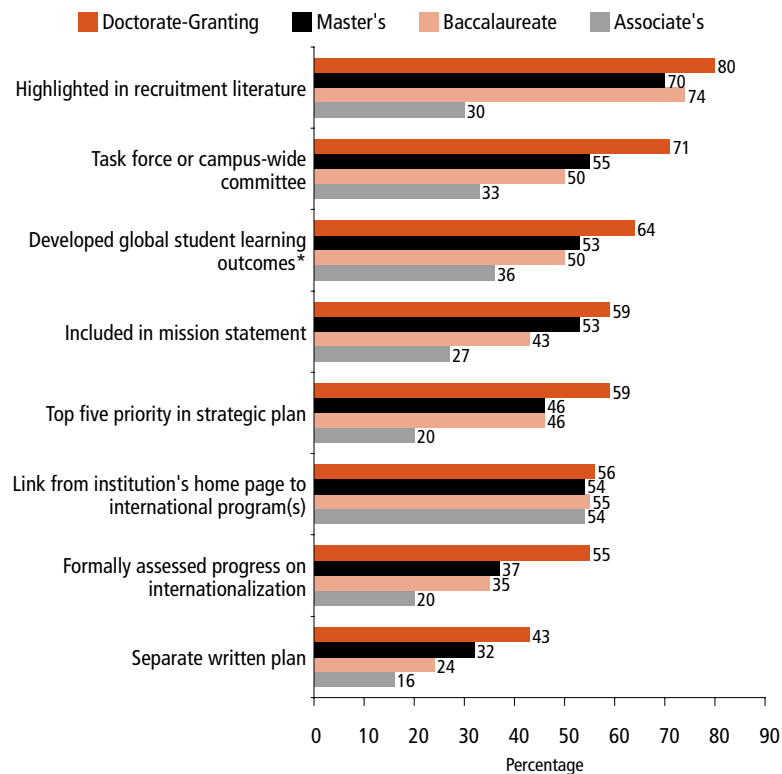
Many institutions are currently working to articulate specific international or global student learning outcomes. The 2006 survey revealed that slightly less than half (45 percent) of U.S. institutions had engaged in this work. Of these institutions, only 14 percent had developed outcomes for *all* students, with the remaining 31 percent having developed outcomes only for *some* schools, departments, or programs. Baccalaureate institutions were more likely than others to have undertaken this work.

Organizational Structure and Staffing

Institutions also support internationalization by investing in staff and administrative structures to support international activities and programs. The many different ways to staff international programs and activities range from a decentralized approach with multiple offices to a more centralized construct in which a single office oversees initiatives such as

Figure 2

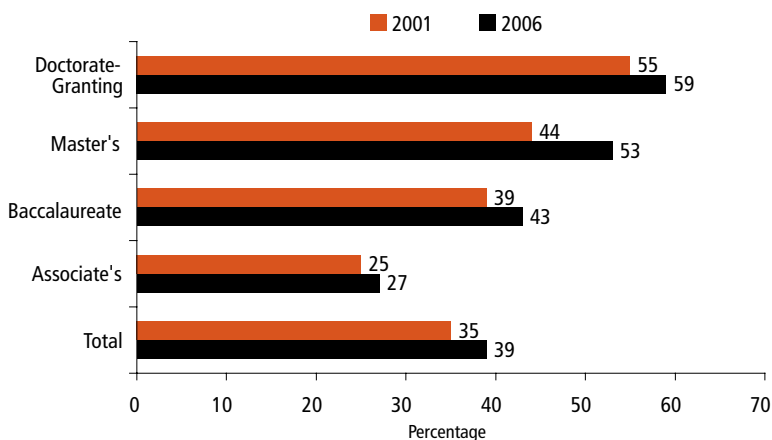
Institutional Commitment to Internationalization, by Institutional Type: 2006



* Percentage is based on the sum of institutions that have developed international and global student learning outcomes for some students in some schools, departments, or programs and for all students.

Figure 3

Institutional Commitment to Internationalization in a Mission Statement, by Institutional Type: 2001 and 2006



study abroad, international students, and curricular approaches. Some institutions have a chief international officer—usually someone at the director, dean, or associate provost level. Those with less prominent internationalization agendas are less likely to have such a senior officer.

In 2006, nearly three-quarters (73 percent) of institutions reported that they had one or more offices that oversee internationalization. As **Figure 4** shows, doctorate-granting universities were the most likely to have one or more international offices (97 percent) and associate's colleges the least likely (57 percent). Associate's colleges were slightly less likely to have an international office in 2006 than in 2001—39 percent reported having no such office in 2001, compared with 43 percent in 2006.

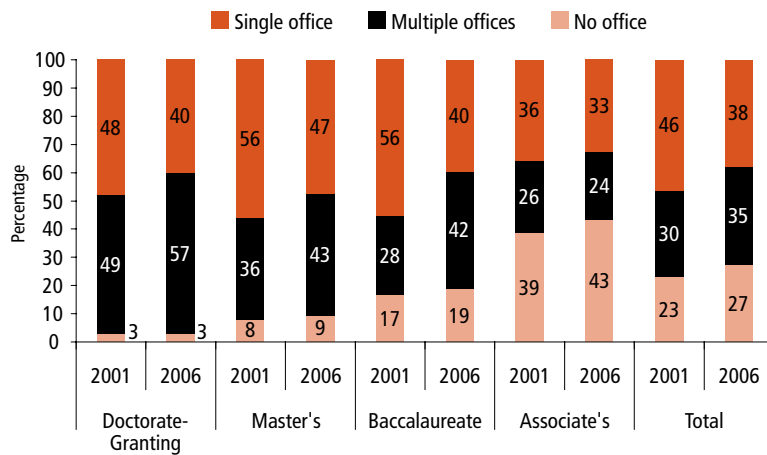
There was also a shift in four-year institutions from a single office to multiple offices between 2001 and 2006. Among all institutions surveyed, the percentage of campuses with multiple offices rose from 30 percent to 35 percent, but there was a notable increase in baccalau-

reate colleges with multiple offices, up from 28 percent to 42 percent.

Another indicator of the amount of international activity on a campus and institutional commitment to internationalization is the presence of a full-time administrator who oversees or coordinates campus internationalization. As noted above, this individual is frequently a senior-level administrator—a director, dean, or associate provost. In 2006, less than half (44 percent) of all campuses had such an administrator (see **Figure 5**). Doctorate-granting universities were the most likely to have one (85 percent) and associate's colleges least likely (28 percent). When there was such a full-time international administrator, that individual was most likely to report to the chief academic officer (50 percent) or other administrator in academic affairs (20 percent).

Institutions with active internationalization efforts are also likely to have professional staff or faculty dedicated at least half time to various international programs. Institutions were most likely to have at least a half-time staff member dedicated to recruiting and supporting international students: 71 percent had at least a half-time person dedicated to international student services, and 63 percent had such a staff member in international student recruiting and admissions. Nearly two-thirds of institutions had such staff in English as a Second Language programs (65 percent) and study abroad (64 percent). Nearly one-quarter (24 percent) of all institutions had a professional who devotes at least half time to internationalization of the curriculum.

Figure 4
Offices Overseeing Internationalization, by Institutional Type: 2001 and 2006



Note: Details may not sum to 100 percent due to rounding.

External Funding

The search for external funds to support an institutional priority or initiative is another indication of an institutional commitment. Frequently, federal support requires matching institutional funding. Institutional leaders must make choices among competing priorities when seeking funds from private donors.

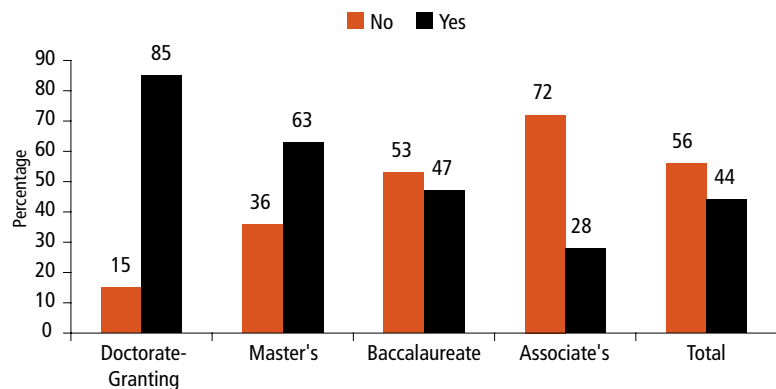
Slightly more than half (54 percent) of all institutions reported that they received no external funding for internationalization in 2006, up from 43 percent in 2001 (see **Table 1**).

Baccalaureate colleges made slight gains in receiving external funding—67 percent received some type of funding (up from 61 percent in 2001). Doctorate-granting universities were the most likely to receive external funding for internationalization (83 percent did in both years). The percentage of associate’s colleges that received external funding for international programs or activities decreased from 46 percent to 32 percent.

Although doctorate-granting universities were the most likely to receive external support from all sources, the proportion of these institutions receiving support from state government dropped from 32 percent to 21 percent.

Figure 5

Percentage of Institutions with Full-Time Administrators for Internationalization Activities: 2006



Note: Details may not sum to 100 percent due to rounding.

Academic Requirements, Programs, and Extracurricular Activities

On most campuses, a major goal of internationalization is to ensure that students gain specific knowledge about international and global issues and develop a more open-minded worldview. These educational goals are achieved both in the classroom (through academic requirements and the infusion of international and global perspectives throughout the curriculum) and in life outside the classroom (through campus activities and interactions with other students).

Table 1

Percentage of Institutions Receiving External Funding for Internationalization, by Institutional Type: 2001 and 2006

	Doctorate-Granting		Master's		Baccalaureate		Associate's		Total	
	2001	2006	2001	2006	2001	2006	2001	2006	2001	2006
Federal government	58	59	25	23	10	13	15	11	20	20
State government	32	21	14	13	3	3	7	5	10	8
Alumni	NA	52	NA	23	NA	33	NA	2	NA	18
Private donors other than alumni	NA	49	NA	30	NA	33	NA	9	NA	24
Foundations	NA	46	NA	19	NA	30	NA	8	NA	20
Corporations	NA	30	NA	7	NA	7	NA	1	NA	7
Other	NA	11	NA	6	NA	3	NA	4	NA	5
Total receiving some form of funding	83	83	64	64	61	67	46	32	57	46
No specific external funding received	17	17	36	37	39	33	54	68	43	54

NA: Data collected in a non-comparable format in the 2001 survey.

Note: Multiple answers were possible.

Information regarding the international content or perspective of individual courses or programs throughout an institution cannot be easily determined through a survey such as the one reported here. To help us understand an institution's commitment to student education with an international focus, we elected to consider several indicators that we believe provide insights into an institution's curricular approach to internationalization—specifically, requirements and offerings in foreign languages and internationally focused courses, as well as extracurricular international learning opportunities. We recognize that these criteria alone are not definitive, but we believe nonetheless that they are representative markers of the degree of internationalization of the curriculum.

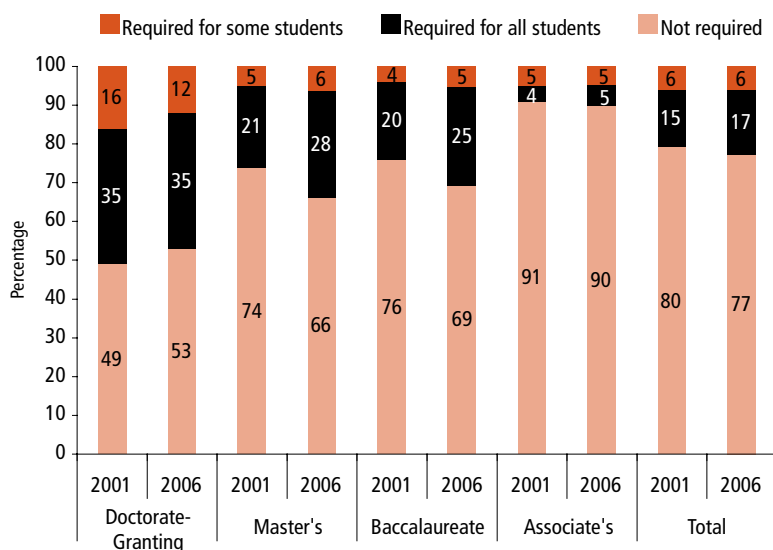
Foreign-Language Requirements and Offerings

In the past five years, the intensification of global trade and heightened attention to national security have raised awareness in the United States about the need for more Americans to be able speak a language other than English. There is general recognition specifically, for example, that we need more experts in languages spoken in countries of strategic importance to the United States. Several federal initiatives have been launched to address this problem. The National Security Language Initiative, for example, was designed to improve instruction in languages such as Arabic, Chinese, Russian, Hindi, and Farsi, and targets students from kindergarten through college and into the workforce.

Despite this imperative, our study found that required language study in college is far from universal. Only 23 percent of all institutions surveyed had a foreign-language requirement for all or some students in 2006, an increase of only two percent from 2001 (see **Figure 6**). Doctorate-granting universities were most likely to have such a requirement (47 percent).

Overall, the percentage of institutions with a foreign-language admissions requirement for all or some undergraduate students increased just slightly between 2001 and 2006, from 21 percent to 23 percent. The increase was more pronounced in master's colleges and universities, where the proportion of institutions with foreign-language admissions requirements rose from 26 percent in 2001 to 34 percent in 2006. Baccalaureate colleges saw a gain from 24 percent to 30 percent.

Figure 6
Percentage of Institutions with Undergraduate Foreign-Language Admissions Requirements, by Institutional Type: 2001 and 2006



Note: Details may not sum to 100 percent due to rounding.

The absence of requirements for foreign-language study for college admissions has clear implications for the pre-college curriculum. If more colleges required foreign languages, we assume that more high schools would follow suit to help students meet those requirements.

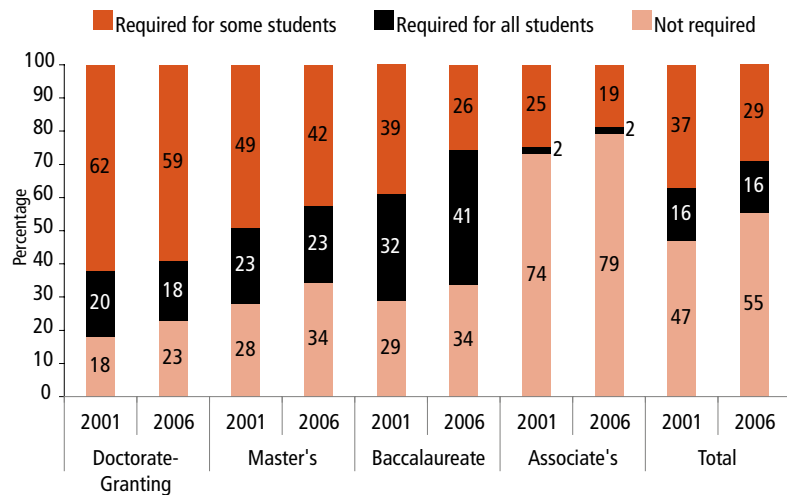
Institutions were nearly twice as likely to have foreign-language requirements for graduation than for admissions, with 45 percent having a graduation requirement for all or some students. As shown in **Figure 7**, doctorate-granting universities were most likely to have a foreign-language graduation requirement for some or all students (77 percent) in 2006, and two-thirds of both master's and baccalaureate institutions also had that requirement. Baccalaureate colleges were most likely to require foreign-language study for *all* students (41 percent), compared with 16 percent of all institutions.

Notably, institutions were less likely to have a foreign-language graduation requirement in 2006 than they were in 2001, with 45 percent having the requirement for some or all students in 2006, compared with 53 percent in 2001.

In general, foreign-language requirements for graduation could be characterized as “minimal” at the majority of institutions. Among those institutions with a requirement, 54 percent required one year of foreign-language study or less, 12 percent required more than one year but less than two, and 31 percent required two years. Additionally, 75 percent of institutions allow undergraduate students to satisfy their foreign-language requirement for graduation by passing a proficiency test.

Figure 7

Percentage of Institutions with Undergraduate Foreign-Language Graduation Requirements, by Institutional Type: 2001 and 2006



Note: Details may not sum to 100 percent due to rounding.

Many institutions offer a wide array of languages, and other studies suggest that since 2001, more institutions across the country are offering critical-need foreign languages such as Arabic, Chinese, Farsi, Japanese, Korean, and Urdu.¹³ The Modern Language Association (MLA) data from 2006, for example, show increasing enrollments in languages such as Arabic, up 127 percent between 2002 and 2006; Chinese, up 51 percent; Korean, up 37 percent; and Japanese, up 28 percent.¹⁴ The most commonly taught languages—Spanish, French, and German—also continue to show increased enrollments.

The ACE survey results corroborate the MLA findings. We found that Spanish (offered by 85 percent of institutions), French (offered by 66 percent of institutions), and German (offered by 48 percent of institutions) continue to be the leading languages taught at U.S. colleges

13 Critical-need foreign languages are identified under the National Security Language Initiative (NSLI). Further information on NSLI is available on the U.S. Department of Education web site at www.ed.gov/about/inits/ed/competitiveness/nsli/nslibrochure.html.

14 Furman, N., Goldberg, D., & Lusin, N. (2007). *Enrollments in languages other than English in United States institutions of higher education, fall 2006*. New York: The Modern Language Association. See www.mla.org/pdf/06enrollmentsurvey_final.pdf.

and universities. As shown in **Table 2**, Japanese and Chinese are also among the top five foreign languages taught in U.S. colleges and universities.

Also shown in Table 2 are the least commonly taught languages among institutions responding to the ACE survey. Very few institutions offered language instruction in critical-need South Asian languages such as Hindi, Farsi, and Urdu. This also corroborates with MLA data for less commonly taught languages. Doctorate-granting universities were the most likely to offer critical-need languages; a large percentage offered Chinese (72 percent), Japanese (74 percent), Russian (69 percent), and Arabic (59 percent). Doctorate-granting universities were also the most likely to offer less

commonly taught languages; more than one-fifth (21 percent) offered Hindi, 14 percent offered Persian, and 12 percent offered Urdu.

International and Global Course Requirements and Offerings

Another measure of how well students are exposed to international and global perspectives and issues is to assess related course requirements in the general education curriculum. We found that 37 percent of all institutions required students to satisfy a general education requirement by taking courses that primarily feature specific countries or areas outside the United States (see **Figure 8**). More than half of all doctorate-granting (57 percent), master's (55 percent), and baccalaureate (56 percent) institutions had such requirements.

Of those institutions that did have this requirement, nearly three-fifths (58 percent) required one course, about the same proportion as in 2001. Fifty percent of doctorate-granting and master's institutions required two or more courses. Half of the institutions that had an international course requirement required students to study areas or countries other than Canada, Australia, or Western Europe, often referred to as a "non-Western" requirement, down from 62 percent in 2001.

A minority of institutions, 24 percent, required that students take courses focused on international trends, such as global health or global environmental issues, in their general education requirements.

Some institutions offer international learning opportunities by combining internationally focused coursework with a major that does not have a specific international focus (such as engineering or education). Less than one-quarter

Table 2
Percentage of Institutions with Undergraduate Foreign-Language Programs, by Language and Institutional Type: 2006

	Doctorate-Granting	Master's	Baccalaureate	Associate's	Total
Spanish	96	91	89	78	85
French	95	82	79	50	66
German	88	64	58	31	48
Japanese	74	31	32	19	29
Chinese	72	32	28	14	26
Italian	69	32	24	17	26
Latin	68	26	37	5	21
Russian	69	19	19	9	19
Classical Greek	57	18	38	2	17
Arabic	59	21	11	10	17
Hebrew	46	13	21	3	13
Portuguese	39	9	5	3	8
Korean	25	1	4	3	5
Hindi	21	2	2	0	3
Farsi	8	0	1	2	2
Turkish	17	1	1	0	2
Persian	14	0	0	0	2
Urdu	12	1	0	0	1
Pashto	1	0.4	0.4	0	0.2

Note: Multiple answers were possible.

of all institutions surveyed offer international/global tracks, concentrations, or certificate options in all or some fields (23 percent), with doctorate-granting institutions most likely to offer such an option (36 percent). Nearly three-quarters of all institutions (72 percent) offer a global concentration or certificate in business/management. The next most common fields are social/behavioral sciences (30 percent) and the humanities (24 percent).

Education Abroad

The importance of education abroad has been in the spotlight over the past five years. Data collected by the Institute of International Education (IIE), for example, show a steady increase in the number of students going abroad. In 2005–06, IIE reported a record 223,534 students studied abroad—an increase of 8.5 percent over the previous year.¹⁵

Although the absolute number of students participating in education abroad has risen, only a tiny fraction of the 17 million students enrolled in postsecondary education actually participate in education abroad. We found 27 percent of institutions reported that no students who graduated in 2005 had participated in study abroad, and 46 percent indicated that less than 5 percent of their 2005 graduating class had done so. Of all institutional groups, baccalaureate institutions were mostly likely to have had more than 50 percent of their graduating students go abroad, with 12 percent having done so.

From 2001 to 2006, we saw a dramatic increase in the proportion of institutions that offer study abroad opportunities—from 65 percent in 2001 to 91 percent in 2006 (see **Figure 9**).

The sharpest increase was in community colleges, rising from 38 percent to 85 percent. Thirty-one percent of all institutions offered international internships in 2006, up from 22 percent in 2001. Institutions also enhanced student opportunities for international service with 24 percent offering such programs in 2006, compared with 13 percent in

Figure 8

Percentage of Institutions with International Course Requirements, by Institutional Type: 2001 and 2006

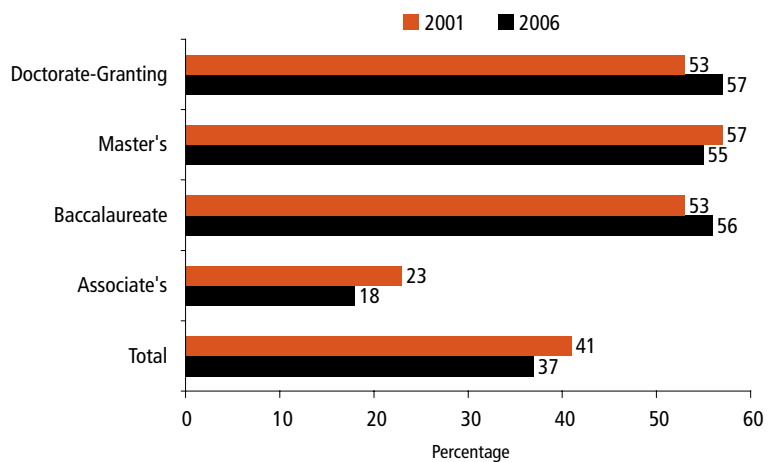
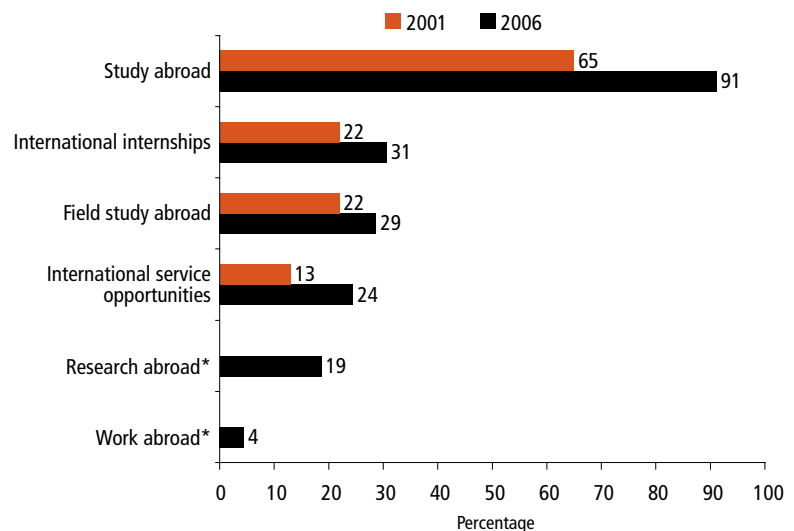


Figure 9

Percentage of Institutions with Education Abroad Programs: 2001 and 2006



* Data were not collected in the 2001 survey.
Note: Multiple answers were possible.

15 Institute of International Education. (2007). *Open doors 2007*. New York: Author.

2001. Doctorate-granting universities were most likely to offer all types of education abroad opportunities.

For some institutions, especially private ones that are tuition-dependent, students going abroad on programs sponsored by other institutions or third-party providers represent a loss of revenue in unrealized tuition and fees for room and board. This revenue loss is intensified when students are permitted to use their institutionally funded financial aid to enroll in programs sponsored by other institutions or organizations. Thus, institutions whose financial aid is “portable” to other programs are making a significant financial commitment to study abroad.

Slightly more than half (55 percent) of all institutions allowed students to use their institutionally awarded financial aid to participate in study abroad opportunities administered by other institutions. Doctorate-granting universities were most likely to allow this practice (83 percent) and approximately three-quarters of master’s (75 percent) and baccalaureate (74 percent) institutions did so. Only 34 percent of associate’s institutions allowed this practice.

We also sought to determine the extent to which colleges and universities would signal their support for education abroad by committing specific institutional funds for student scholarships, in addition to all other sources of financial aid. Thirty-eight percent of all institutions provided such funds for undergraduate and graduate students; 28 percent provided support for undergraduates only. Doctorate-granting universities were the most likely to provide such funding (77 percent), compared with 53 percent each for master’s and baccalaureate institutions and 19 percent for associate’s colleges.

In some institutions and programs, studying abroad means that students must delay graduation in order to be able to fulfill all their graduation requirements. Thus, some institutions have guidelines to ensure that undergraduate students can participate in approved education abroad programs without delaying graduation. The 2006 survey found that 66 percent of institutions had such guidelines, up from 56 percent in 2001. Between 2001 and 2006, an increased proportion of master’s, baccalaureate, and associate’s institutions reported having such guidelines. Master’s colleges and universities jumped from 30 percent to 83 percent.

Extracurricular Activities

Campus activities and interactions with students from diverse international backgrounds are potentially a rich source of student learning. ACE focus groups have shown, for example, that U.S. students believe they learn a great deal from international students as a result of their friendships outside the classroom.

Institutional strategies for bringing U.S. and international students together on campus typically include international festivals, “buddy” programs, providing meeting places (or dormitories) where students can discuss international issues, and language partnering. As shown in **Table 3**, in virtually all of these areas, we saw at least moderate increases in activity in 2006 versus 2001, and in some cases significant increases.

The most common strategy is regular and ongoing international festivals or events on campus, offered by 88 percent of all institutions (up from 61 percent in 2001), followed by the availability of a meeting place for students interested in international topics (51 percent in 2006 versus 38 percent in 2001). Twenty-six percent of institutions offered buddy

Table 3**Percentage of Institutions with Internationally Focused Extracurricular Activities, by Institutional Type: 2001 and 2006**

	Doctorate-Granting		Master's		Baccalaureate		Associate's		Total	
	2001	2006	2001	2006	2001	2006	2001	2006	2001	2006
Festivals or events	90	94	78	92	59	87	47	83	61	88
Meeting place for students interested in international topics*	59	64	50	51	43	52	25	45	38	51
Buddy programs that pair U.S. and international students	39	47	23	27	18	32	15	13	20	26
Language partner programs that pair U.S. and international students	40	48	20	27	13	13	11	19	16	24
International residence halls	34	32	16	25	15	25	5	5	13	19
Programs that link study abroad returnees or international students with K-12 schools	NA	32	NA	16	NA	11	NA	7	NA	14
Language-designated residence halls	24	21	6	7	10	18	0	0	6	9
Other	NA	9	NA	8	NA	10	NA	15	NA	11

* Wording is slightly different from the 2001 survey. In the 2001 survey, the response option was "Meeting place for students to discuss international issues and events."

NA: Data were not collected in the 2001 survey.

Note: Multiple answers were possible.

programs that paired U.S. and international students (up from 20 percent in 2001), while 24 percent offered language partner programs (up from 16 percent in 2001).

Use of Technology to Advance Internationalization

Although a small number of students actually study abroad, technology makes it possible for students who don't travel abroad to have direct contact with students and faculty in other countries. About four in 10 (41 percent) institutions conducted courses in collaboration with institutions in other countries using web-based technology, 37 percent offered guest lectures using video-conferencing, and one-fifth (20 percent) offered video-

or web-based research conferences. Doctorate-granting universities were the most likely to use these approaches, although baccalaureate colleges were most likely to offer institutionally sponsored study abroad student blogs.

Faculty Policies and Opportunities

Both ACE's experience working directly with institutions and the literature on internationalization show that faculty play the leading role in driving campus internationalization. It follows, therefore, that institutional investments in faculty travel to teach, conduct research, and lead students on education abroad programs, as well as workshops to help faculty internationalize their courses, can have a significant impact on internationalizing the curriculum.

Funding for Faculty Opportunities

In 2006, a larger percentage of institutions reported that they provided funding for faculty to engage in international work than in 2001 (see **Table 4**). In 2001, 46 percent of institutions supported faculty to lead study abroad programs, compared with 58 percent in 2006. Similarly, the proportion of institutions supporting faculty travel to meetings and conferences abroad rose from 40 percent to 56 percent. Appreciably more institutions offered faculty support for studying or conducting research abroad in 2006

than did in 2001 (39 percent, compared with 27 percent).

To support internationalization, institutions also offer faculty other opportunities, including workshops on internationalizing the curriculum, workshops on using technology to enhance the international dimension of a course, or workshops that include a focus on assessing international or global learning. Institutions were more likely to offer these opportunities in 2006 than they were in 2001—65 percent, for example, offered workshops on internationalizing

Table 4
Percentage of Institutions Providing Support for Faculty Participation in Internationalization: 2001 and 2006

	Doctorate-Granting		Master's		Baccalaureate		Associate's		Total	
	2001	2006	2001	2006	2001	2006	2001	2006	2001	2006
Funding International Activities										
Faculty leading students on study abroad programs	75	87	60	76	56	75	27	38	46	58
Faculty travel to meetings or conferences abroad	70	91	55	78	49	73	20	33	40	56
Faculty studying or conducting research abroad	71	86	33	56	36	59	9	14	27	39
Hosting visiting international faculty	NA	79	NA	55	NA	48	NA	22	NA	39
Internationalization of courses	50	47	21	34	21	32	15	16	21	26
Faculty teaching at institutions abroad	46	55	27	39	19	25	13	14	21	26
Faculty development seminars abroad	NA	30	NA	23	NA	25	NA	10	NA	18
Other	11	11	7	7	2	5	7	5	6	6
No specific funding provided	11	1	21	6	27	10	47	45	33	25
Professional Development Opportunities										
Workshops on internationalizing the curriculum	30	59	27	63	17	66	36	67	29	65
Opportunities to increase their foreign-language skills	22	41	18	33	13	32	16	39	16	36
Workshops that include a focus on how to use technology to enhance the international dimension of their courses	37	43	19	33	13	30	15	20	17	28
Workshops that include a focus on assessing international or global learning	NA	33	NA	26	NA	26	NA	28	NA	28
Recognition awards specifically for international activity	26	42	14	25	10	12	10	16	12	21

NA: Data were not collected in the 2001 survey.

Note: Multiple answers were possible.

the curriculum in 2006, compared with 29 percent in 2001. More institutions also now offer opportunities for faculty to increase their foreign-language skills (36 percent in 2006, up from 16 percent in 2001).

Criteria for Hiring, Promotion, Tenure, and Recognition

One indication of the integration of an academic change is an institution's criteria for hiring, promoting, and rewarding faculty. When internationalization is a high priority, institutions may actively seek faculty with international interests and experience, include international activity in promotion and tenure criteria, and recognize this work publicly.

In 2006, a definitive 92 percent of all institutions had *no* guidelines that made international work or experience for some or all faculty a consideration in promotion and tenure decisions. That's down slightly from 96 percent in 2001. Only nine percent said they "frequently" gave preference to candidates with international backgrounds, experiences, or interests when hiring faculty in fields that are not explicitly international/global in nature (an additional 23 percent did so "rarely").

About one-fifth (21 percent) of all institutions gave recognition awards specifically for international activity, up from 12 percent in 2001. Doctorate-granting universities saw the biggest increase, from 26 percent to 42 percent.

International Students

Students who come to the United States from other countries can enrich classroom discussions with their different perspectives and expand the horizons of U.S. students through friendships and

out-of-classroom encounters. An institution's willingness to support the recruitment of international students and provide financial support for them is therefore another indicator of commitment to internationalization.

As other nations become more active in recruiting international students, however, U.S. institutions are facing stiffer competition. Additionally, as a result of the events of September 11, 2001, security protocols and a general tightening of visa procedures have resulted in a decrease in international students on U.S. campuses. However, enrollments appear to be rebounding; the 2006–07 enrollment of 582,984 international students in the United States is about level with the peak enrollment of 586,323 seen in 2002–03. Overall, international students represented 3.9 percent of all students in 2006–07.¹⁶

Enrollments

Eight percent of institutions reported having no international undergraduate students (up from 5 percent in 2001) and 74 percent reported that less than five percent of their full-time undergraduates students were international, about the same as 2001 (see **Figure 10** on page 20). Doctorate-granting universities were more likely to have high proportions of undergraduate international students: 11 percent of doctorate-granting institutions had between 10 percent and 25 percent undergraduate international students. (For data on internal graduate enrollments see www.cgs.org.)

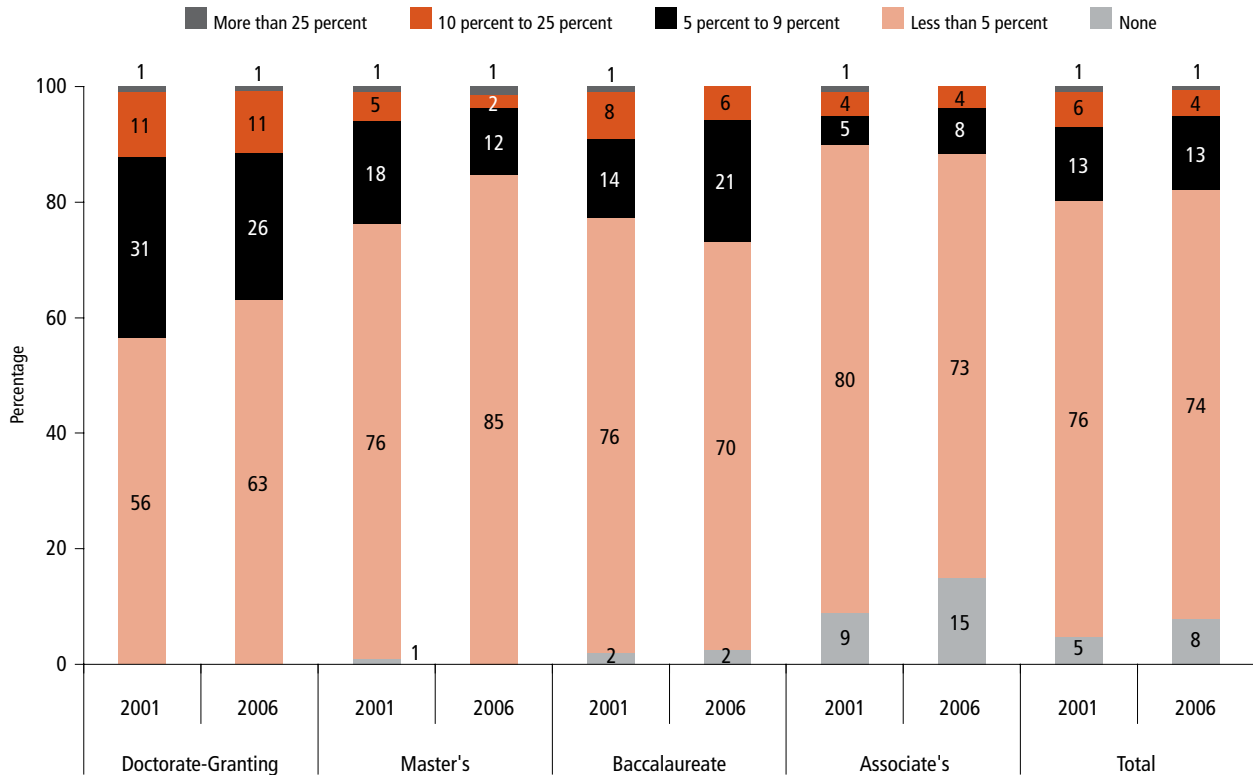
Recruiting

As shown in **Figure 11** (on page 20), approximately one-quarter (26 percent) of all institutions had an international

16 Institute of International Education. (2007). *Open doors 2007*. New York: Author.

Figure 10

Distribution of International Undergraduate Full-Time Enrollments, by Institutional Type: 2001 and 2006

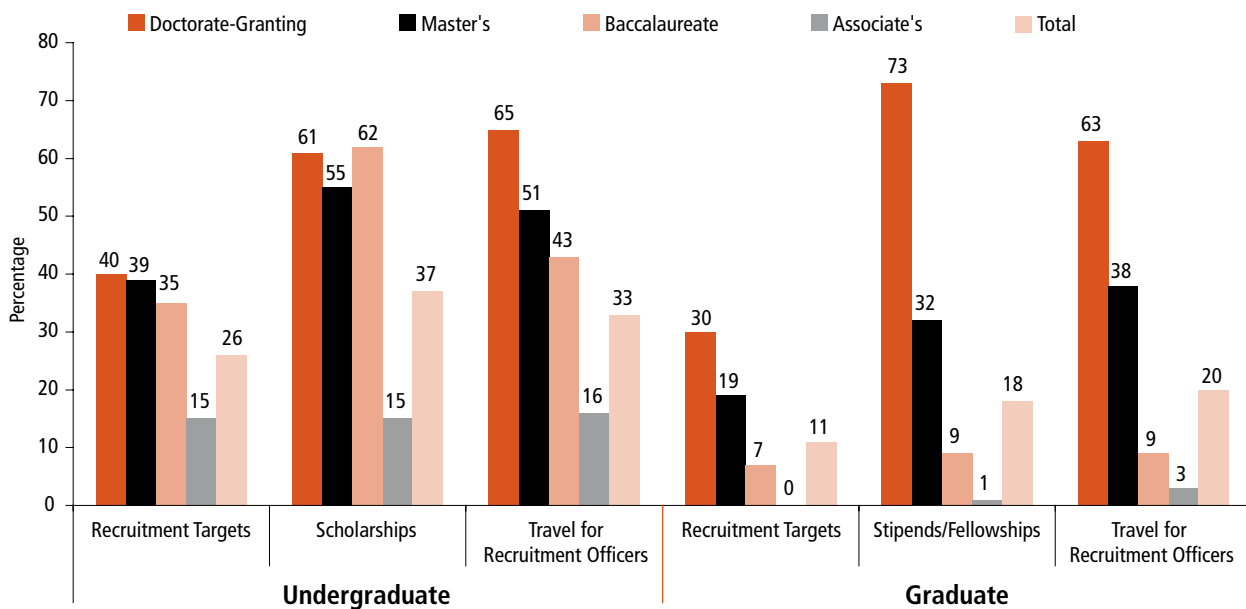


Note: Details may not sum to 100 percent due to rounding.

Figures are the percentages of institutions that reported international students as a share of total undergraduate enrollment.

Figure 11

Percentage of Institutions Providing Support for Undergraduate and Graduate International Student Recruitment, by Institutional Type: 2006



Note: Details may not sum to 100 percent due to rounding.

student recruitment plan with specific targets for undergraduate students; approximately one in 10 (11 percent) had such targets for international graduate students. Doctorate-granting universities and master's colleges and universities were equally likely to have such targets for undergraduate students; about four in 10 did (40 percent and 39 percent, respectively). Doctorate-granting universities were also the most likely to have targets for graduate students, but only three in 10 did.

Nearly two-thirds of all institutions provided specific institutional funding for international student recruitment or admissions. One-third (33 percent) devoted specific institutional funding to support the travel of recruitment officers to recruit undergraduate international students. Doctorate-granting universities were most likely to provide this support, and the proportion doing so increased from 52 percent in 2001 to 65 percent in 2006. Not surprisingly, they were also the most likely to provide support for travel for recruitment officers to recruit graduate students, with 63 percent doing so in 2006.

Scholarship/Fellowship Support

Overall, nearly four in 10 (37 percent) institutions provided scholarships for undergraduate international students. Among baccalaureate colleges and doctorate-granting universities, approximately six in 10 provided such support; 55 percent of master's institutions did so.

For international graduate students, doctorate-granting institutions were most likely to provide stipends or fellowships (73 percent).

Programs and Support Services

Institutions offer a wide variety of programs and services to help international students ease their transition to the United States, integrate into the university and the community, and help them succeed academically.

We found that 72 percent of institutions offered orientation to the institution and/or to the U.S. classroom; 70 percent offered individualized academic support services; and 65 percent offered English as a Second Language programs for international students (see **Table 5**).

Table 5
Percentage of Institutions with Programs and Support Services for International Students, by Institutional Type: 2006

	Doctorate-Granting	Master's	Baccalaureate	Associate's	Total
Orientation to the institution and/or the U.S. classroom	92	87	76	57	72
Individualized academic support services	67	72	73	68	70
English as a Second Language (ESL) program	86	55	36	79	65
Orientation to the United States and the local community	90	75	68	39	59
Assistance in finding housing	82	69	55	47	57
Host-family program for international students	50	30	35	16	27
Institutional advisory committee of international students	44	34	21	14	23
International alumni services and/or chapters	52	16	11	2	13
Support services for dependents of international students	38	11	5	3	9

Note: Multiple answers were possible.

Slightly less than six in 10 institutions offered assistance in finding housing and an orientation to the United States and the local community (57 percent and 59 percent, respectively). About three in 10 (27 percent) offered host-family programs for international students. Institutions

were least likely to offer support services for dependents of international students (9 percent) and international alumni services and/or chapters (13 percent). Doctorate-granting universities were most likely to offer the full array of programs and services for international students.

SUMMARY OF CHANGES BETWEEN 2001 AND 2006

Overall, internationalization is not a major force in U.S. colleges and universities. As ACE's 2006 study finds, the gains have been uneven; few areas registered sharp increases and some have experienced declines. Highlights of the changes are as follows:

- **Stated institutional commitment to internationalization, as expressed in mission statements, priorities in strategic plans, task forces to oversee internationalization, and assessment efforts, is modest and has not increased noticeably since 2001.**
- **Internationally focused curricular requirements have remained stable or decreased slightly.**
- **The proportion of institutions offering education abroad opportunities for credit has risen sharply:** 91 percent offered study abroad in 2006, compared with 65 percent in 2001. More institutions are offering international internships and international service learning opportunities.
- **More institutions are investing in international opportunities for faculty.** Institutions were more likely to support faculty to lead study abroad groups in 2006 than they were in 2001 (58 percent of institutions did so in 2006, compared with 46 percent in 2001) and to support faculty travel to meetings and conferences (56 percent in 2006, compared with 40 percent in 2001). They were also more likely to support workshops and opportunities for faculty to learn a foreign language.
- **Overall, the percentage of institutions with a foreign-language requirement for undergraduate admissions rose slightly.** Gains were slightly more noticeable in master's and baccalaureate institutions.
- **Although a very small minority, the proportion of institutions that consider international work or experience for promotion and tenure has risen.** In 2006, only 8 percent of institutions had guidelines that specified international work or experience for some or all faculty as a consideration in promotion and tenure decisions. This figure was up from 4 percent in 2001. In doctorate-granting universities, the percentage rose from 11 percent to 21 percent.
- **Institutional efforts to provide opportunities outside the classroom for students to have international contacts and learn about international issues have risen.** These opportunities include buddy programs for U.S. and international students, language partner programs, and language residence halls.
- **Fewer institutions received external funding to support internationalization.** Forty-three percent received no external funding in 2001, compared with 54 percent in 2006. (Coupled with the greater investments in providing faculty members opportunities to pursue internationalization, however, this finding suggests that institutions are allocating more of their own funding to internationalization.) Associate's colleges were the only institutions that registered a significant increase in the number of institutions that did not receive external funding.
- **Institutions were less likely to have undergraduate foreign-language requirements for graduation for all or some students in 2006 than in 2001.** The percentage of institutions with such requirements dropped from 53 percent to 45 percent. Less than one in five (16 percent) had a foreign-language requirement for all undergraduate students.
- **Slightly fewer institutions required a course with an international or global focus as part of the general education curriculum.** Thirty-seven percent required such a course in 2006, compared with 41 percent in 2001. Of those institutions with such a requirement, the proportion with a "non-Western" course requirement dropped from 62 percent to 50 percent.

Conclusion

Institutions of higher learning are sometimes slow to change. An unhurried response can often be of great benefit—ensuring, for example, that an institution is not simply swept up in the frenzy of an educational fad.

Internationalization, however, is not a fad. Rather, it is a global reality. And, as the findings in this survey suggest, it is a reality to which colleges and universities in the United States have been generally slow to respond. In broad measures of institutional commitment, such as the presence of internationalization in planning documents, as well as in such specific indicators as the languages taught on campus, U.S. colleges and universities have not yet demonstrated that they are fully committed to internationalization.

There are important signs that this is changing. More institutions are investing, for example, in international opportuni-

ties for faculty, who ultimately will be the key drivers of campus internationalization. Overall, opportunities for education abroad have expanded considerably in the last 10 years. Still, if American colleges and universities are to remain competitive in today's global reality, the pace of change needs to be faster, and the scope of change needs to be broader.

From organizational policies to the curriculum, the data reported here suggest many areas where colleges and universities could focus to increase their internationalization. Institutions would do well to assess their own degree of internationalization, honestly and thoroughly, against the findings in this report. Findings from that kind of assessment would be invaluable in informing new strategies and revised policies that move toward true institutional commitment to this vitally important goal.

Internationalization at Doctorate-Granting Universities¹⁷

Highlights 2006

ACE's 2006 survey data show that doctorate-granting universities have many strengths in internationalization. They are the most likely of all institutional types to incorporate internationalization into their mission and goals and to have a strong infrastructure to support internationalization. Yet, a substantial minority of doctorate-granting universities do not demonstrate a high level of internationalization.

- A majority of doctorate-granting universities declared their commitment to internationalization in mission statements and other official institutional records. They also had infrastructure to support internationalization.
- The majority of doctorate-granting universities had language graduation requirements for all or some students and an internationally focused course requirement.
- Education abroad opportunities at doctorate-granting universities are abundant and the majority of institutions provide students with direct financial support; however, only a modest number of students participated in education abroad.
- Doctorate-granting universities made important investments to help faculty enhance their international skills and knowledge.
- International work does not figure prominently as a criterion for hiring or promotion in doctorate-granting institutions.
- Among all institutions, doctorate-granting universities were most likely to enroll undergraduate international students; however, international students remain a small portion of the undergraduate student population.
- Doctorate-granting universities committed significant resources to recruitment and support for international students.

Doctorate-granting universities are institutions that award at least 20 doctoral degrees per year, excluding professional degrees. They are large, complex organizations, and many have a strong tradition of international activities and programs. These institutions enroll about 4.7 million students (27 percent of all students in the United States); 64 percent are public institutions.¹⁸

In ACE's 2006 survey of internationalization, doctorate-granting universities constituted 14 percent of the total respondents. A total of 145 out of 257 doctorate-granting universities responded to the survey; thus, the response rate within this sector was 56 percent. As shown in **Table 6** (on page 26), the majority of responding institutions were considered to be large (77 percent), while fewer were medium-sized (17 percent). Too few very small and small

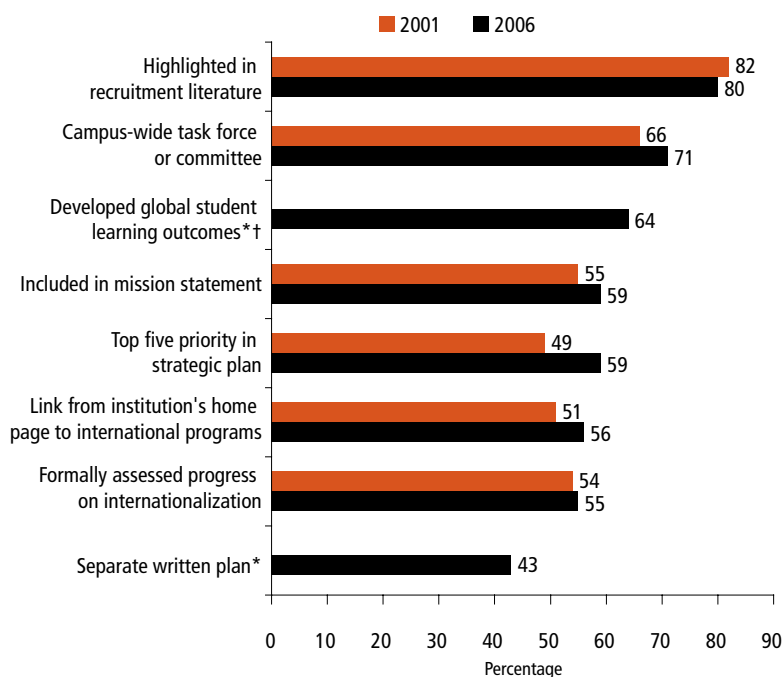
¹⁷ Unless otherwise noted, all references in this chapter to data not shown in a figure or table can be found in Appendix C or D.

¹⁸ U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Data System (IPEDS) Institutional Characteristics Survey, 2005.

Table 6**Doctorate-Granting University Respondents, by Institutional Control and Size: 2006**

		Number	Percentage
Control	Public	102	70
	Private	43	30
	Total	145	100
Size	Very small (under 2,000)	0	0
	Small (2,000–4,999)	9	6
	Medium (5,000–9,999)	24	17
	Large (10,000+)	112	77
	Total	145	100

Note: Figures are unweighted.

Figure 12**Institutional Commitment to Internationalization in Doctorate-Granting Universities: 2001 and 2006**

* Data were not collected in the 2001 survey.

† Percentage is the sum of institutions that have developed international and global student learning outcomes for

doctorate-granting universities responded to our survey to be included in analyses by institution size. Of the doctorate-granting universities that responded to the survey, 70 percent were public and 30 percent were private.

Institutional Support for Internationalization

The ACE survey examined several key criteria that show institutional support for internationalization, including an institution's stated commitment, relevant aspects of organizational structure and staffing, and external funding for internationalization.

Stated Institutional Commitment

The majority of doctorate-granting universities explicitly stated and publicized their commitment to internationalization. As shown in **Figure 12** they were most likely to express their commitment by highlighting global programs in recruitment literature (80 percent), or by having task forces dedicated to advancing internationalization efforts on campus (71 percent).

Approximately three in five doctorate-granting universities focused on internationalization by referring to it in their mission statements (59 percent) and included internationalization as one of their five top priorities in their strategic plans (59 percent). Forty-three percent had a separate written plan that addresses institution-wide internationalization and slightly more than half had assessed their internationalization efforts within the past five years (55 percent). Two-thirds (64 percent) of doctorate-granting universities had developed specific goals for student learning outcomes for all or some students in international or global learning.

The most notable change in stated institutional commitment to internationalization between 2001 and 2006 can be seen in the higher proportion of doctorate-granting institutions listing internationalization as one of the top five priorities in the strategic plan, rising from 49 percent to 59 percent.

We found a notable difference in institutional commitment to internationalization between private and public institutions. **Figure 13** shows that private doctorate-granting universities had a greater stated commitment to internationalization, on most measures, than public institutions.

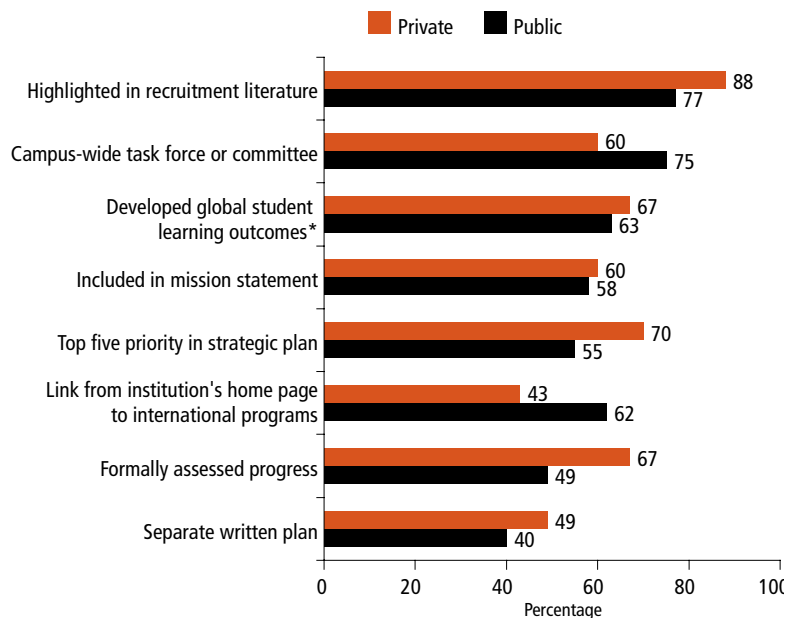
Organizational Structure and Staffing

Doctorate-granting universities devoted significant administrative resources to internationalization in 2006. Eighty-five percent had a full-time administrator who oversees internationalization efforts. That administrator typically reported to the chief academic officer (58 percent) or other administrator in academic affairs (23 percent). Most doctorate-granting universities also hired at least a half-time professional to staff various international programs, including international student services (95 percent), education/study abroad (95 percent), English as a Second Language programs (81 percent), international student recruitment and admissions (79 percent), international scholar programs (79 percent), the development and monitoring of international partnerships (74 percent), and global campus programming (63 percent).

In 2006, 97 percent of doctorate-granting universities had at least one office that oversees international programs. Structures varied: 57 percent had multiple offices and 40 percent had a

Figure 13

Institutional Commitment to Internationalization in Doctorate-Granting Universities, by Institutional Control: 2006



* Percentage is the sum of institutions that have developed international and global student learning outcomes for some students in some schools, departments or programs and for all students.

single office. There has been a slight shift to more offices with this responsibility; in 2001, 49 percent of doctorate-granting universities had multiple offices and 48 percent had one office.

Again, we saw a difference between private and public institutions. Private doctorate-granting universities were more likely than public institutions to have multiple international offices (74 percent, compared with 50 percent).

External Funding

External funding provided important support for international programs at doctorate-granting institutions (see **Figure 14**). The most likely source of funding was the federal government; nearly six in 10 (59 percent) doctorate-granting universities received federal funds for internationalization. Alumni, other private donors, and foundations also were important sources of funding for internationalization: Approximately half of all doctorate-granting universities received funding from these sources.

The proportion of institutions receiving state funding for internationalization dropped between 2001 and 2006; in 2001, 32 percent of all doctorate-granting universities received such funding, compared with 21 percent in 2006. Despite this drop, the percentage of doctorate-

granting universities that reported receiving no external funding for internationalization remained the same in 2006 as it was in 2001, 17 percent.

Public doctorate-granting universities received more of their financial support for internationalization from government sources while private universities were more reliant on alumni donations.

Academic Requirements, Programs, and Extracurricular Activities

Our survey also asked about how deeply internationalization is embedded in an institution's academic life in the form of foreign-language requirements, international/global course requirements and offerings, education abroad, related extracurricular activities, and technology.

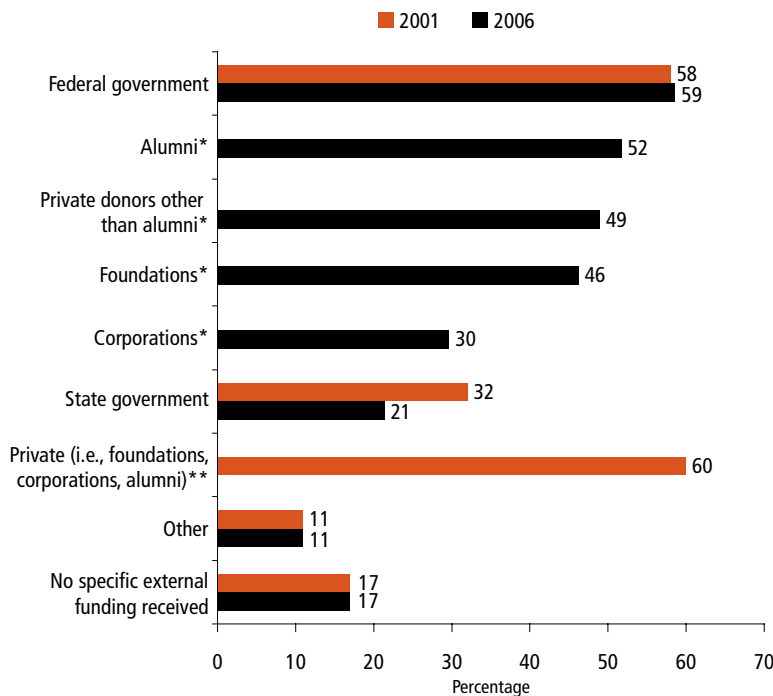
Undergraduate Foreign-Language Requirements and Offerings

In 2006, we found that about half (47 percent) of doctorate-granting universities had some form of admissions foreign-language requirement for all or some students (see **Figure 15**). Nearly four-fifths (77 percent) had foreign-language requirements for graduation for all or some students (59 percent for some students and 18 percent for all). Nearly half (48 percent) required two years of study or equivalent, the steepest requirement of any type of institution.

Most institutions, however, allowed students to fulfill foreign-language graduation requirements without taking college courses—85 percent of doctorate-granting universities allowed students to satisfy language requirements for graduation through a proficiency exam.

Between 2001 and 2006, there were slight declines in the proportion of doctorate-granting universities with foreign-language requirements for all or some students for both admissions and

Figure 14
Percentage of Doctorate-Granting Universities Receiving External Funding for Internationalization, by Source of Funding: 2001 and 2006



* Data were not collected in a comparable format in the 2001 survey.

** Data were not collected in a comparable format in the 2006 survey.

graduation. While 51 percent required all or some students to have studied a foreign language for admission in 2001, for example, that number dropped to 47 percent in 2006. Similarly, the proportion of institutions with a foreign-language graduation requirement for all or some students declined from 82 percent to 77 percent in this period. Data for both survey years show that approximately one-fifth of all doctorate-granting universities had foreign-language requirements for all students for graduation.

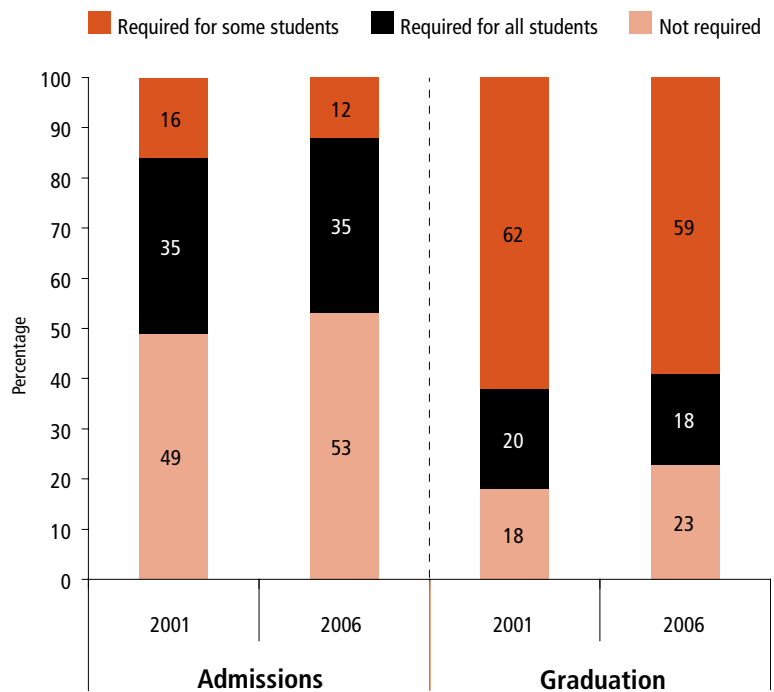
Nearly all doctorate-granting universities offered Spanish, French, and German coursework to undergraduates (see **Figure 16**). A large majority also offered Japanese, Chinese, Russian, and Italian.

Undergraduate International/Global Course Requirements and Offerings

In 2006, nearly six in 10 (57 percent) doctorate-granting universities required undergraduates, as part of their general education requirements, to take courses dealing with perspectives, issues, or events in countries or areas outside the United States. Of those institutions with such a requirement, about half (49 percent) required one course and one-third required two courses (see **Figure 17** on page 30). The percentage of doctorate-granting institutions with a two-course requirement has increased since 2001; only 20 percent of this institutional type required two courses in 2001.

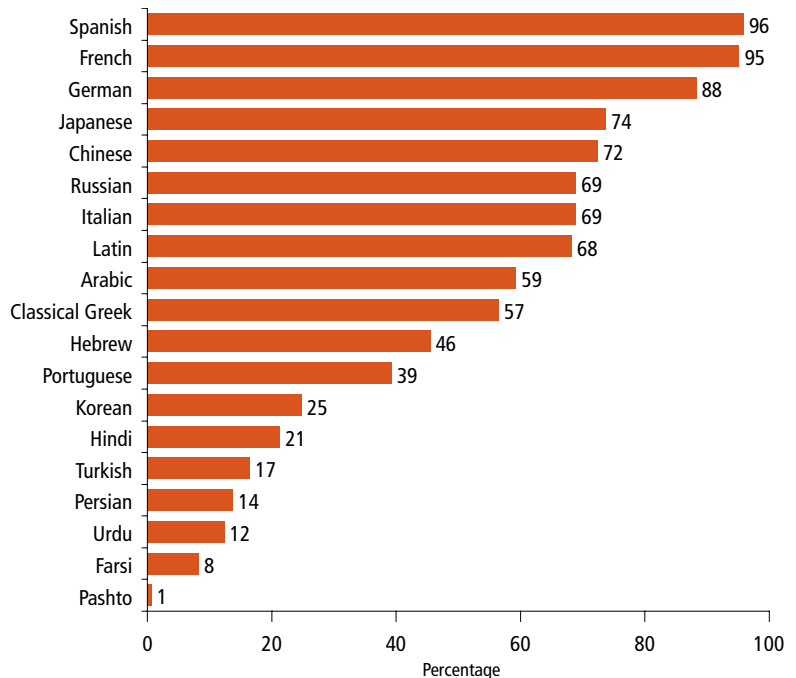
Of those doctorate-granting universities that had an international course requirement, slightly more than half (52 percent) required students to take a course focused on issues, trends, and perspectives outside Western Europe, Canada, and Australia, often referred to as a “non-Western” requirement. The proportion of institutions with such a requirement dropped from 62 percent

Figure 15
Percentage of Doctorate-Granting Universities with Undergraduate Foreign-Language Admissions and Graduation Requirements: 2001 and 2006



Note: Details may not sum to 100 percent due to rounding.

Figure 16
Percentage of Doctorate-Granting Universities with Undergraduate Foreign-Language Programs, by Language: 2006



Note: Multiple answers were possible.

to 52 percent between 2001 and 2006. Thus, only about 30 percent of all students at doctorate-granting universities were required to take a course focusing on non-Western nations or regions.

Doctorate-granting universities were less likely to have a general education requirement of a course focusing on global issues or trends, such as health or the environment, than an international or area studies requirement: Three in 10 doctorate-granting universities required a globally focused course.

About half of doctorate institutions (49 percent) offered joint degrees and approximately one-third (36 percent) offered an international or global certificate or track regardless of major. Business and social sciences were the most common fields offering global certificates or tracks.

Education Abroad

In 2006, almost all (97 percent) doctorate-granting universities offered study abroad programs for credit, and 84 percent had guidelines to ensure that such programs do not delay graduation. The majority of doctorate-granting universities offered other education abroad opportunities for credit, such as international internships (63 percent) and field study abroad (55 percent) (see **Table 7**). There was little change in the proportion of doctorate-granting universities offering various types of education abroad programs, except for an increase in the percentage offering international service opportunities, which was up from 29 percent in 2001 to 44 percent in 2006.

Although offerings are abundant, modest numbers of students at doctorate-granting universities participate in education abroad. More than four in 10 (43 percent) doctorate-granting universities reported that less than 5 percent of their students who graduated in 2005 had studied abroad for credit at some point during their academic career; 15 percent reported that 5 percent to 10 percent had done so; and 21 percent reported that

Figure 17

Number of Internationally Focused Courses Required in Doctorate-Granting Universities with an Internationally Focused General Education Requirement: 2001 and 2006

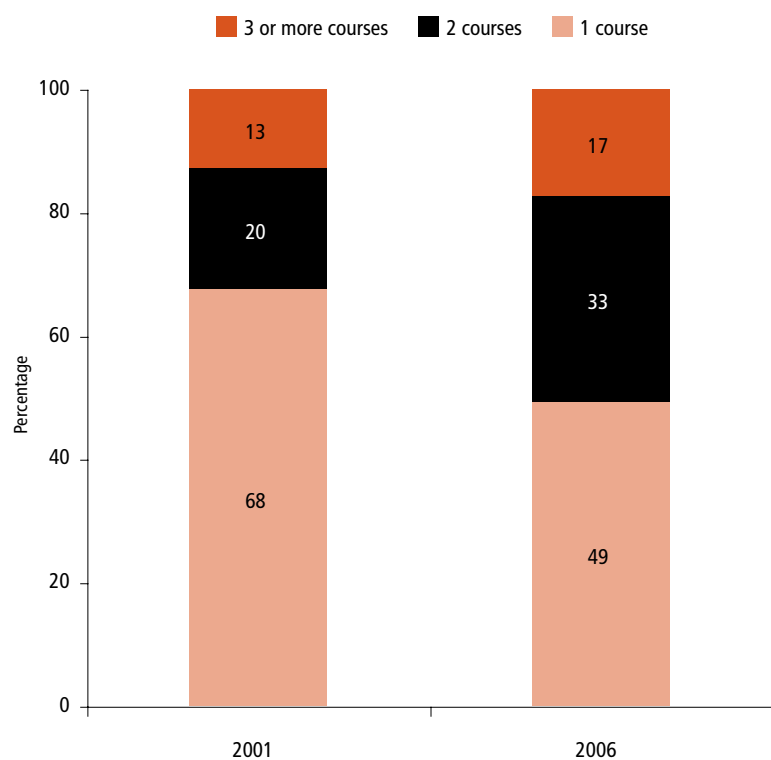


Table 7

Percentage of Doctorate-Granting Universities with Undergraduate Education Abroad Programs for Credit: 2001 and 2006

	2001	2006
Study abroad	95	97
International internships	63	63
Field study abroad	60	55
Research abroad	NA	53
International service opportunities	29	44
Work abroad	NA	12

NA: Data were not collected in the 2001 survey.

Note: Multiple answers were possible.

between 11 percent and 20 percent of students had studied abroad (see **Figure 18**). Approximately one-fifth reported that more than 20 percent of students graduating in 2005 had engaged in education abroad.

Private institutions reported much higher rates of study abroad by their 2005 graduates and were also more likely to have guidelines in place to ensure that education abroad did not delay graduation.

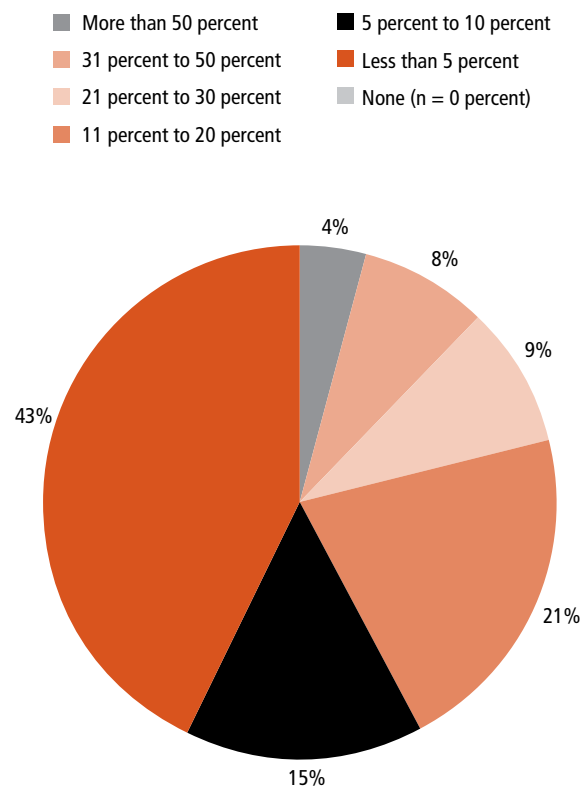
Doctorate-granting universities also supported study abroad by allowing students to use their institutional financial aid to participate in education abroad programs sponsored by other institutions or organizations. Eighty-three percent of doctorate-granting universities did so. Slightly more than half (55 percent) of doctorate-granting universities provided specific institutional funding for student education abroad from institutional, departmental, or school funds in addition to all other sources of financial aid.

Extracurricular Activities

Doctorate-granting universities offer a variety of internationally focused extracurricular campus activities for undergraduate students. In our 2006 survey, we found that international festivals were the most ubiquitous activity, offered by 94 percent of doctorate-granting institutions. Forty-seven percent offered “buddy” programs that pair U.S. and international students, and 64 percent offered meeting places for U.S. and international students. Institutional efforts to pair students in buddy programs and language partner programs have intensified since 2001. The percentage of doctorate-granting universities offering buddy programs rose from 39 percent to 47 percent, while those offering language partner programs increased from 40 percent to 48 percent.

Figure 18

Student Participation in an Education Abroad Program in Doctorate-Granting Universities: 2006



Use of Technology for Internationalization

Doctorate-granting universities use technology in a variety of ways to enhance internationalization. In 2006, for example, we found that two-thirds conducted courses in collaboration with higher education institutions in other countries using web-based technology. An equal proportion used videoconferencing for guest lectures. Large institutions were more likely than medium-sized institutions and public institutions were more likely than private institutions to use technology to enhance internationalization.

Faculty Policies and Opportunities

The 2006 survey also investigated institutional support for faculty participation in internationalization, as evidenced by such factors as funding and campus policies regarding tenure and promotion.

Funding for Faculty Opportunities

Doctorate-granting universities are generally committed to helping faculty enhance their international skills and knowledge. For example, in 2006, 91 percent of doctorate-granting universities offered support for faculty to travel to conferences abroad, and 86 percent offered such support for faculty studying or conducting research abroad.

As **Table 8** shows, more doctorate-granting universities invested in 2006 in initiatives that support faculty international work than in 2001. The proportion of doctorate-granting institutions providing funding to send faculty abroad increased substantially between 2001 and

2006, suggesting that doctorate-granting universities view helping their faculty acquire international knowledge and experience as a key internationalization strategy.

Doctorate-granting universities also offered faculty skill and knowledge building opportunities on campus (see Table 8). In 2006, nearly three in five (59 percent) offered workshops for faculty on internationalizing the curriculum, double the percentage in 2001. Forty-one percent offered opportunities for faculty to increase their foreign-language skills, up from 22 percent in 2001.

Criteria for Hiring, Promotion, Tenure, and Recognition

We found that international work does not figure prominently as a criterion for hiring or promotion in doctorate-granting institutions. Nearly four-fifths of the institutions surveyed did not consider international experience when making tenure or promotion decisions. Similarly, 86 percent reported that they never or rarely gave preference to candidates with international background, experience, or interest when hiring faculty in fields that are not explicitly international/global.

Doctorate-granting universities did, however, offer other forms of rewards for international work. For example, 42 percent offered awards that recognized international work, up from 22 percent in 2001.

Table 8
Percentage of Doctorate-Granting Universities Providing Support for Faculty Participation in Internationalization: 2001 and 2006

	2001	2006
Funding International Activities		
Meetings abroad	70	91
Leading study abroad programs	75	87
Research abroad	71	86
Hosting visiting international faculty	NA	79
Teaching abroad	46	55
Internationalization of courses	50	47
Faculty development seminars abroad	NA	30
No specific funding provided	11	1
Professional Development Opportunities		
Workshops on internationalizing the curriculum	30	59
Workshops on using technology to enhance internationalization	37	43
Recognition awards	26	42
Opportunities to increase foreign-language skills	22	41
Workshops that include a focus on assessing international or global learning	NA	33

NA: Data were not collected in the 2001 survey.

Note: Multiple answers were possible.

International Students

Finally, we asked institutions about their international student enrollments and relevant programs and services.

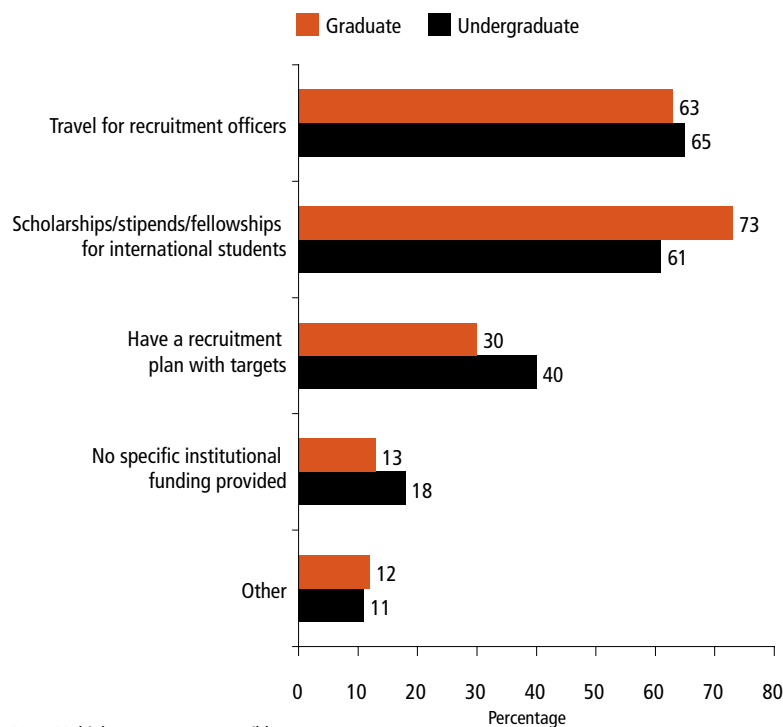
Enrollments

More than six in 10 (63 percent) doctorate-granting universities indicated that less than 5 percent of their undergraduate students were international students, compared with 56 percent in 2001. These findings are consistent with the Institute of International Education's (IIE) data, which show that the proportion of total U.S. student enrollment represented by international students dropped between 2001 and 2006.¹⁹ In 2001–02, international students represented 4.3 percent of total enrollments; in 2006–07, that percentage was down to 3.9 percent. IIE also reported that since the peak year of international student enrollments in 2002–03, doctorate-granting universities were the only institutions to register successive declines in international student enrollments until 2005–06. The latest data from IIE show that despite declines, doctorate-granting universities continue to enroll the largest number of international students in the United States. This translates into 59 percent of all international students in the United States.²⁰

Recruiting

Four in 10 doctorate-granting universities had a strategic international recruitment plan with specific targets for international undergraduate students and three in 10 had such a plan for international graduate students (see **Figure 19**). Nearly eight in 10 (79 percent) had at least a half-time professional dedicated to international student recruitment.²¹ Private institutions were more likely than public institutions to have targets in place for undergraduate international students (56 percent, compared with 34 percent).

Figure 19
Percentage of Doctorate-Granting Universities Providing Support for Undergraduate and Graduate International Student Recruitment: 2006



19 Institute of International Education. (2007). *Open doors 2007*. New York: Author.

20 *Ibid.*

21 The question did not specify whether this person(s) worked on undergraduate or graduate admissions.

Scholarship/Fellowship Support

In the 2006 survey, we found that 61 percent of doctorate-granting universities provided scholarship support for undergraduate international students in 2005–06 (see Figure 19). Seventy-three percent of doctorate-granting universities provided stipends/fellowships for graduate students over the same period. Direct financial support for international undergraduate students rose between 2001 and 2006 at doctorate-granting universities.²² In 2001, about half (52 percent) of insti-

tutions provided such support; by 2006, six in 10 (61 percent) did so.

Programs and Support Services

Doctorate-granting universities commonly offered a range of support programs for international students in 2006. Ninety-two percent offered an orientation to the U.S. institution, 90 percent offered an orientation to the United States and the local community, and 86 percent offered English as a Second Language programs (see **Figure 20** on page 36).

SUMMARY OF CHANGES IN DOCTORATE-GRANTING UNIVERSITIES BETWEEN 2001 AND 2006

As a group, doctorate-granting universities strengthened their already considerable commitment to internationalization during this five-year period. In 2006, increases in institutional commitment to internationalization were evident in the increased likelihood of doctorate-granting universities to:

- List internationalization as one of their top five priorities in their strategic plan (59 percent in 2006, compared with 49 percent in 2001).
- Invest in travel for staff to recruit international undergraduate students (65 percent in 2006, compared with 52 percent in 2001).
- Provide scholarships for international undergraduate students (61 percent in 2006, compared with 52 percent in 2001).

Similarly, doctorate-granting universities increased their already-strong investment in the international capacities of their faculty. Since 2001, doctorate-granting universities have shown increases in support for faculty participation in international activities.

- More than half (55 percent) provided specific institutional funding for faculty to teach at institutions abroad in 2006, up from 46 percent in 2001.
- Nearly all (91 percent) doctorate-granting universities provided specific institutional funding for faculty to travel to meetings or conferences abroad (up from 70 percent in 2001).
- Eighty-six percent of doctorate-granting universities supported faculty research abroad in 2006, compared with 71 percent in 2001.
- A higher percentage of doctorate-granting universities offered workshops on internationalizing the curriculum in 2006 (59 percent, compared with 30 percent in 2001).
- Opportunities for faculty to strengthen their foreign-language skills have increased (41 percent of doctorate-granting universities offered such opportunities in 2006, compared with 22 percent in 2001).
- Doctorate-granting universities were also more likely to provide recognition awards specifically for international activity in 2006 (42 percent, compared with 26 percent in 2001).

22 These data were not collected for international students at the graduate level in 2001.

Conclusion

The 2006 data show generally positive trends in internationalization in doctorate-granting universities, but with notable counterpoints that suggest areas for more work.

There is considerable positive news. Nearly 60 percent of doctorate-granting universities now make internationalization one of their top institutional priorities, up 10 percent from 2001. Institutions have increased their investment in recruiting and scholarships for interna-

tional students and in education abroad for students from the United States.

Doctorate-granting universities continue to bolster their investment in the international capacities of their faculty. Almost all doctorate-granting universities fund faculty travel to conferences abroad or research abroad. Doctorate-granting universities offered more programs in 2006 than in 2001 to encourage interactions between domestic and international students.

In 2006, more doctorate-granting universities offered programs to encourage interactions between domestic and international students.

- Nearly half (47 percent) of institutions offered buddy programs that pair U.S. and international students in 2006 (compared with 39 percent in 2001).
- There was also an increase in the proportion of institutions sponsoring language partner programs in 2006 (48 percent, compared with 40 percent in 2001).

Changes in external financial support were a mixed picture.

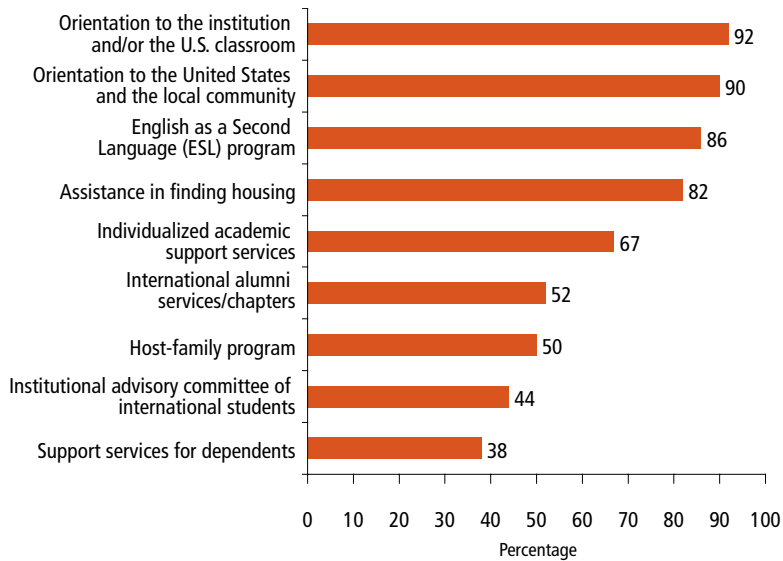
- Seventeen percent of doctorate-granting universities reported receiving no specific external funding in both 2001 and 2006.
- The proportion of doctorate-granting universities that received funding from the federal government for internationalization held steady at just under 60 percent in 2006 and 2001. However, the proportion that received funding from the state government dropped from 32 percent in 2001 to 21 percent in 2006.

Changes in curricular requirements at doctorate-granting universities also show mixed results.

- In 2006, doctorate-granting universities were only slightly more likely than in 2001 to require general education courses focusing on perspectives, issues, or events from specific countries or areas of the world outside the United States (57 percent, compared with 53 percent). At the same time, however, they were much more likely to require two or more courses than they were five years earlier. In 2006, 50 percent of doctorate-granting universities required two or more courses with an international focus, up from 33 percent in 2001.
- However, increases in requirements were not consistent; doctorate-granting universities were less likely in 2006 to require a “non-Western” course—that is, a course focusing on geographic areas outside of Canada, Australia, and Western Europe. In 2006, 52 percent of those institutions that had an international course requirement had a non-Western requirement, compared with 62 percent in 2001.
- There were also slight drops in foreign-language admissions and graduation requirements for undergraduates at doctorate-granting institutions. Forty-seven percent had foreign-language admissions requirements in 2006, down from 51 percent in 2001.
- Seventy-seven percent had foreign-language graduation requirements for some or all students in 2006, down from 82 percent in 2001. However, the percentage requiring foreign-language study for all students was nearly the same in 2001 and 2006: 20 percent and 18 percent, respectively.

Figure 20

Percentage of Doctorate-Granting Universities Providing Support Services to International Students: 2006



Note: Items included were cited by one-third or more of respondents. Multiple answers were possible.

In many of these areas, as we have noted throughout this chapter, doctorate-granting institutions made not just incremental improvements but truly significant gains when one compares 2006 with 2001. We do note, however, several areas where performance could be improved and areas where lackluster performance is actually the cause of some concern.

Areas for Attention

The conclusion and recommendations contained in Chapter 7 point out areas for action that are common to all institutions. Below we highlight several specific areas that doctorate-granting universities should consider when reviewing their institutional internationalization policies and practices and developing strategies to improve them:

Foreign-language requirements. As we noted above, between 2001 and 2006 we saw slight declines—and notably not increases—in the proportion of doctorate-granting universities with foreign-language requirements for both admissions and graduation. Of similar concern is the finding in both survey years that only about one-fifth (18 percent) of all doctorate-granting universities had foreign-language requirements for all students for graduation (compared with 23 percent of master’s institutions and 41 percent of baccalaureate colleges).

Internationally focused course requirements. Nearly six in 10 (57 percent) doctorate-granting universities had an international course requirement. Of those, slightly more than half (52 percent) required students to take a course focused on issues, trends, and perspectives outside of Western Europe, Canada, and Australia, often referred to as a “non-Western” requirement. The proportion of institutions with such a requirement dropped from 62 percent to 52 percent between 2001 and 2006. Thus, only about one-quarter (30 percent) of all students at doctorate-granting universities were required to take a course focusing on non-Western nations or regions. Given current geopolitical and economic developments, one might expect to see an increase rather than a decrease in this requirement.

Education abroad. Our data show that the great majority of doctorate-granting institutions offer education abroad opportunities. We note, however, that only modest numbers of students at doctorate-granting universities participate in education abroad. More than four in 10 doctorate-granting universities reported that less than 5 percent of their students who graduated in 2005 had studied abroad for credit at some point during their academic career.

Overall, doctorate-granting universities provide strong support for their faculty to be active internationally; have a wide variety of internationally focused curricular offerings, including many different foreign languages; and have made gains in internationalization since 2001. Our work with campuses suggests, however, that in spite of the many opportunities for students to pursue international learning and to study abroad, they do not necessarily take advantage of them. Similarly, our work suggests that faculty do not always connect their international research interests with their course curricula, nor do they see the centrality of international knowledge and skills to a high-quality undergraduate education. For doctorate-granting universities to be fully internationalized, they will need to pay greater attention to the internationalization of teaching and learning, especially at the undergraduate level.

Internationalization at Master's Colleges and Universities²³

Highlights 2006

Overall, internationalization at master's colleges and universities presents a mixed picture; they are not highly internationalized.

- ACE's 2006 survey found that most master's colleges and universities have declared their commitment to internationalization in mission statements and other official institutional records. They also have administrative offices and personnel to support internationalization.
- A slim majority of master's institutions required some form of internationally focused learning, through language study or internationally focused course requirements. Nearly all master's institutions offer education abroad, but student participation is low.
- Master's institutions provided good support for professional opportunities to enhance faculty international knowledge and skills.
- International work or experience is not a factor in promotion, tenure, or hiring.
- Master's institutions have modest proportions of international students and provide some support for recruiting them.

Master's colleges and universities generally offer a wide range of baccalaureate programs and are also committed to graduate education through the master's degree, awarding at least 50 master's degrees (and fewer than 20 doctoral degrees) per year. In the United States, master's institutions enroll more than 3.7 million students (21 percent of all students) and makes up 14 percent of all degree-granting institutions.²⁴

In the 2006 ACE survey, master's colleges and universities constituted 25 percent of total respondents. Surveys were sent to 587 master's institutions and 274 were completed, yielding a response rate of 47 percent. Responses were divided nearly evenly between public and private institutions (51 percent and 49 percent, respectively).

23 Unless otherwise noted, all references in this chapter to data not shown in a figure or table can be found in Appendix C or E.

24 U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Data System (IPEDS) Institutional Characteristics Survey, 2005.

As shown in **Table 9**, the majority of responding master's colleges and universities are small (39 percent). Medium-sized institutions constituted 31 percent of survey respondents, followed by large institutions (20 percent), and very small institutions (10 percent). In the discussion that follows, differences between public and private institutions or among insti-

tutional sizes are discussed only when those differences are notable.

Institutional Support for Internationalization

The ACE survey examined several key criteria that show institutional support for internationalization, including an institution's stated commitment, relevant aspects of organizational structure and staffing, and external funding for internationalization.

Stated Institutional Commitment

Master's colleges and universities were most likely to articulate institutional commitment to internationalization by highlighting international or global education programs, activities, and opportunities in their student recruitment literature (70 percent) (see **Figure 21**).

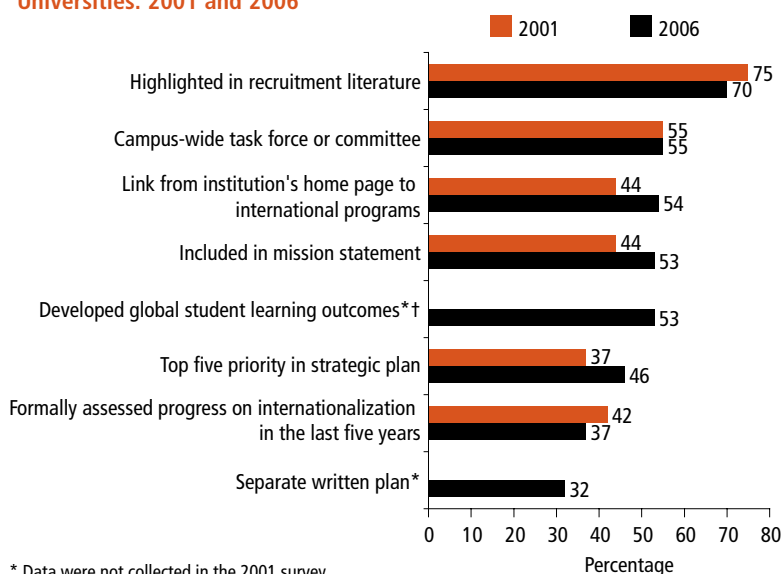
More than half of surveyed master's institutions also expressed their commitment through the presence of a campus-wide committee or task force that works solely to advance institutional internationalization efforts, by having in place specific international or global student learning outcomes for some or all students, through references to internationalization in their mission statement, and by providing a direct link from their home page of their institution's web site to the international web page. About one-third (32 percent) of institutions went further and had a separate written plan for campus-wide internationalization, or had formally assessed the impact or progress of the institution's internationalization efforts in the last five years (37 percent).

Table 9
Master's College and University Respondents, by Institutional Control and Size: 2006

		Number	Percentage
Control	Public	139	51
	Private	135	49
	Total	274	100
Size	Very small (under 2,000)	27	10
	Small (2,000 - 4,999)	106	39
	Medium (5,000 - 9,999)	86	31
	Large (10,000+)	55	20
	Total	274	100

Note: Figures are unweighted.

Figure 21
Institutional Commitment to Internationalization in Master's Colleges and Universities: 2001 and 2006



* Data were not collected in the 2001 survey.

† Percentage is the sum of institutions that have developed international and global student learning outcomes for some students in some schools, departments or programs and for all students.

The most notable changes since 2001 were the proportion of master's colleges and universities that referred to internationalization in their mission statements (53 percent in 2006, compared with 44 percent in 2001), listed it as one of their top five priorities (46 percent in 2006, compared with 37 percent in 2001), and provided a direct link to their international web page from their web site's home page (54 percent in 2006, compared with 44 percent in 2001).

Public and private master's colleges and universities expressed similar levels of institutional support for internationalization, except in three areas. Public institutions were more likely to have a separate written plan for campus-wide internationalization (40 percent, compared with 24 percent for private institutions) and were more likely to advance internationalization through a campus-wide committee or task force (60 percent, compared with 49 percent). Private institutions, however, were more likely to have developed international student learning outcomes (59 percent, compared with 47 percent).

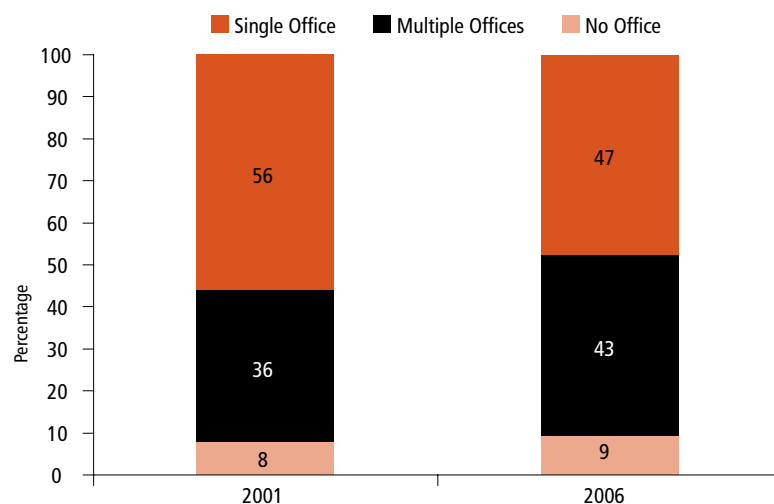
Organizational Structure and Staffing

Master's colleges and universities devote significant resources to supporting and promoting internationalization. The 2006 survey found that an overwhelming majority had administrative offices to oversee the institution's internationalization activities and programs (see **Figure 22**). There was little difference in the proportion of institutions with a single administrative office (47 percent) or multiple offices (43 percent). This is in contrast to 2001, when 56 percent had a single office and only 36 percent had multiple offices.

Nearly two-thirds (64 percent) of master's institutions had a full-time administrator to oversee or coordinate multiple internationalization activities or programs in 2006. The majority of full-time administrators reported to the chief academic officer (56 percent) and/or another administrator in academic affairs (24 percent); one-quarter (24 percent) reported to the chief student affairs officer. Most master's institutions reported having at least a half-time professional staff posi-

Figure 22

Administrative Structure for Internationalization in Master's Colleges and Universities: 2001 and 2006



Note: Details may not sum to 100 percent due to rounding.

Figure 23

Percentage of Master's Colleges and Universities with at Least Half-Time Staffing of Internationalization Offices: 2006

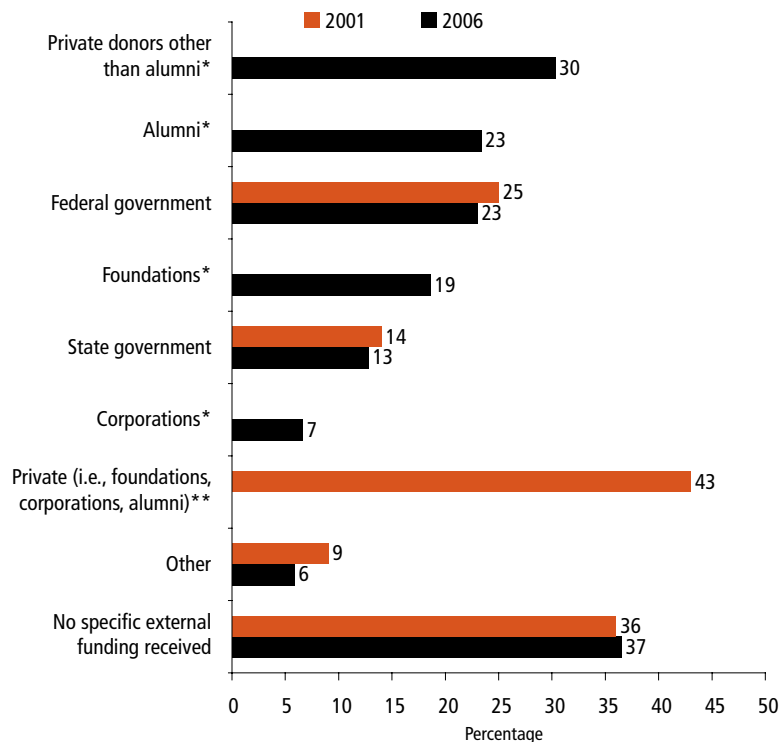


tion for education/study abroad (84 percent), international student services (82 percent), and international student recruitment/admissions (69 percent) (see **Figure 23**). In addition, more than half reported having an at least a half-time professional staff position for English as a Second Language programs (53 percent) or for developing and monitoring of international partnerships (53 percent).

There were some notable differences in the staffing levels at public and private institutions. A higher percentage of public institutions than private institutions reported having at least a half-time professional staff member dedicated to international scholar services (43 percent, compared with 18 percent), international student services (90 percent, compared with 72 percent), and developing and monitoring international partnerships (61 percent, compared with 44 percent). In addition, public institutions were more likely to have a full-time administrator to oversee multiple internationalization activities and programs (71 percent, compared with 56 percent).

Figure 24

Percentage of Master's Colleges and Universities Receiving External Funding for Internationalization, by Source of Funding: 2001 and 2006



External Funding

In 2006, the majority of master's colleges and universities received external funding specifically earmarked for internationalization programs or activities. Funds were most likely to come from alumni or other private donors (53 percent). Approximately one-third (36 percent) of master's institutions received funding from government sources, and approximately one-quarter (26 percent) received funding from foundations and corporations (19 percent and 7 percent, respectively) (see **Figure 24**). The percentage of institutions that did not receive any external funding in 2001 or 2006 remained steady at slightly more than one-third.

* Data were not collected in a comparable format in the 2001 survey.
 ** Data were not collected in a comparable format in the 2006 survey.

As shown in **Figure 25**, public and private institutions were equally likely to receive funds from foundations (19 percent for both) and corporations (7 percent for public institutions and 6 percent for private institutions). A higher proportion of public institutions reported funding from public sources (53 percent, compared with 18 percent) and from individuals (64 percent, compared with 44 percent).

Large institutions were more likely than other institutions to receive external funding for internationalization from all sources.

Academic Requirements, Programs, and Extracurricular Activities

Our survey also asked about how deeply internationalization is embedded in an institution's academic life in the form of foreign-language requirements, international/global course requirements and offerings, education abroad, related extracurricular activities, and use of technology.

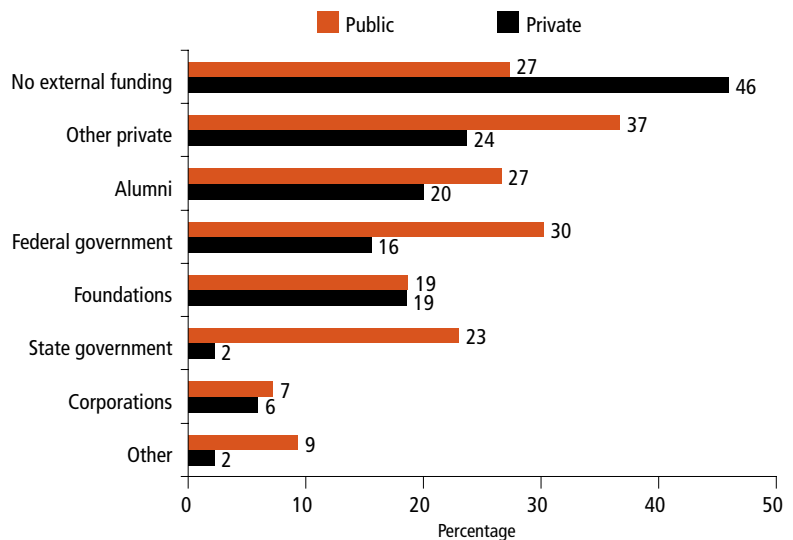
Undergraduate Foreign-Language Requirements and Offerings

Thirty-four percent of master's colleges and universities had a foreign-language admissions requirement for all or some incoming undergraduates in 2006, an increase from 26 percent in 2001 (see **Figure 26**). Twenty-eight percent of master's colleges and universities required all students to satisfy a foreign-language admissions requirement, up from 21 percent in 2001.

Somewhat surprisingly in this era of national discussion of the need for second language proficiency, the proportion of institutions with a foreign-language graduation requirement for all or some students declined from 72 percent in 2001 to 65 percent in 2006 (see

Figure 25

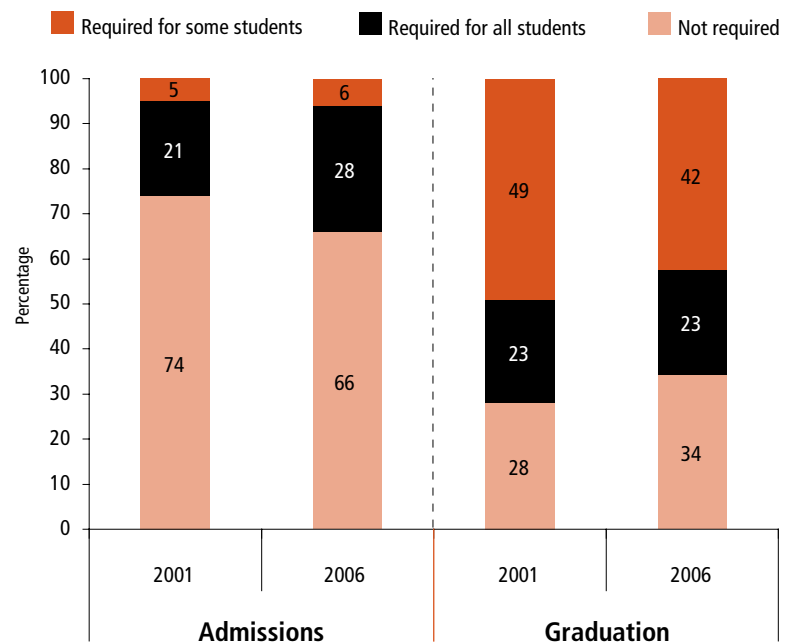
Percentage of Master's Colleges and Universities Receiving External Funding for Internationalization, by Institutional Control: 2006



Note: Multiple answers were possible.

Figure 26

Percentage of Master's Colleges and Universities with Undergraduate Foreign-Language Admissions and Graduation Requirements: 2001 and 2006



Note: Details may not sum to 100 percent due to rounding.

Figure 26). Only 23 percent required foreign-language study for all students in both 2001 and 2006. At most institutions (76 percent), the requirements can be satisfied by passing a proficiency test. This remained unchanged from 2001.

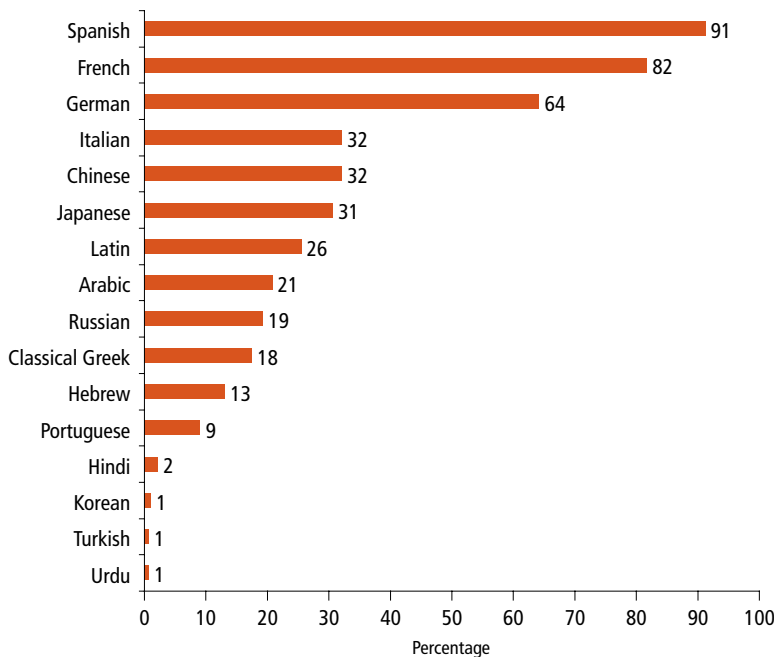
Master's institutions reported offering a range of foreign languages at the undergraduate level (see **Figure 27**). The most commonly taught languages were Spanish (91 percent), French (82 percent), and German (64 percent). Institutions were mixed in their offerings of other languages: about one-third offered Chinese (32 percent) or Japanese (31 percent); about one-fifth offered Arabic (21 percent) or Russian (19 percent); and very few offered Hindi (2 percent), Turkish (1 percent), or Urdu (1 percent).

Public master's colleges and universities were twice as likely as private institutions to have a foreign-language admissions requirement for incoming undergraduates (45 percent, compared with 22 percent). Public and private institutions were nearly parallel, however, in the percentages that reported having foreign-language graduation requirements for undergraduates (66 percent and 65 percent, respectively). Public institutions were more likely to offer critical languages while private institutions were more likely to offer classical languages and Hebrew.

Undergraduate International/Global Course Requirements

A slim majority of master's colleges and universities were committed to ensuring that all undergraduate students had at least minimal exposure to international knowledge through general education requirements. Slightly more than half of master's colleges and universities (55 percent) required coursework featuring perspectives, issues, or events from countries outside the United States to satisfy general education requirements (about the same as in 2001), and one-third (33 percent) required coursework on global trends or issues. Of those institutions with an international course requirement, about half (49 percent) required courses focused on issues, trends, and perspectives outside of Western Europe, Canada, and Australia, often referred to as a "non-Western" requirement. In 2001, nearly three-quarters (74 percent) of master's colleges and universities that had an international course requirement required students to take a course with a non-Western focus.

Figure 27
Percentage of Master's Colleges and Universities with Undergraduate Foreign-Language Programs, by Language: 2006



Notes: Languages that are offered at less than 1 percent of master's colleges and universities are not included. Multiple answers were possible.

Of those institutions with international course requirements, half required one course, and one-third required two courses. International tracks, concentrations, or certificates were most common in business/management (found at 80 percent of institutions surveyed), followed by social/behavioral sciences/economics (29 percent) and the humanities (23 percent).

Education Abroad

Nearly all master's colleges and universities (95 percent) offered study abroad programs for credit in 2006, compared with 88 percent in 2001 (see **Table 10**), and the majority (80 percent) had guidelines to ensure such programs did not delay graduation. Master's colleges and universities also offered international internships (34 percent), international service opportunities (30 percent), and field study abroad (25 percent). Between 2001 and 2006, the proportion of master's colleges and universities offering international service opportunities had the biggest increase; only 19 percent of master's institutions offered such a program in 2001.

The majority of institutions (75 percent) permitted students to use their institutional financial aid to participate in study abroad opportunities administered by other institutions. About half (53 percent) also provided institutional funding to help students participate in education abroad programs. Despite the range of opportunities for education abroad and available financial resources, 59 percent reported that less than 5 percent of their students participated in an education abroad program for credit during their academic career.

Students at private master's colleges and universities were more likely to study abroad than those at public institutions. Fifty-one percent of private institutions, compared with 26 percent of public institutions, reported that more than 5 percent of students graduating in 2005 had engaged in education abroad for academic credit.

The larger the institution, the more likely it was that less than 5 percent of its 2005 graduates had engaged in education abroad. Large institutions were also more likely than others to allow students to use their institutional financial aid toward programs sponsored by other institutions or organizations and to provide specific school or department funding to support education abroad.

Table 10
Percentage of Master's Colleges and Universities with Undergraduate Education Abroad Programs for Credit: 2001 and 2006

	2001	2006
Study abroad	88	95
International internships	32	34
International service opportunities	19	30
Field study abroad	25	25
Research abroad	NA	21
Work abroad	NA	6

NA: Data were not collected in the 2001 survey.

Note: Multiple answers were possible.

Extracurricular Activities

In 2006, nearly all master's colleges and universities (92 percent) offered regular and ongoing international festivals or events on campus and about half (51 percent) offered a meeting place for students interested in international topics (see **Figure 28**). Fewer institutions offered individual pairing opportunities between U.S. and international students. Approximately one-quarter offered "buddy" programs (27 percent) and language partner programs (27 percent); and 25 percent offered roommate programs or an international residence hall open to all. The proportion of institutions offering internationally focused extracurricular activities remained fairly constant from 2001 to 2006 with the exception of international

festivals or events on campus, which increased 14 percent (up from 78 percent in 2001).

Use of Technology for Internationalization

About half (45 percent) of master's colleges and universities used web-based technology to collaborate with institutions in other countries and one-third (37 percent) used video-conferencing to deliver guest lectures. Large institutions were most likely to use these forms of technology to enhance internationalization.

Faculty Policies and Opportunities

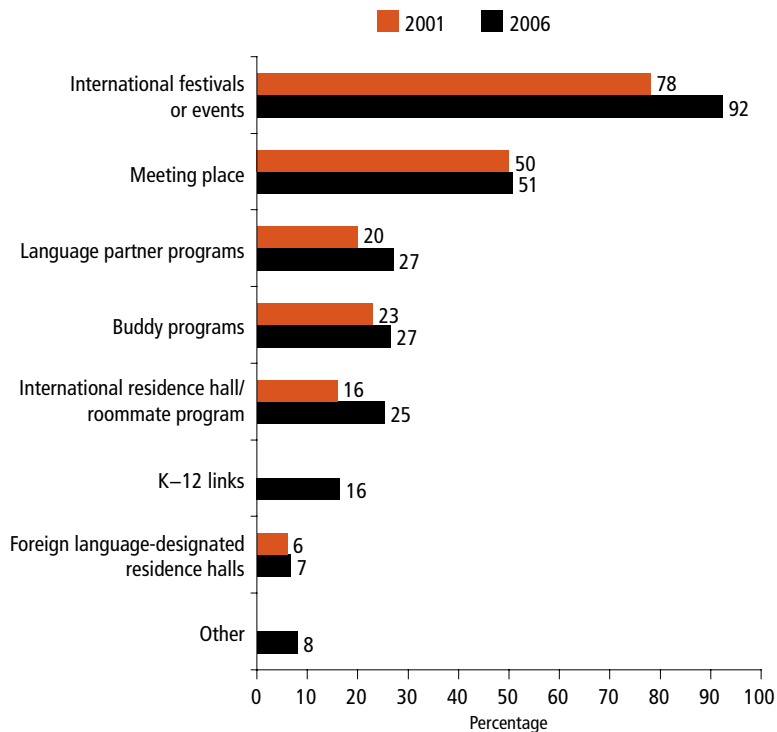
The ACE survey also investigated institutional support for faculty participation in internationalization, as evidenced by such factors as funding and campus policies regarding tenure and promotion.

Funding for Faculty Opportunities

Master's colleges and universities provide faculty with funding and professional opportunities to enhance their international knowledge and skills. In 2006, more than three-quarters of master's colleges and universities provided specific funding for faculty to lead student study abroad programs (76 percent) and for faculty to travel to meetings or conferences abroad (78 percent) (see **Table 11**). More than half provided resources for faculty research abroad (56 percent) and for hosting visiting international faculty (55 percent). About two-thirds of institutions also offered workshops on internationalizing the curriculum (63 percent) and one-third offered workshops on using technology to enhance internationalization of courses (33 percent) and provided opportunities to increase foreign-language skills (33 percent).

Figure 28

Percentage of Master's Colleges and Universities with Internationalization-Related Extracurricular Activities for Undergraduate Students: 2001 and 2006



Note: Multiple answers were possible.

The proportion of master's institutions supporting faculty involvement in internationalization programs and activities increased across the board between 2001 and 2006. The largest increases came in funding for research abroad (up from 33 percent to 56 percent) and in support for travel to meetings or conferences abroad (up from 55 percent to 78 percent). Only 6 percent of institutions did not provide any specific funding to support faculty international work in 2006, down from 21 percent in 2001. Similarly, opportunities for faculty professional development increased; a notable example were the increases in offerings of workshops on internationalizing the curriculum (up from 27 percent in 2001 to 63 percent in 2006).

Criteria for Hiring, Promotion, Tenure, and Recognition

We found that in 2006 most master's colleges and universities (87 percent) did not factor international experience into faculty promotion and tenure decisions. Only 13 percent of institutions reported that they frequently gave preference to candidates with international background, experience, or interest when hiring faculty in fields that are not explicitly international/global; less than one-third (29 percent) did so rarely. One-fourth offered recognition awards specifically for international activity, up from 14 percent in 2001.

International Students

Finally, we asked institutions about their policies and procedures pertaining to international students.

Table 11

Percentage of Master's Colleges and Universities Providing Support for Faculty Participation in Internationalization: 2001 and 2006

	2001	2006
Funding International Activities		
Travel to meetings/conferences abroad	55	78
Leading study abroad programs	60	76
Conducting research abroad	33	56
Hosting visiting international faculty	NA	55
Teaching at institutions abroad	27	39
Internationalization of courses	21	34
Faculty development seminars abroad	NA	23
Other	7	7
No specific funding provided	21	6
Professional Development Opportunities		
Workshops on internationalizing the curriculum	27	63
Workshops that include a focus on how to use technology to enhance the international dimension of their courses	19	33
Opportunities to increase their foreign-language skills	18	33
Workshops that include a focus on assessing international or global learning	NA	26
Recognition awards specifically for international activity	14	25

NA: Data were not collected in the 2001 survey.

Note: Multiple answers were possible.

Enrollments

In 2006, we found most master's colleges and universities had small proportions of international students. Fifteen percent of master's institutions reported that undergraduate international student enrollment was more than 5 percent of the student body, compared with 24 percent in 2001. The total number of international students at master's colleges and universities rose slightly between 2001 and 2006, from 97,129 to 99,232, suggesting a possible redistribution of students among master's institutions.²⁵

25 Institute of International Education. *Open doors 2007*. Table 8. International Student Enrollments by Institutional Type, 2000/01-2006/07. See <http://opendoors.iienetwork.org/?p=113133>.

Recruiting

About half (51 percent) of master's colleges and universities supported travel for recruitment officers to recruit undergraduate international students in 2006; 38 percent did for recruiting of international graduate students (see **Figure 29** on page 50). Institutions were unlikely to have recruitment plans with specific targets for either undergraduate students (only 39 percent did) or for graduate students (only 19 percent did), but 69 percent have at least a half-time professional staff member devoted to international

recruiting. Large institutions were more likely than smaller ones to have plans with specific recruitment targets.

Scholarship/Fellowship Support

We found that in 2006 more than half (55 percent) of master's colleges and universities provided scholarship or fellowship support for undergraduate international students, as did about one-third (32 percent) for graduate students. Such support for international undergraduate students rose from 48 percent of institutions offering it in 2001 to 55 percent in

SUMMARY OF CHANGES IN MASTER'S INSTITUTIONS BETWEEN 2001 AND 2006

Overall, articulated institutional commitment to internationalization increased at master's colleges and universities between 2001 and 2006.

- Among all institutions, master's colleges and universities showed the largest increase in articulating internationalization in the institution's mission statement (from 44 percent in 2001 to 53 percent in 2006).
- The percentage of master's colleges and universities listing international or global education as one of the top five priorities in the institution's strategic plan increased from 37 percent in 2001 to 46 percent in 2006, gains similar to other types of institutions.
- Master's institutions were more likely to provide visibility for international programs by providing a direct link from their home page (54 percent in 2006 compared with 44 percent in 2001)

From 2001 to 2006, there was a shift from a single office model toward the use of multiple offices to oversee internationalization activities and programs.

- In 2006, institutions that reported having either a single administrative office or multiple offices were roughly even at 47 percent and 43 percent, respectively; in 2001, 56 percent had a single office and only 36 percent had multiple offices.

While foreign-language admissions requirements rose between 2001 and 2006, foreign-language graduation requirements declined.

- In 2006, a larger percentage of master's colleges and universities had a foreign-language admissions requirement for incoming undergraduates than in 2001 (34 percent, compared with 26 percent).
- The opposite was true for foreign-language graduation requirements, which decreased from 72 percent of institutions in 2001 having requirements for all or some students to 66 percent in 2006. Master's colleges and universities also saw a decrease in the number of courses needed to satisfy this requirement.

2006. Very small and small institutions were more likely to offer scholarship support for undergraduate students, and larger institutions were more likely to offer such support for graduate students.

Programs and Support Services

The majority of master's colleges and universities provided programs or support services to help international students settle in, including orientation to the institution (87 percent) and to the local community (75 percent), individualized academic support (72 percent), assistance

in finding housing (69 percent), and English as a Second Language programs (55 percent).

Conclusion

Compared with other institutional types, master's colleges and universities have arguably made some of the greatest strides in internationalization, but the data show that they are still not highly internationalized. Among the notable areas of progress are articulated institutional commitment, offerings of education abroad, and investment in faculty opportunities.

Master's institutions were much less likely to include a "non-Western" requirement in their general education requirements in 2006.

- Slightly more than half of master's institutions (55 percent) had an internationally focused course requirement as part of their general education requirements, about the same as in 2001.
- However, of those institutions with an international course requirement, about half had a non-Western requirement, down from three-quarters (74 percent) in 2001.

Master's institutions were more likely to offer education abroad programs in 2006 than in 2001.

- Between 2001 and 2006, the proportion of master's colleges and universities offering study abroad increased from 88 percent to 95 percent, as did the proportion offering international service opportunities (up from 19 percent to 30 percent).

Master's institutions were much more likely to invest in faculty involvement in internationalization programs and activities in 2006 than they were in 2001.

- The largest increases came in funding for research abroad (up from 33 percent to 56 percent) and in travel to meetings or conferences abroad (up from 55 percent to 78 percent). Only 6 percent of institutions did not provide such funding in 2006, down from 21 percent in 2001.
- Similarly, institutions were more likely to fund internationally focused development opportunities, with the greatest increase being workshops on internationalizing the curriculum (up from 27 percent to 63 percent).

Master's institutions were less likely to have international undergraduate students compose 5 percent or more of total undergraduate enrollment.

- International undergraduate students composed 5 percent or more of total undergraduate enrollment at 24 percent of institutions in 2001, but only 15 percent of institutions in 2006.
- Master's colleges and universities increased their efforts in 2006 to recruit undergraduate international students by providing more scholarships as well as travel funding for recruitment officers.²⁶ Such support for international undergraduate students rose from 48 percent of institutions offering it in 2001 to 55 percent in 2006.

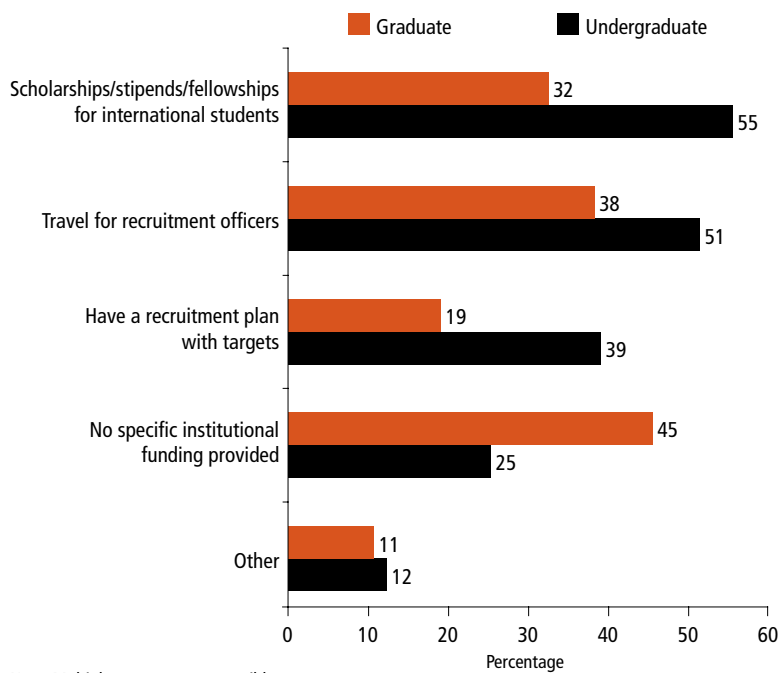
26 Data were not collected for graduate international student recruitment in 2001.

Areas for Attention

The conclusion and recommendations contained in Chapter 7 point out areas for action that are common to all institutions. Below we highlight several specific areas that master's colleges and universities should consider when reviewing their institutional internationalization strategies and practices and developing strategies to improve them.

Figure 29

Percentage of Master's Colleges and Universities Providing Support for Undergraduate and Graduate International Student Recruitment: 2006



Note: Multiple answers were possible.

Developing an institutional strategy for internationalization. An institutional framework for enhancing internationalization includes all or some of the following: reference to internationalization in the mission statement, inclusion as a top priority in the strategic plan, and the specific plan for internationalization. Only about half of master's colleges and universities had these, indicating a lack of strategic focus or integration into the overall institutional overall mission and strategy. (See Chapter 7: Conclusion and Recommendations for further information.)

Foreign-language offerings and requirements. It is interesting to note that the proportion of master's institutions with a foreign-language admissions requirement for all or some students rose from 26 percent to 34 percent. That requirement signals to high schools the importance of language study in a rigorous academic curriculum. That trend is not sustained in the college curriculum, however. As is the case with other institutional types, fewer master's colleges and universities had foreign-language graduation requirements in 2006 than in 2001. Given the trends in globalization and the national discussion of the need for Americans to learn other languages, one might expect to see more, not fewer, institutions requiring foreign-language proficiency for graduation. As we have noted elsewhere, some students choose to study a language even though it is not required, but few progress to advanced levels, and most institutions allow students to dispense with language study by passing a proficiency test. More than half of master's institutions have a requirement of one year or less.

General education requirements. It is possible for a student to graduate from a master's institution without having taken a course with an international or global focus. If institutions do have such a requirement, it is likely to be one course. Students at master's institutions are highly unlikely to take a required course with a non-Western focus: Only 27 percent of all institutions had such a requirement, down from 42 percent in 2001. Although one might hope that students will be exposed to cultures, histories, and issues beyond the Western world through their own curricular choices, the absence of such a requirement probably diminishes this possibility and signals an institutional choice about what students need to learn.

Education abroad. Master's institutions have expanded their education abroad programs. They also encourage study abroad by allowing students to use their institutional financial aid to participate in study abroad opportunities administered by other institutions or organizations. Yet, nearly six in 10 master's institutions reported that less than five percent of their students participated in education abroad programs for credit during their academic career. Master's institutions have work to do in encouraging students to go abroad—addressing the well-known obstacles of cost, ensuring that students can receive appropriate academic credit and therefore not delay graduation, and providing short-term opportunities for those students for whom other forms of study abroad are not feasible.

Support for faculty work in internationalization. Between 2001 and 2006, we also saw fairly dramatic increases in the investment by master's colleges and universities in faculty involvement in internationalization, especially in funding for research abroad and for travel to meetings or conferences abroad. Only 6 percent of institutions did not provide such funding in 2006, down from 21 percent in 2001. The proportion of institutions offering workshops on internationalizing the curriculum more than doubled in the period under consideration. This is good news, but institutions would do well to take active steps to ensure that this investment is reflected in support for internationalizing course curricula and faculty research.

Overall, the picture of internationalization at master's colleges and universities is mixed. The survey showed that these institutions have made good progress in a few areas, and declined in others. Clearly, there are dimensions of internationalization that still need to fully take root in master's colleges and universities. The challenge for these institutions will be to sustain the ways they are currently supporting internationalization while simultaneously working to improve their performance in areas of internationalization that are not yet fully realized.

Internationalization at Baccalaureate Colleges²⁷

Highlights 2006

Internationalization in baccalaureate colleges is something of a mixed picture. Although baccalaureate colleges excel in some areas, such as study abroad, their overall level of internationalization is not remarkable.

- The majority of baccalaureate colleges did not articulate an institutional commitment to internationalization in mission statements, strategic plans, or through institutional task forces focused on internationalization.
- Most baccalaureate institutions had infrastructure to support internationalization, but a minority had a full-time person dedicated to overseeing internationalization.
- Baccalaureate colleges invested in developing the international capacities of faculty. However, many colleges did not support a full range of development opportunities.
- Although few baccalaureate colleges had foreign-language admissions requirements, the majority had foreign-language graduation requirements for all or some students. They were more likely to have foreign-language graduation requirements for all students than other types of institutions. Internationally focused learning is part of the required general education curriculum at a majority of baccalaureate colleges.
- Baccalaureate colleges provided opportunities for education abroad and had high levels of participation.
- Baccalaureate institutions are unlikely to consider international work or experience in promotion and tenure or hiring decisions.

A typical baccalaureate college is private, residential, very small (enrolls fewer than 2,000 students), and emphasizes teaching before research. In the United States, baccalaureate colleges enroll about 1.1 million students (6 percent of all students). They compose 13 percent of all degree-granting institutions in the United States.²⁸

Out of 526 eligible baccalaureate colleges, a total of 246 institutions responded to the 2006 ACE survey, a response rate of 47 percent. Baccalaureate colleges composed 23 percent of the total survey respondents. Because of the small proportion of public baccalaureate institutions in the population and the respondent group (29 colleges of 246 respondents), and an equally small number of medium or large

27 Unless otherwise noted, all references in this chapter to data not shown in a figure or table can be found in Appendix C or F.

28 U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Data System (IPEDS) Institutional Characteristics Survey, 2005.

Table 12

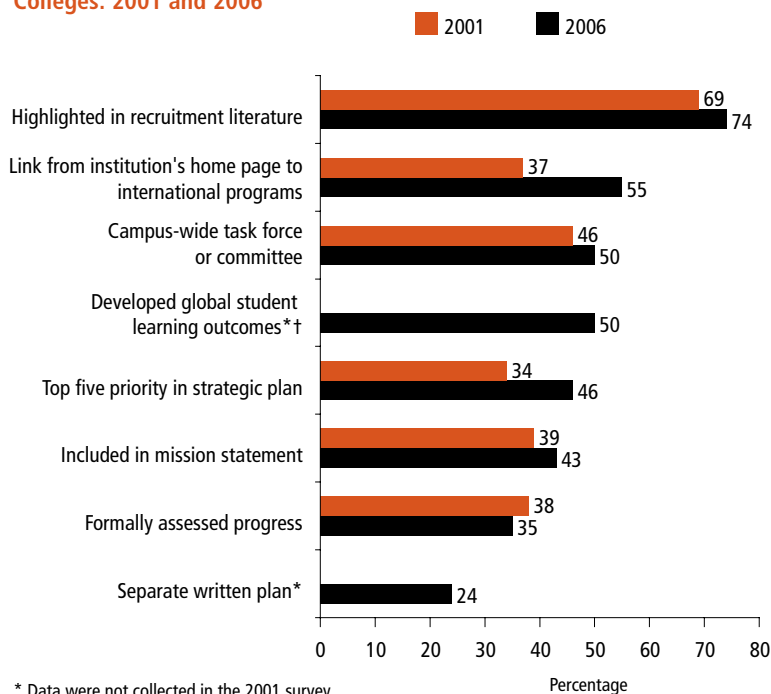
Baccalaureate College Respondents, by Institutional Control and Size: 2006

		Number	Percentage
Control	Public	29	12
	Private	217	88
	Total	246	100
Size	Very small (under 2,000)	159	65
	Small (2,000–4,999)	80	33
	Medium (5,000–9,999)	4	2
	Large (10,000+)	3	1
	Total	246	100

Note: Figures are unweighted.

Figure 30

Institutional Commitment to Internationalization in Baccalaureate Colleges: 2001 and 2006



* Data were not collected in the 2001 survey.

† Percentage is the sum of institutions that have developed international and global student learning outcomes for some students in some schools, departments or programs and for all students.

baccalaureate colleges (7 colleges in total), we do not report findings by size or control. (see **Table 12**).

Institutional Support for Internationalization

The ACE survey examined several key criteria that show institutional support for internationalization, including an institution's stated commitment, relevant aspects of organizational structure and staffing, and external funding for internationalization.

Stated Institutional Commitment

Baccalaureate colleges were most likely to state their commitment to international education by highlighting relevant programs in the recruitment literature (74 percent). More than half (55 percent) had a link on their institution's home page to international programs, half had developed global student-learning outcomes for some or all students, and half had a task force dedicated to internationalization efforts. Just under half (46 percent) listed international or global education as a top priority, up from 34 percent in 2001, and slightly more than four in 10 (43 percent) referred to internationalization in their mission statements. As shown in **Figure 30**, baccalaureate colleges were less likely to state or demonstrate their commitment to internationalization in other ways.

Organizational Structure and Staffing

Nearly half (47 percent) of baccalaureate colleges had a full-time internationalization administrator, who was most likely to report to the institution's chief academic officer (62 percent of full-time internationalization administrators did so).

Eighty-two percent of baccalaureate colleges had at least one office dedicated to internationalization programs. Baccalaureate colleges most commonly had at

least a half-time professional staff or faculty member dedicated to study abroad programs (76 percent), followed by international student services (73 percent), and international student recruitment (58 percent). International scholar services and languages across the curriculum were the areas least likely to have staff or faculty dedicated at least half time.

Organizational structures have shifted since 2001. As shown in **Figure 31**, baccalaureate colleges were more likely in 2006 to have multiple offices overseeing internationalization activities and programs (42 percent, compared with 28 percent in 2001).

External Funding

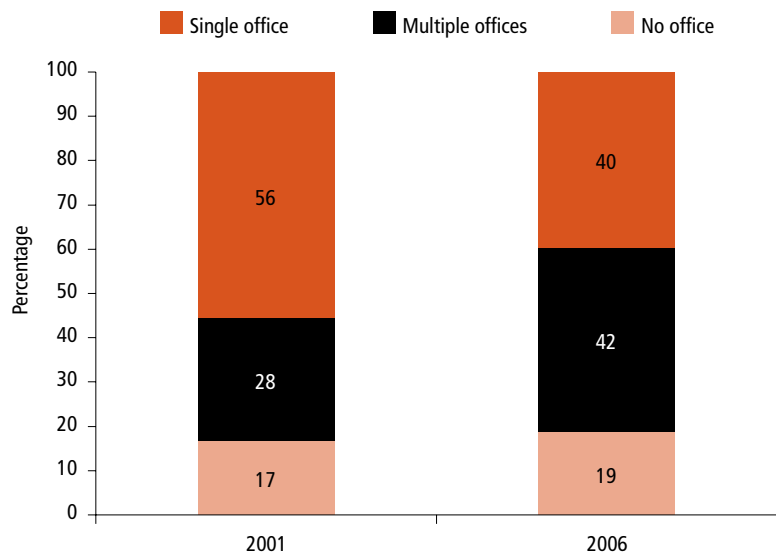
In both 2001 and 2006, only a small percentage of baccalaureate colleges reported receiving external funds from public sources earmarked for internationalization efforts (see **Figure 32**). Thirteen percent reported receiving federal funds (up from 10 percent in 2001) in 2006 and just 3 percent received state funds in both years. In 2006, baccalaureate colleges were most likely to receive external funding for internationalization from private sources. Most common sources were alumni (33 percent), private donors (33 percent), and foundations (30 percent).

Academic Requirements, Programs, and Extracurricular Activities

Our survey also asked about how deeply internationalization is embedded in an institution's academic life in the form of foreign-language requirements, international/global course requirements and offerings, education abroad, related extracurricular activities, and technology.

Figure 31

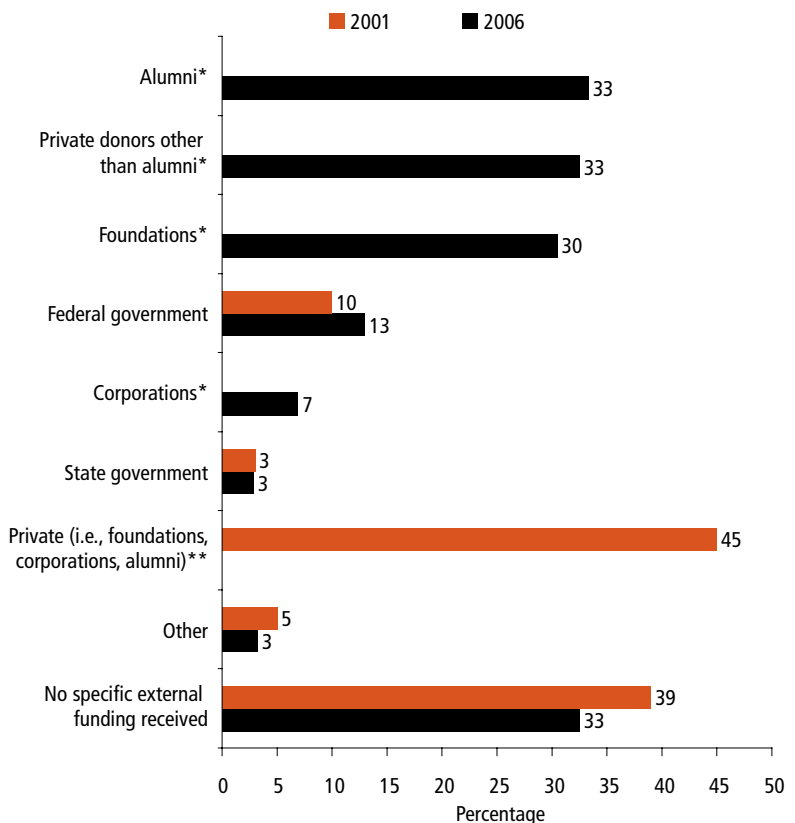
Administrative Structure for Internationalization in Baccalaureate Colleges: 2001 and 2006



Note: Total does not sum to 100 percent due to rounding.

Figure 32

Percentage of Baccalaureate Colleges Receiving External Funding for Internationalization, by Source of Funding: 2006



* Data were not collected in a comparable format in the 2001 survey.

** Data were not collected in a comparable format in the 2006 survey.

Undergraduate Foreign-Language Requirements and Offerings

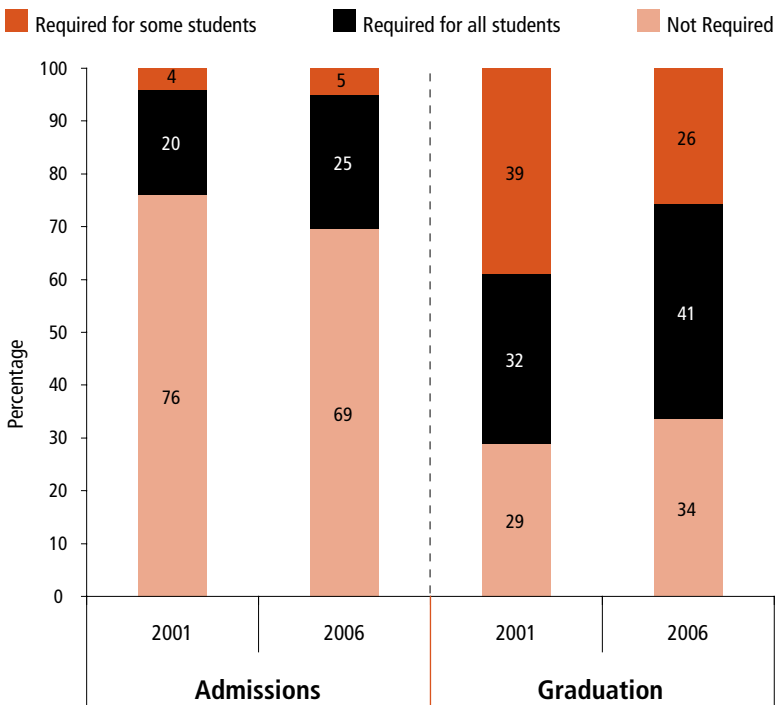
The 2006 survey found that most baccalaureate colleges (69 percent) did not have a foreign-language admissions requirement (see **Figure 33**). If they did have such a requirement, it was more likely to be for all entering students (25 percent) rather than just for some (5 percent). The number of institutions with a foreign-language admissions requirement increased from 24 percent in 2001 to 30 percent in 2006.

Baccalaureate colleges were more likely than any other type of institution to have a foreign-language graduation requirement for all students; 41 percent did so. This constitutes a noticeable increase from 32 percent in 2001. Approximately one-fourth (26 percent) had one for some students in 2006 (see

Figure 33). The percentage of baccalaureate colleges requiring foreign-language study for all or some students declined slightly since 2001, from 71 percent to 67 percent. Only one-quarter of baccalaureate colleges required two years; about half (48 percent) required one year. And the majority (74 percent) of institutions that had a foreign-language graduation requirement allowed students to satisfy the requirement by passing a proficiency exam.

In terms of languages offered, the majority of baccalaureate colleges offered Spanish (89 percent), French (79 percent), and German (58 percent). Almost four in ten offered Classical Greek (38 percent) and Latin (37 percent); while approximately one-third offered Japanese (32 percent), and Chinese (28 percent). See **Figure 34** for other languages taught at baccalaureate colleges.

Figure 33
Percentage of Baccalaureate Colleges with Undergraduate Foreign-Language Admissions and Graduation Requirements: 2001 and 2006



Note: Details may not sum to 100 percent due to rounding.

Undergraduate International/Global Course Requirements and Offerings

Just over half (56 percent) of baccalaureate colleges had an international general education course requirement in 2006. Of those that did, most required only a single course (63 percent) (see **Figure 35**). Thirty-seven percent required two or more courses. Data from the 2006 survey show that there was a shift toward a single course requirement since 2001. In 2001, 54 percent of baccalaureate colleges required one course with an international focus and 47 percent required two or more such courses.

In 2006, just over half (53 percent) of baccalaureate colleges with an international course requirement required that students take a course focusing on countries or regions other than Canada, Australia, or Western Europe, often called a “non-Western” requirement. Roughly one-third (32 percent) required general edu-

cation coursework that featured global trends or issues, such as global health, environmental, or peace studies. Overall, baccalaureate colleges most commonly offered an international/global track or certificate for business/management degrees (63 percent), and some offered a global concentration in social sciences (34 percent) and humanities (26 percent). Few baccalaureate colleges offered global tracks in other fields. Only a small proportion (10 percent) offered joint degree programs with institutions in other countries.

Education Abroad

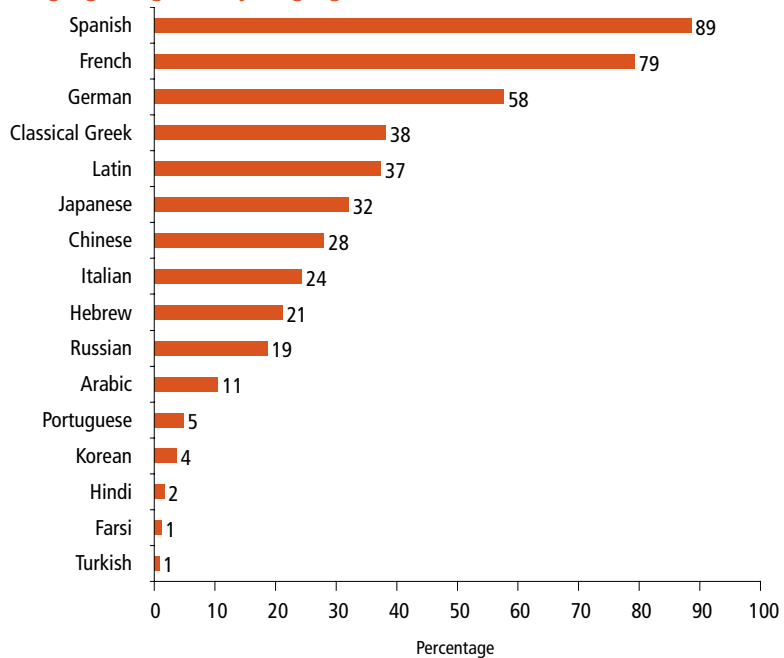
Of the various types of education abroad programs that institutions provide, baccalaureate colleges were most likely to offer study abroad (89 percent). This is an increase from the 80 percent that offered study abroad in 2001. As shown in **Table 13** (on page 58), a smaller percentage of baccalaureate colleges administered international internships (31 percent), field study abroad (29 percent), and other education abroad opportunities for credit.

In 2006, the majority of baccalaureate colleges (83 percent) had guidelines to ensure that students could participate in approved education abroad programs without delaying graduation. This represents an increase since 2001, when 74 percent of baccalaureate colleges had such guidelines.

Baccalaureate colleges demonstrated a continuing commitment to education abroad opportunities, and their students continued to participate in these programs at higher levels than other institutional types. Although approximately one-third (36 percent) of baccalaureate colleges reported that less than five percent of the students who had graduated in 2005 had participated in educa-

Figure 34

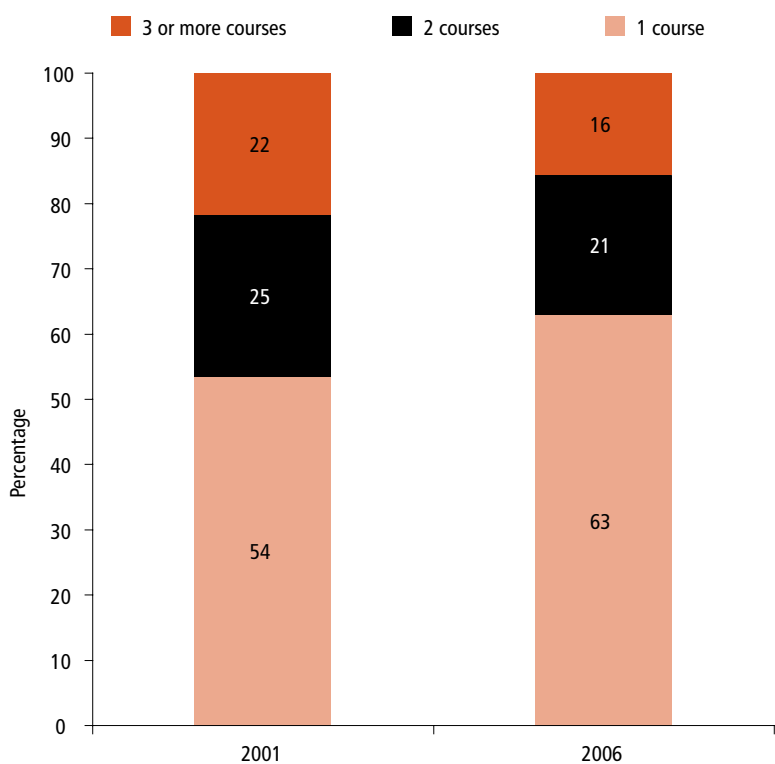
Percentage of Baccalaureate Colleges with Undergraduate Foreign-Language Programs, by Language: 2006



Note: Languages that are offered at less than 1 percent of baccalaureate colleges are not included. Multiple answers were possible.

Figure 35

Number of Internationally Focused Courses Required in Baccalaureate Colleges with an Internationally Focused General Education Requirement: 2001 and 2006



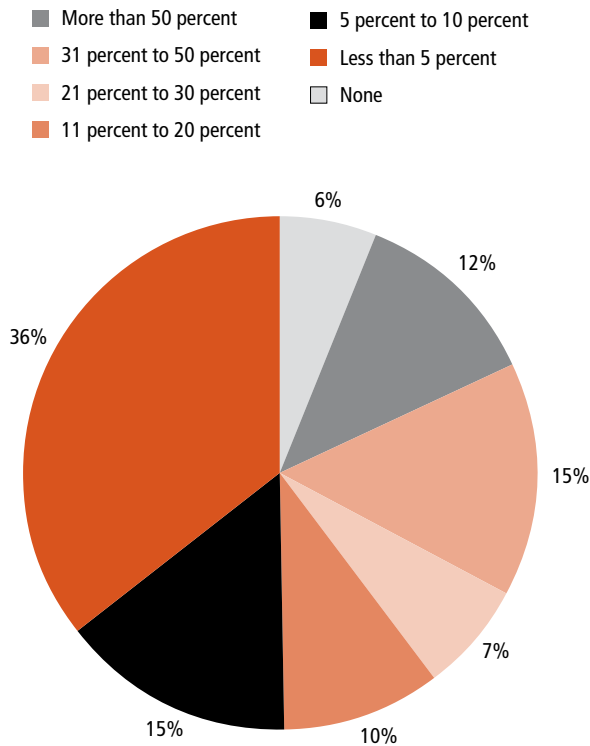
tion abroad, about one-third (33 percent) said that more than 20 percent of students in that graduating class had done so (see **Figure 36**).

Table 13
Percentage of Baccalaureate Colleges with Undergraduate Education Abroad Programs for Credit: 2001 and 2006

	2001	2006
Study abroad	80	89
International internships	27	31
Field study abroad	28	29
International service learning	18	24
Research abroad	NA	15
Work abroad	NA	2

NA: Data were not collected for the 2001 survey.
 Note: Multiple answers were possible.

Figure 36
Student Participation in an Education Abroad Program in Baccalaureate Colleges: 2006



Note: Details may not sum to 100 percent due to rounding.

Nearly three-quarters (74 percent) of baccalaureate colleges allowed students to use their institutionally awarded aid for study abroad programs administered by other institutions; 41 percent allowed aid to be used at any institution and 33 percent allowed students to use it only within the institution's consortium.

Slightly more than half of baccalaureate colleges (53 percent) provided funds specifically designated for undergraduate education abroad programs in addition to financial aid, the highest proportion of any institutional type.

Extracurricular Activities

Of the international programs available to all undergraduate students, baccalaureate colleges most commonly offered international festivals or events on campus (87 percent), and meeting places for students interested in international topics (52 percent). Fewer institutions offered "buddy" programs that pair U.S. and international students and international residence halls open to all students (32 percent and 25 percent, respectively). Least common were programs that link study abroad returnees or international students with students in K-12 schools (11 percent), language partner programs (13 percent), and residence halls for specific foreign languages (18 percent).

Since 2001, baccalaureate colleges have increased on-campus international opportunities for undergraduates, and were more likely to provide a range of programs and activities in 2006. The largest increases since 2001 were evident in the number of institutions offering buddy programs pairing U.S. and international students (32 percent in 2006, up from 18 percent in 2001), regular and ongoing international festivals and events (87 percent, up from 59 percent), and international residence halls (25 percent, up from 15 percent).

Use of Technology for Internationalization

Of the various ways in which technology is commonly used to enhance internationalization, baccalaureate colleges were most likely to link to international programs and events from the institution's home page (55 percent). Just under one-third (30 percent) of baccalaureate colleges used web technology in the classroom (for videoconferencing guest lectures or conducting courses in collaboration with institutions abroad), and nearly one-third (32 percent) also sponsored students' study abroad blogs. Baccalaureate colleges were least likely to use technology for video or web-based research conferences (15 percent).

Faculty Policies and Opportunities

The ACE survey also investigated institutional support for faculty participation in internationalization, as evidenced by such factors as funding and campus policies regarding tenure and promotion.

Funding for Faculty Opportunities

As shown in **Table 14**, the majority of baccalaureate colleges provided funding to support faculty opportunities in internationalization—to lead study abroad programs (75 percent), travel to meetings abroad (73 percent), or conduct research abroad (59 percent)—and nearly half provided funding to host visiting international faculty (48 percent). Baccalaureate colleges were less likely to fund faculty teaching abroad (25 percent) and faculty development seminars abroad (also 25 percent).

Since 2001, funding for faculty international activities has generally increased, sometimes dramatically. The proportion of institutions funding faculty to lead students on study abroad programs, for example, increased 19 percent (up from 56 percent in 2001). (See Table 14 for

Table 14
Percentage of Baccalaureate Colleges Providing Support for Faculty Participation in Internationalization: 2001 and 2006

	2001	2006
Funding International Activities		
Faculty leading students on study abroad programs	56	75
Faculty travel to meetings or conferences abroad	49	73
Faculty studying or conducting research abroad	36	59
Hosting visiting international faculty	NA	48
Internationalization of courses	21	32
Faculty development seminars abroad	NA	25
Faculty teaching at institutions abroad	19	25
Other	2	5
No specific funding provided	27	10
Professional Development Opportunities		
Workshops on internationalizing the curriculum	17	66
Opportunities to increase their foreign language skills	13	32
Workshops that include a focus on how to use technology to enhance the international dimension of their courses	13	30
Workshops that include a focus on assessing international or global learning	NA	26
Recognition awards specifically for international activity	10	12

NA: Data were not collected in the 2001 survey.

Note: Multiple answers were possible.

a range of faculty activities and workshops for which baccalaureate colleges increased their support.)

Baccalaureate colleges were also more likely in 2006 than in 2001 to provide development opportunities for faculty with an international focus. In 2006, two-thirds of baccalaureate colleges offered faculty workshops on internationalizing the curriculum, a sharp increase from only 17 percent in 2001. Workshops on using technology to internationalize courses and opportunities to increase foreign-language skills were also significantly increased, rising 17 percent and 19 percent between 2001 and 2006, respectively.

Criteria for Hiring, Promotion, Tenure, and Recognition

Fewer than half of baccalaureate colleges (44 percent) took into account international experience when making hiring decisions in fields that are not explicitly international/global; only 16 percent did so frequently. Most did not do so when making promotion/tenure decisions. Only 10 percent of all baccalaureate colleges had guidelines that specified international experience as a consideration in promo-

tion and tenure, and only 12 percent offered recognition awards specifically for international study.

International Students

Finally, we asked institutions about their international student enrollments and relevant programs and services.

SUMMARY OF CHANGES IN BACCALAUREATE COLLEGES BETWEEN 2001 AND 2006

Overall, there are few notable positive changes between 2001 and 2006.

In 2006, as in 2001, while some baccalaureate colleges had an explicitly stated commitment to internationalization, the majority did not. However, one indicator of stated institutional commitment did intensify over the last five years:

- Baccalaureate colleges were more likely to list international or global education as one of the top five priorities in the institutional strategic plan (46 percent in 2006, compared with 34 percent in 2001).

Baccalaureate colleges also increased their investment in the international capacities of their faculty. Since 2001, baccalaureate colleges have shown increases in support for faculty participation in international activities as follows:

- Three-quarters provided funding for faculty to lead students on study abroad programs, up from just over half five years earlier (75 percent in 2006, compared with 56 percent in 2001).
- Nearly three-quarters provided funding for faculty to travel to meetings or conferences abroad (73 percent in 2006, compared with 49 percent in 2001).
- One-quarter provided funding for faculty to teach at institutions abroad (25 percent, compared with 19 percent in 2001).
- Baccalaureate colleges in 2006 were more likely to offer workshops on how to use technology to enhance the international dimension of their courses (30 percent in 2006, compared with 13 percent in 2001).
- Support for workshops on internationalizing the curriculum increased substantially in 2006 (66 percent, compared with 17 percent in 2001).
- Opportunities for faculty to strengthen their foreign-language skills were increased in 2006 (32 percent, compared with 13 percent in 2001).

Baccalaureate colleges created more administrative structures to support internationalization.

- Baccalaureate colleges were more likely to have multiple offices overseeing internationalization activities and programs (42 percent in 2006, compared with 28 percent in 2001), a shift from the single-office model that prevailed in 2001.

Enrollments

The survey data indicate that international student enrollment grew at some baccalaureate colleges between 2001 and 2006. In 2006, 30 percent of baccalaureate colleges reported that international students constituted more than 5 percent of their undergraduate student enrollments, compared with 24 percent in 2001. Similarly, 76 percent reported that fewer than 5 percent of their students were international, compared with

70 percent in 2001. According to the Institute of International Education, international student enrollment at baccalaureate colleges grew modestly in this time period, from 24,436 to 26,457, suggesting a redistribution of international students among baccalaureate colleges.²⁹

Supporting the popular conception that students at baccalaureate colleges tend to study abroad at rates higher than those of other institutions, many of the baccalaureate colleges surveyed maintained or increased their high levels of student participation in education abroad as a strategy for internationalization. Since 2001, baccalaureate colleges intensified their efforts to encourage student participation in education abroad.

- Baccalaureate colleges were more likely to administer study abroad programs for credit (89 percent in 2006, compared with 80 percent in 2001).
- They were also more likely to have guidelines to ensure that undergraduates can participate in education abroad without delaying graduation (83 percent, compared with 74 percent in 2001).

Baccalaureate colleges were more likely in 2006 than in 2001 to offer several types of programs to encourage interactions between domestic and international students:

- More institutions provided a meeting place for students interested in international topics (52 percent, compared with 43 percent in 2001).
- Support for regular and ongoing international festivals and events on campus increased dramatically (87 percent, compared with 59 percent in 2001).
- An increase was evident in the number of institutions with a residence hall or roommate program to integrate international and domestic students (25 percent, compared with 15 percent in 2001).
- More institutions supported a buddy program to pair U.S. and international students (32 percent, compared with 18 percent in 2001).

Baccalaureate colleges showed a mixed picture in making changes in curricular requirements.

- Baccalaureate colleges were somewhat more likely to have foreign-language admissions requirements in 2006 (31 percent) than in 2001 (24 percent).
- The proportion of baccalaureate colleges with foreign-language graduation requirements for all students rose from 32 percent in 2001 to 41 percent in 2006.
- Internationally focused general education requirements were even in 2001 and 2006, at slightly more than half of baccalaureate colleges. Among those institutions that required an internationally focused course, there was a shift from two or more courses to a one-course minimum (63 percent required one course in 2006, compared with 54 percent in 2001).

29 Institute of International Education. *Open doors 2007*. Table 8. International Student Enrollments by Institutional Type, 2000/01-2006/07. See <http://opendoors.iienetwork.org/?p=113133>.

Recruiting

Just over one-third (35 percent) of baccalaureate colleges had strategic recruitment plans with specific targets for undergraduate international students.

Scholarship/Fellowship Support

Baccalaureate colleges were most likely to fund the recruitment of international undergraduate students by providing scholarships (62 percent) and funding travel for recruitment officers (43 percent). More than one-quarter (28 percent) did not provide any funding to recruit international students at the undergraduate level.

Programs and Support Services

The majority of baccalaureate colleges offered orientations to the institution (76 percent), individualized academic support (73 percent), and orientations to the United States and to the local commu-

nity (68 percent) for incoming international students. (See **Figure 37** for the most common support services offered to international students in baccalaureate colleges.)

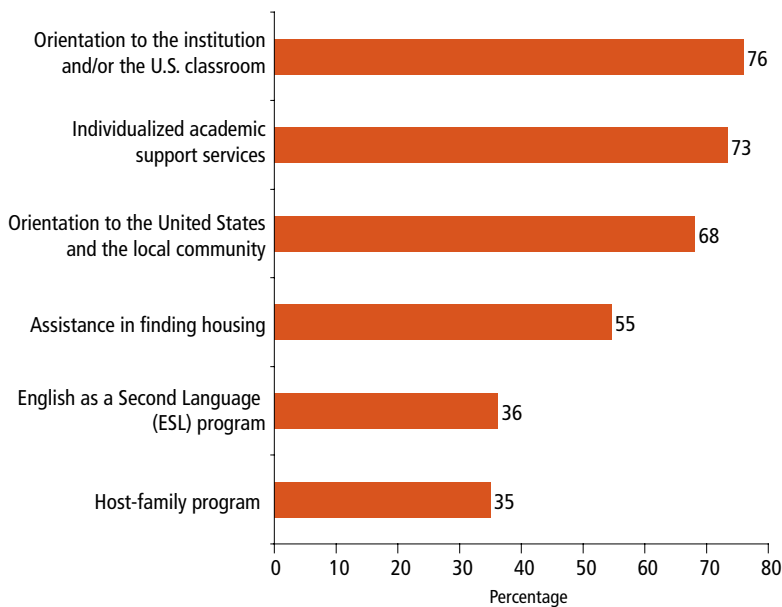
Conclusion

This study showed that baccalaureate colleges overall are not highly internationalized, but have strength in selected areas. One of the factors that distinguishes baccalaureate colleges in internationalization is their continuing commitment to education abroad.

Students at baccalaureate colleges participate in education abroad programs at higher levels than other institutional types. We also found that that 83 percent of baccalaureate colleges had guidelines to ensure that students could participate in approved education abroad programs without delaying graduation, an increase from 74 percent in 2001. Nearly half of baccalaureate colleges provided funds specifically designated for undergraduate education abroad opportunities. Although baccalaureate institutions generally have high proportions of traditional-age students, for whom study abroad might be more manageable than for older students, they do encounter financial and academic barriers. Their successes could be instructive to other institutional types.

Institutional support for faculty work in internationalization is an important indicator of an institution's commitment to internationalization. We are encouraged, therefore, that among baccalaureate colleges, funding for faculty international activities has generally increased since

Figure 37
Percentage of Baccalaureate Colleges Providing Support Services to International Students: 2006



Note: Items included were cited by one-third or more of respondents. Multiple answers were possible.

2001, sometimes dramatically. The proportion of institutions funding faculty to lead students on study abroad programs, for example, increased from 56 percent in 2001 to 75 percent in 2006.

Areas for Attention

The conclusion and recommendations contained in Chapter 7 point out areas for action that are common to all institutions. Below we highlight several specific areas that baccalaureate colleges and universities should consider when reviewing their institutional internationalization strategies and practices and developing strategies to improve them.

Foreign-language requirements. While many baccalaureate institutions indicate their seriousness about language study by requiring it for graduation, it is noteworthy that only 31 percent require it for admissions for all or some students (20 percent for all). The increase from 24 percent to 31 percent is a positive trend. Requiring language for admissions would enhance the ability of baccalaureate colleges to take students to a higher level and signal the importance of language to K–12 schools and to students. Additionally, the graduation requirements are unlikely to take students to usable levels of proficiency: 6 percent require one semester, 48 percent one year, and 20 percent more than one year but less than two. Only one-quarter require two years of language study.

General education requirements. The 2006 survey revealed a slight increase in the proportion of baccalaureate colleges that had an international general education course requirement, from 53 percent in 2001 to 56 percent in 2006. Most of those with a requirement (63 percent) required a single course. About one-fifth required two courses (compared with one-third of doctorate-granting and mas-

ter's universities). A noteworthy trend is the shift since 2001 toward a one-course requirement—more baccalaureate colleges required two or more courses in 2001 than in 2006 (47 percent in 2001, compared with 37 percent in 2006). At doctorate-granting and master's institutions, the shift has been from one course to two. Given the explosive growth of internationalization, we might logically expect to see a rise, not a decline, in international general education course requirements.

Administrative leadership. Slightly less than half of baccalaureate colleges have a full-time administrator to oversee or coordinate multiple internationalization activities or programs. They are less likely than other four-year institutions to have such a person on staff. Since small institutions generally have fewer administrators, this finding is not surprising. However, ACE's experience shows that even in small colleges, internationalization efforts are often fragmented and there are lost opportunities for synergy among the various activities. Usually, it is the role of a fairly senior person who serves as the chief international administrator to promote such coherence and integration. Baccalaureate colleges may want to review their structures and staff support to ensure that they are providing adequate support to fulfill their internationalization goals.

In sum, the survey findings reveal that baccalaureate colleges have a number of strengths upon which to build a deeper commitment to internationalization. Particularly if these institutions continue to shore up their efforts in some of the specific areas we have just highlighted, they are well positioned to provide rich international learning opportunities for their students.

Internationalization at Associate's Colleges³⁰

Highlights 2006

ACE's survey results show that the majority of associate's colleges have not integrated internationalization in their missions, strategies, or academic programs. It is important to consider internationalization in the context of their specific missions, which include not only preparation for transfer to four-year institutions, but also career programs and continuing education. However, many community college leaders agree that international learning should be a dimension of student learning at these institutions.

- Associate's colleges were unlikely to state a commitment to international education in their institutional documents or plans and they devoted limited staff and infrastructure to internationalization.
- Associate's colleges are unlikely to require foreign-language study or internationally focused courses.
- The majority of associate's colleges offered study abroad for credit, more than double the proportion that did so 2001. As is the case in other sectors, student participation in these programs remains low.
- Less than half of associate's colleges invested in professional opportunities to enhance international knowledge and skills for faculty. If they did, they were most likely to offer workshops on internationalizing the curriculum.
- Associate's colleges do not consider international work or experience in promotion and tenure and rarely consider it in hiring faculty.

Traditionally known as community colleges, associate's colleges include colleges in which all degrees awarded are at the associate level, or where bachelor's degrees account for less than 10 percent of all undergraduate degrees awarded. Associate's colleges enroll more than 6.6 million students (38 percent of all students) and compose 35 percent of all degree-granting institutions in the United States.³¹

Out of an eligible 1,376 institutions, 409 associate's institutions responded to the 2006 survey, a response rate of 30 percent. (Because the number of private associate's colleges is small, we do not report findings by institutional control. To a limited extent, this chapter also discusses findings by institutional size, but note in **Table 15** (on page 66) that there are also a relatively small number of large associate's colleges in the respondent group.)

30 Unless otherwise noted, all references in this chapter to data not shown in a figure or table can be found in Appendix C or G.

31 U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Data System (IPEDS) Institutional Characteristics Survey, 2005.

Institutional Support for Internationalization

The ACE survey examined several key criteria that show institutional support for internationalization, including an institution's stated commitment, relevant aspects of organizational structure and staffing, and external funding for internationalization.

Stated Institutional Commitment

Overall, associate's colleges were unlikely to state a commitment to international education in their institutional documents or plans. Approximately one-third (36 percent) had developed global learning outcomes for some or all students and a similar proportion (33 percent) had a campus task force dedicated to internationalization. Associate's colleges were far more likely to give visibility to their international programs by having a direct link from the institution's home page (54 percent did). As shown in **Figure 38**, associate's colleges were least likely to have a separate written plan that addresses institution-wide internationalization.

From 2001 to 2006, the associate's sector saw little change in the likelihood of certain stated commitments. There was little change in the percentage of institutions that had mission statements that refer to international or global education (25 percent in 2001, compared with 27 percent in 2006). There was a slight drop in the proportion of associate's colleges that had assessed internationalization in the past five years (23 percent in 2001, compared with 20 percent in 2006). Slightly more associate's colleges listed international or global education as one their top five priorities (16 percent in 2001, compared with 20 percent in 2006). The largest increase was in the proportion of associate's colleges that had a direct link from their home page to international programs and events (54 percent in 2006, compared with 32 percent in 2001). However, associate's colleges were less likely in 2006 than in 2001 to have campus-wide committees or task forces working solely on campus internationalization (33 percent in 2006, down from 44 percent in 2001).

Table 15
Associate's College Respondents, by Institutional Control and Size: 2006

		Number	Percentage
Control	Public	348	85
	Private	61	15
	Total	409	100
Size	Very small (under 2,000)	120	29
	Small (2,000–4,999)	120	29
	Medium (5,000–9,999)	99	24
	Large (10,000+)	70	17
	Total	409	100

Note: Figures are unweighted.

Figure 38
Institutional Commitment to Internationalization in Associate's Colleges: 2001 and 2006



* Data were not collected in the 2001 survey.

† Percentage is the sum of institutions that have developed international and global student learning outcomes for some students in some schools, departments, or programs and for all students.

Organizational Structure and Staffing

Associate's colleges devoted limited staff and infrastructure to internationalization. Only 28 percent of associate's colleges had a full-time administrator to oversee internationalization. More than half (57 percent) of associate's colleges had at least one internationalization office, 33 percent had a single office, and 24 percent had multiple offices that oversee internationalization activities and programs. More than eight in 10 (83 percent) institutions, however, had professional staff or faculty dedicated at least half time to English as a Second Language programs, and over half also had staff dedicated to international student recruitment and admissions (56 percent) and international student services (57 percent). **Figure 39** shows the top five international services and programs supported by at least a half-time professional or faculty member at associate's colleges.

Regarding institutional size, the larger an associate's college is, the more likely it is to have at least one office that oversees internationalization, and to have staff dedicated to internationalization activities.

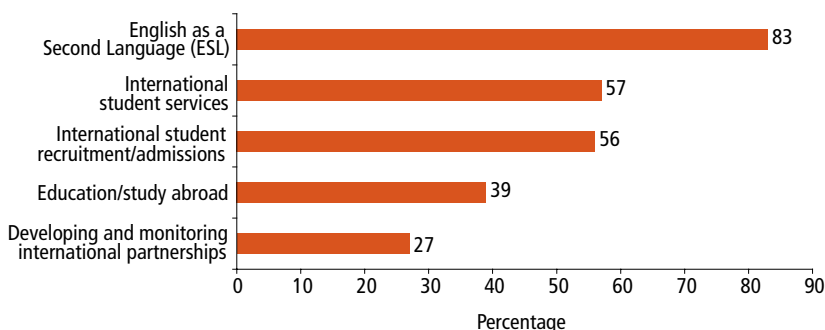
External Funding

Associate's colleges were unlikely to receive external funding to support internationalization; more than two-thirds (68 percent) of associate's colleges did not receive external funding specifically earmarked for internationalization programs or activities in 2006. The most common source of external funding for internationalization at associate's colleges was the federal government (11 percent),

followed by private donors other than alumni (9 percent), and foundations (8 percent) (see **Figure 40**). The larger an associate's college, the more likely it was to receive external funding for internationalization.

Figure 39

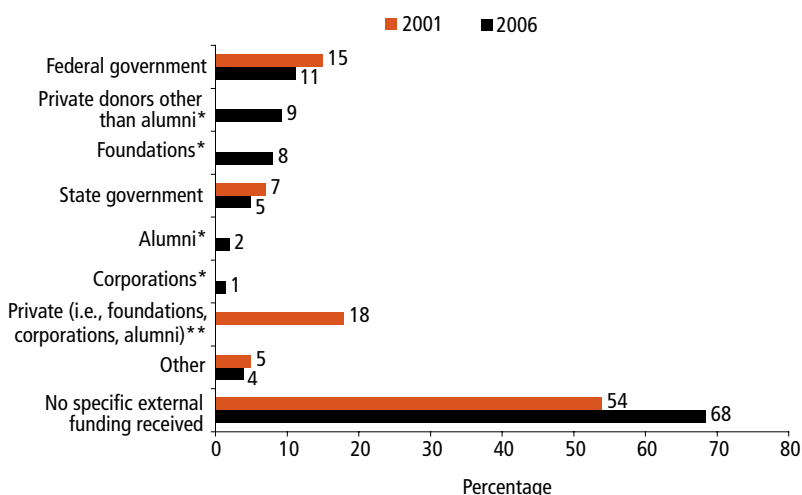
International Services at Associate's Colleges Supported by at Least a Half-Time Professional Staff or Faculty Member: 2006



Note: Items included were the top five responses in the 2006 survey. Multiple answers were possible.

Figure 40

Percentage of Associate's Colleges Receiving External Funding for Internationalization, by Source of Funding: 2001 and 2006



* Data were not collected in a comparable format in the 2001 survey.

** Data were not collected in a comparable format in the 2006 survey.

Academic Requirements, Programs, and Extracurricular Activities

The ACE survey also asked about how deeply internationalization is embedded in an institution's academic life in the form of foreign-language requirements, international/global course requirements and offerings, education abroad, related extracurricular activities, and the use of technology to promote internationalization.

Undergraduate Foreign-Language Requirements and Offerings

Most associate's colleges did not require foreign-language coursework for admission (90 percent) or graduation (79 percent.) This finding is not surprising given their open admissions policies and the diversity of goals in different program offerings. Only ten percent of associate's colleges had a foreign-language admissions requirement for some or all students; and only 19 percent had a foreign-language graduation requirement for some or all students. These findings show little change in foreign-language requirements for admissions and only

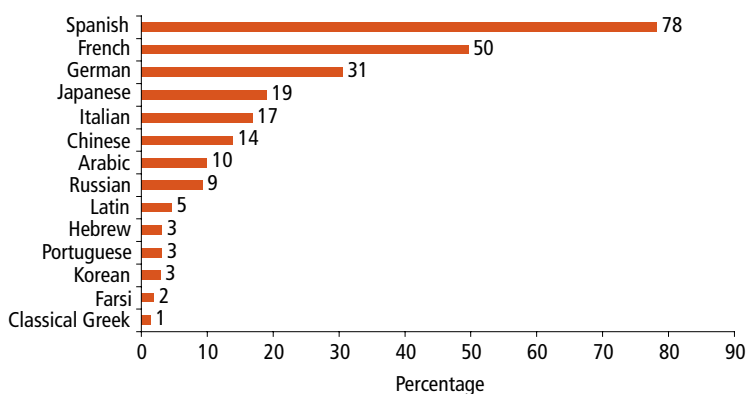
slight changes for graduation since 2001. Of the associate's institutions that had a foreign-language graduation requirement, 71 percent allowed foreign-language requirements to be satisfied through proficiency exams, down from 75 percent in 2001. Larger institutions were more likely than smaller ones to have a foreign-language graduation requirement for all or some students.

Nearly four-fifths of associate's institutions offered Spanish (78 percent), one-half offered French, and about one-third offered German (31 percent). As shown in **Figure 41**, a minority of associate's colleges also offer instruction in a range of other languages.

International Global Course Requirements and Offerings

The majority of associate's colleges (82 percent) did not have a general education requirement for a course focusing on international topics or one focusing on global issues and trends. Since 2001, the proportion of associate's colleges requiring an internationally focused course in the general education curriculum has declined slightly; nearly one-quarter (23 percent) required such as course in 2001, dropping to 18 percent in 2006. As shown in **Figure 42**, of those that did have an international general education requirement in 2006, most required only one course (68 percent), about the same as in 2001 (71 percent). Forty-six percent of those with a requirement required the course to feature geographic areas other than the Canada, Australia, or Western Europe (also known as a "non-Western" requirement), down from 54 percent in 2001. Even fewer (16 percent) associate's colleges required coursework on global trends or issues to satisfy a general education requirement.

Figure 41
Percentage of Associate's Colleges with Undergraduate Foreign-Language Programs, by Language: 2006



Note: Languages that are offered at less than 1 percent of associate's colleges are not included. Multiple answers were possible.

Approximately three in 10 (28 percent) associate's colleges offered an international or global certificate, track, or concentration to all students, regardless of major. They were most likely to offer global tracks in the field of business/management (66 percent). The vast majority of associate's colleges (93 percent) did not offer joint degree programs with institutions in other countries.

Education Abroad

Education abroad has been an area of recent growth in associate's institutions. In 2006, the majority of associate's colleges (85 percent) offered study abroad programs for credit (see **Table 16**). This percentage more than doubled since 2001, when only 38 percent offered study abroad for credit. While 19 percent offered field study abroad for credit (an increase from only 9 percent in 2001), few associate's colleges offered other types of education abroad activities.

In 2006, the majority of associate's institutions (60 percent) did not have guidelines to ensure that students can participate in programs abroad without delaying graduation. However, the percentage of associate's institutions *with* these guidelines had increased from 30 percent in 2001 to 40 percent in 2006. The larger an associate's college, the more likely it was to have these guidelines.

The availability of education abroad opportunities does not necessarily translate into participation. Half (51 percent) of all associate's colleges reported that none of their students graduating in 2005 had participated in study abroad for credit. Almost half (46 percent) of the associate's colleges reported that between 1 percent and 4 percent of their students had done so.

Approximately one-third (34 percent) of associate's colleges allowed students to use institutionally awarded financial aid for study abroad programs administered by other institutions. Fewer institutions (19 percent) indicated that they provided specific institutional funds to help students participate in education abroad.

Figure 42

Number of Internationally Focused Courses Required at Associate's Colleges with an Internationally Focused General Education Requirement: 2001 and 2006

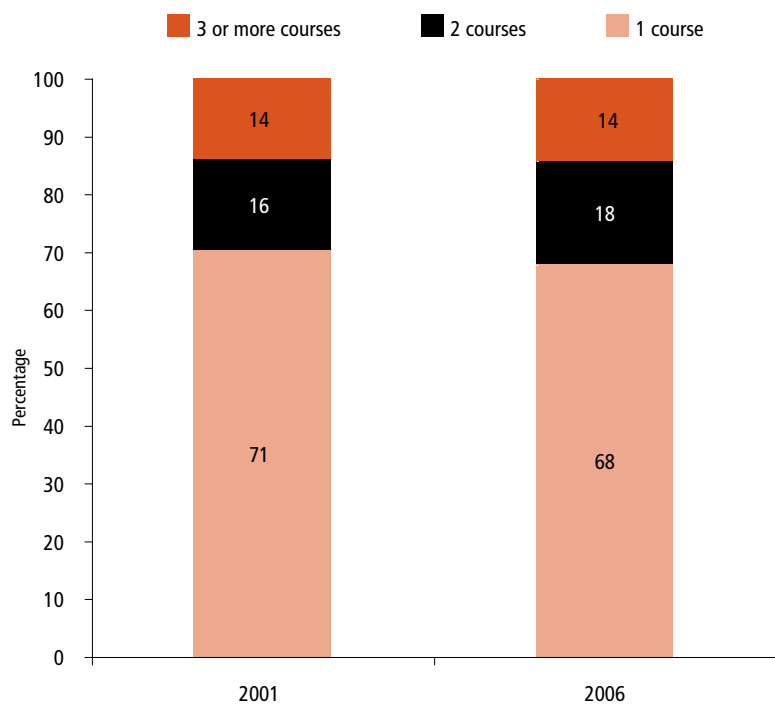


Table 16

Percentage of Associate's Colleges with Undergraduate Education Abroad Programs for Credit: 2001 and 2006

	2001	2006
Study abroad	38	85
Field study abroad	9	19
International internships	6	9
International service opportunities	4	9
Research abroad	NA	1
Work abroad	NA	1

NA: Data were not collected in the 2001 survey.

Note: Multiple answers were possible.

Extracurricular Activities

Of all internationally focused activities or programs for students, associate's institutions were most likely to offer international festivals or events on campus. As shown in **Figure 43**, associate's colleges have greatly intensified efforts to host international festivals or events on campus since 2001 (83 percent in 2006, compared with 47 percent in 2001). Almost half (45 percent) of associate's colleges in 2006 provided meeting places for students interested in international topics. Less than one-fifth, however, sponsored language partner programs (19 percent) or offered "buddy" programs that pair U.S. and international students (13 percent).

Use of Technology for Internationalization

Of the various forms of technology used to enhance internationalization, associate's colleges were most likely to have a link from the institution's home page

to international programs and events (54 percent). The proportion of associate's colleges with such a link jumped from 17 percent in 2001. A minority had courses conducted in collaboration with other countries using web-based technology (30 percent) or guest lectures using video-conferencing (25 percent).

Faculty Policies and Opportunities

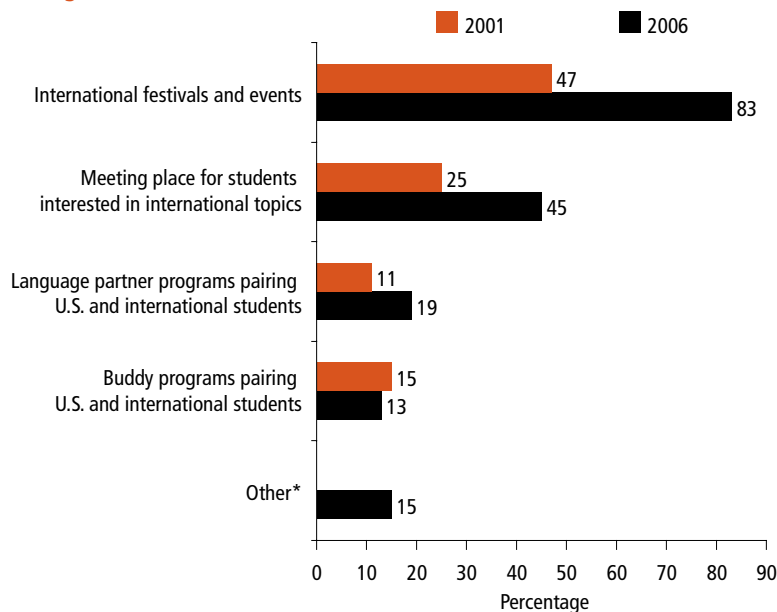
The survey also investigated institutional support for faculty participation in internationalization, as evidenced by such factors as funding and campus policies regarding tenure and promotion.

Funding for Faculty Opportunities

Slightly less than half (45 percent) of associate's colleges did not provide specific funding or opportunities to enhance the international capacities of their faculty in 2005–06. In the three years prior to the survey (2003–2006), associate's colleges were more likely to provide funding for faculty-led study abroad programs (38 percent, up from 27 percent in 2001) and faculty travel to meetings or conferences abroad (33 percent, compared with 20 percent in 2001) than to support other types of internationalization programs or activities (see **Table 17**).

Nearly seven in 10 (67 percent) associate's colleges offered workshops on internationalizing the curriculum, compared with 36 percent in 2001, and nearly four in 10 (39 percent) provided faculty opportunities to enhance their foreign-language skills, an increase from 16 percent in 2001. Associate's institutions were less likely to offer workshops that included a focus on assessing international learning and using technology to internationalize their courses (28 percent and 20 percent, respectively) than to support faculty internationalization through other strategies.

Figure 43
International Opportunities for Undergraduate Students in Associate's Colleges: 2006



* Data were not collected in the 2001 survey.
Note: Items included were the top five responses in the 2006 survey.
Multiple answers were possible.

Criteria for Hiring, Promotion, Tenure, and Recognition

The vast majority of associate's institutions indicated that they did not consider international experience when making promotion or tenure decisions (only 3 percent did). Associate's colleges were more likely to factor international experience into hiring decisions than in promotion or tenure decisions. Less than one-quarter (22 percent) of associate's colleges gave preference to candidates with international backgrounds, experiences, or interests when hiring in fields that are not explicitly international/global. Of these institutions, 18 percent did so "rarely" and 4 percent did so "frequently." Very few (16 percent) associate's colleges offered faculty recognition awards for international activity.

International Students

Finally, we asked institutions about their policies and procedures pertaining to international students.

Enrollments

In the 2006 ACE survey, 15 percent of associate's colleges indicated that no international students were enrolled at their institution, an increase from 9 percent in 2001. Nearly three-quarters (73 percent) of associate's colleges indicated that less than five percent of their full-time undergraduates were international students, a decrease from 80 percent in 2001. An additional 8 percent indicated that 5 percent to 9 percent of their undergraduate population was international students, an increase from 5 percent in 2001 (see **Figure 44**). According

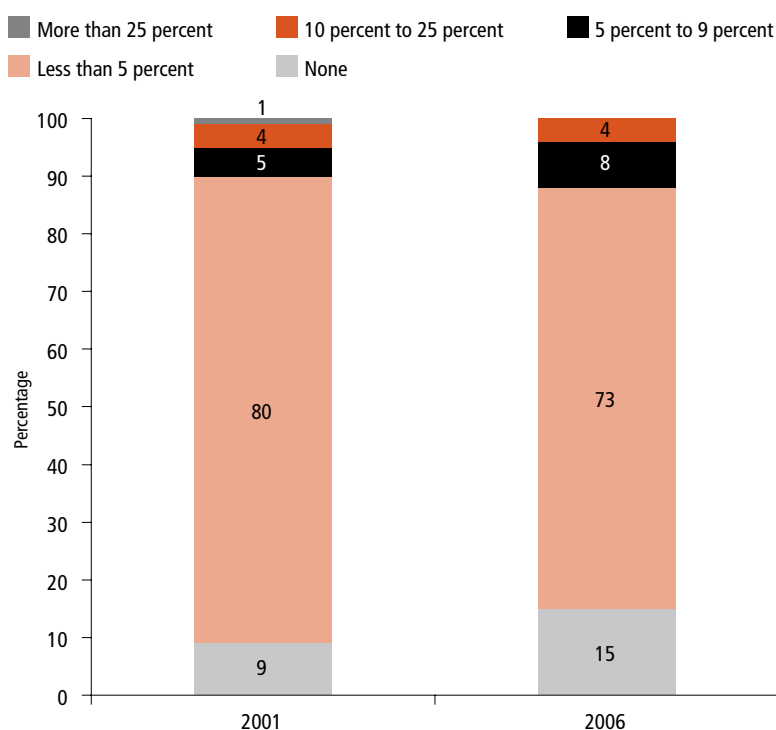
Table 17
Percentage of Associate's Colleges Providing Support for Faculty Participation in Internationalization: 2001 and 2006

	2001	2006
Funding International Activities		
Faculty leading students on study abroad programs	27	38
Faculty travel to meetings or conferences abroad	20	33
Hosting visiting international faculty	NA	22
Internationalization of courses	15	16
Faculty teaching at institutions abroad	13	14
Faculty studying or conducting research abroad	9	14
Faculty development seminars abroad	NA	10
Other	7	5
No specific funding provided	47	45
Professional Development Opportunities		
Workshops on internationalizing the curriculum	36	67
Opportunities to increase their foreign language skills	16	39
Workshops that include a focus on assessing international or global learning	NA	28
Workshops that include a focus on how to use technology to enhance the international dimension of their courses	15	20
Recognition awards specifically for international activity	10	16

NA: Data was not collected in the 2001 survey.
Note: Multiple answers were possible.

Figure 44

Full-Time Undergraduate International Students as a Percentage of Total Enrollments at Associate's Colleges: 2001 and 2006



Note: Details may not sum to 100 percent due to rounding.

to the Institute of International Education, the number of international students enrolled at associate's colleges rose from 82,932 to 86,179 between 2001–02 and 2006–07. The ACE survey findings suggest that international students are concentrated in a small number of community colleges.

Recruiting

The vast majority (85 percent) of associate's institutions did not have strategic recruitment plans for attracting undergraduate international students. Most associate's institutions did not fund the recruitment of international students

SUMMARY OF CHANGES IN ASSOCIATE'S COLLEGES BETWEEN 2001 AND 2006

Overall, associate's colleges had about the same level of internationalization in 2006 as in 2001. There were, however, some important increases in selected areas.

The majority of associate's colleges had not made a stated commitment to internationalization in 2001, and the same was still true in 2006. However, the 2006 survey showed modest increases in some areas and declines in others.

- The percentage of associate's colleges that made specific mention of international or global education in their mission statements remained about the same in 2006 as in 2001 (27 percent in 2006, compared with 25 percent in 2001).
- There was a slight increase in the proportion listing international or global education as one of the institution's top five priorities in their strategic plan (20 percent in 2006, up from 16 percent in 2001).
- In 2006, institutions were less likely to have a campus-wide internationalization committee or task force than in 2001 (33 percent in 2006, compared with 44 percent in 2001).

Associate's institutions were slightly less likely in 2006 to have infrastructure to support internationalization than in 2001.

- Fifty-seven percent of institutions had one or more offices to oversee internationalization in 2006, down from 61 percent in 2001.

A smaller proportion of associate's colleges received external funding for internationalization in 2006 than in 2001.

- The 2001 study found that just over half (54 percent) of associate's institutions received no external funding for internationalization; in 2006, that percentage increased to 68 percent.

Associate's institutions have increased their investment in the international capacities of their faculty, in some areas dramatically.

- In 2006, 67 percent reported having offered workshops on internationalizing the curriculum, up from 36 percent in the 2001 survey.
- Support for faculty travel abroad also increased; one-third of institutions provided funding for faculty travel to meetings or conferences abroad in 2006, compared with 20 percent in 2001. More associate's colleges provided for faculty to lead students on study abroad programs (38 percent in 2006, up from 27 percent in 2001).

through travel for recruitment officers or scholarships for international students.

Programs and Support Services

The majority of associate's institutions reported offering English as a Second Language programs (79 percent) and individualized academic support services

for international students (68 percent). More than half (57 percent) offered an orientation to the institution. See **Figure 45** (on page 74) for other commonly offered programs or support services for international students.

- The 2006 survey found that opportunities for faculty to strengthen their foreign-language skills more than doubled since the 2001 survey; 39 percent reported providing such opportunities in the last three years in 2006, compared with 16 percent that did in the preceding three years to the 2001 survey.
- Opportunities for faculty to participate in workshops on the use of technology to enhance the international dimension of their courses also increased; 20 percent reported offering such a workshop during the three years preceding the 2006 survey, up from 15 percent that reported in the 2001 study. However, funding for faculty to internationalize their courses declined slightly (11 percent in 2006, compared with 15 percent in 2001).

Associate's colleges were far more likely to offer education abroad in 2006.

- Associate's colleges dramatically intensified study abroad opportunities, with 85 percent offering these opportunities in 2006, up from 38 percent in 2001.
- They were also more likely to offer opportunities for students to participate in field study abroad in 2006 (19 percent, compared with 9 percent in 2001).
- A larger proportion of institutions had guidelines for students to participate in education abroad without delaying graduation in 2006 (40 percent, compared with 30 percent in 2001).

In 2006, more associate's colleges offered several types of programs to encourage interactions between domestic and international students.

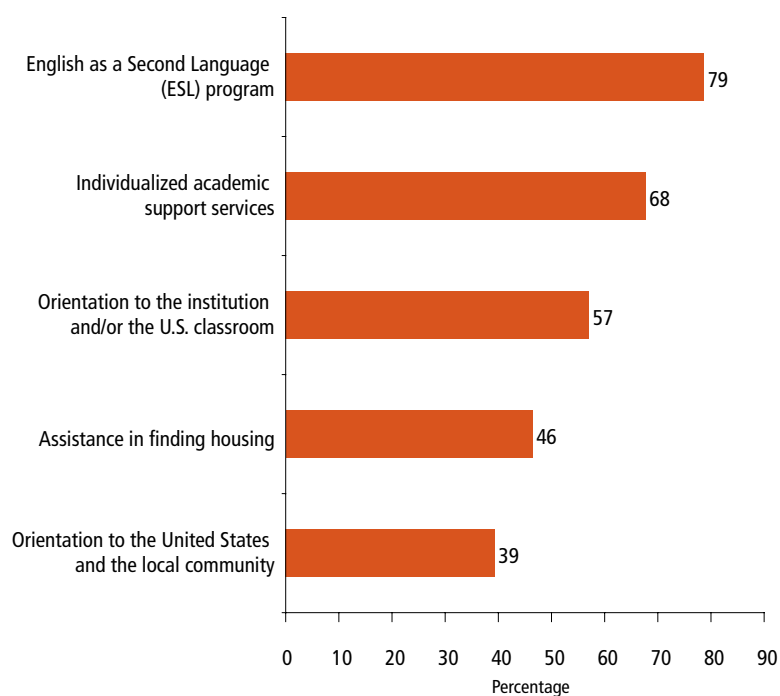
- The majority of institutions offered regular and ongoing international festivals or events on campus (83 percent, up from 47 percent in 2001).
- There was an increase in the proportion of institutions sponsoring language partner programs in 2006 (19 percent, compared with 11 percent in 2001).
- Institutions were more likely in 2006 to offer a meeting place for students interested in international topics (45 percent, compared with 25 percent in 2001).

Changes in curricular requirements at associate's colleges were not promising.

- Institutions were less likely in 2006 to have foreign-language graduation requirements for some or all students than in 2001. In the current survey, 19 percent of associate's colleges applied a foreign-language graduation requirement to some graduating students and 2 percent applied it to all students. In comparison, one-quarter had such requirements for some graduating students in 2001 and 2 percent for all students.
- In 2006, associate's colleges were less likely than in 2001 to have general education requirements for courses featuring international or global perspectives, issues, or events (18 percent in 2006, down from 23 percent in 2001).
- Of those institutions with an international general education requirement, a smaller proportion required students to take courses focusing on non-Western countries or regions in 2006 than in 2001 (46 percent in 2006, compared with 54 percent in 2001).

Figure 45

Percentage of Associate's Colleges Providing Support Services to International Students: 2006



Note: Items included were cited by one-third or more of respondents. Multiple answers were possible.

Conclusion

Given the missions of the nation's associate's colleges, which offer easily accessible educational opportunity with limited or no emphasis on a student's previous academic experience, it is not surprising that internationalization does not appear to be their highest priority. Many students enrolled in associate's colleges are focused on job preparation. Students at two-year institutions tend to be older than those in four-year institutions, attend college part time, and have jobs and family obligations. Furthermore, associate's colleges face many funding challenges, with

lower tuition than their four-year counterparts and high dependency on local funding. Indeed, it is important to consider internationalization at associate's colleges in the context of their specific missions, goals, and circumstances.

This observation does not mean, however, that associate's colleges, whether they are preparing students for the workforce or to transfer to a four-year institution, do not have the same obligation as other types of institutions to educate students for the new global realities. Associate's colleges enroll 42 percent of all undergraduates in degree-granting institutions³² and thus, their role in providing international learning is crucial. And indeed, some community college leaders have addressed internationalization with ongoing discussion of what global competencies students should acquire in their studies and how associate's colleges can incorporate them into a variety of programs, both vocational and academic.³³ Many associate's colleges have highly diverse student populations, with ties to their diaspora community populations around the world. For these colleges, internationalization is not something exotic and far away, but rather a phenomenon that is close to home and a resource to build on. Increasingly, associate's college educators and their communities are seeing the connections between the local and the global.

Given the number of undergraduates who are educated in associate's colleges, and the proportion of college graduates who begin their studies in these institu-

32 American Council on Education. (2007). *Fact sheet on higher education. Summary of higher education institutions, by enrollment and degrees conferred, fall 2004*. See www.acenet.edu/AM/Template.cfm?Section=InfoCenter&TEMPLATE=/CM/ContentDisplay.cfm&CONTENTID=22922.

33 See, for example, Bakke, A., & Tharp, B. (1994). *Building the global community: The next step*. Report of a conference sponsored by the American Council on International and Intercultural Education and the Stanley Foundation (Warrenton, VA, November 28–30, 1994); and Valeau, E., & Raby R. (Eds.) (2007). *International reform efforts and challenges in community colleges*. New Directions for Community Colleges, Number 138. San Francisco: Jossey-Bass.

tions, we would urge all community colleges to consider internationalization an integral part of their curricula. While limited funding will continue to limit associate's colleges' activities in this area, a strategic focus on the curriculum can be accomplished with limited investments. The increased investments that associate's colleges made in some faculty international opportunities are an encouraging sign.

Areas for Attention

The conclusion and recommendations contained in Chapter 7 point out areas for action that are common to all institutions. Below we highlight several specific areas that associate's colleges should consider when reviewing their institutional internationalization policies and practices and developing strategies to improve them.

Administrative support for internationalization. The lack of administrative infrastructure to support internationalization constrains its progress at many associate's colleges. The study showed that 43 percent had no office to oversee internationalization activities or programs, and only 28 percent had a full-time administrator devoted to internationalization. Our experience with institutions corroborates that the absence of a focal point in many associate's colleges means that internationalization has little prominence on campus. Additionally, it prevents interested faculty from connecting with one another or finding support for international work. While many associate's colleges have staff associated with particular activities, such as international student recruitment or services or English as a Second Language programs, the absence of a key person or office is an obstacle to advancing internationalization.

General education requirements. The curriculum has to be a major strategy for internationalization for associate's colleges because students are highly unlikely to participate in education abroad and co-curricular activities compete for their attention with other obligations and interests. The majority of associate's colleges (82 percent) did not have a general education requirement for a course focusing on international topics or one focusing on global issues and trends. Our survey data showed declines in such requirements since 2001. The general education requirements may be the only exposure students in an associate's college have to an internationally focused course. This is a major area for attention for these institutions.

Use of technology to advance internationalization. Technology provides an important opportunity to bring the world into the classroom. Yet, only three in 10 community colleges used web-based technology to conduct courses in collaboration with higher education institutions in other countries, and 25 percent used video-conferencing for guest lectures. Using the web or video-conferencing to put students in direct contact with their peers or with professors from abroad is a low-cost way for community colleges to provide international learning opportunities for their students.

Education abroad. It is encouraging that the proportion of associate's colleges offering education abroad more than doubled between 2001 and 2006. This increase suggests that associate's institutions are developing creative ways to offer an education abroad experience that meets the needs of their student population, who often have significant family and work responsibilities, in addition to their studies. Given the national growth

in short-term programs and in funding for faculty to lead study abroad programs, we can speculate that the increase in associate's colleges has been in these types of programs. The challenge now is for associate's colleges to encourage students to take advantage of these increased opportunities and to help them obtain the necessary funding.

Investment in faculty opportunities. It is also encouraging that two-thirds (67 percent) offered workshops on internationalizing the curriculum. There was also a notable increase in the proportion of associate's colleges offering opportunities for faculty to increase their foreign-language skills (from 16 percent in 2001 to 39 percent in 2006). Given the promise of technology to connect with students

abroad to provide international learning opportunities "at home," associate's colleges should consider providing workshops to facilitate this approach; currently, only 17 percent do. If associate's colleges are to internationalize their curricula, ongoing investment in faculty knowledge and capacities will be essential.

Internationalization has a definitive role in the mission of associate's institutions precisely because these institutions are preparing students for life and work in a global society. Thus, students in associate's institutions need opportunities for exposure to the educational benefits that internationalization brings—opportunities that equal those of their peers in other types of institutions, in a context appropriate to the unique mission of associate's institutions.

Joint Degrees and Degree Programs Offered Abroad³⁴

Highlights

Increasing demand for higher education around the world and the attractiveness of obtaining a foreign education in one's home country has provided a favorable climate for U.S. institutions (and those in other countries) to "export" their programs to students around the world. A small subset of institutions offers degree programs abroad for non-U.S. students through partnerships or through a branch campus. The ACE survey found that 10 percent of all responding institutions offered such programs abroad, with doctorate-granting institutions being the most likely to do so. Approximately two in five of those institutions with programs abroad offered some or all of them through a branch campus.

The majority of degree programs offered outside the United States to non-U.S. students were concentrated in Asia: 40 percent of institutions with degree programs abroad offered them in China and 16 percent in India. Business/Management was the most common degree program offered abroad to non-U.S. students outside the United States; 64 percent of institutions offering degrees programs abroad offered business/management.

Institutions were most likely to offer their programs with partners in higher education institutions in the host country or region. Very few institutions offering degree programs abroad received financial support from the host country government.

A cornerstone of internationalization is engagement with higher education institutions abroad. Traditionally, this engagement has taken the form of student and faculty exchanges, collaborative research, or development cooperation. Additionally, students seeking a foreign education have left their home countries to either study abroad or enroll in institutions abroad in full undergraduate or graduate degree programs. The United States leads the world in receiving the largest number of international students (enrolling 22 percent of all international students in tertiary education).³⁵ How-

ever, the global playing field is changing, and increasingly institutions in the United States, the United Kingdom, and Australia are bringing their programs to students, offering their programs and degrees far from the home campus. Increasing demand for higher education around the world and the attractiveness of obtaining a foreign education in one's home country has spurred the growth of such off-shore programs.

There are many different models for such programs, and different terms to describe them, including *cross-border*, *off-shore*, *borderless*, and *transnational education*.³⁶ We use the term *offshore* in this

34 Unless otherwise noted, all references in this chapter to data not shown in a figure or table can be found in Appendix H.

35 Organisation for Economic Co-operation and Development. (2007). *Education at a glance: OECD indicators 2007*. Paris: Author

36 The ACE publication *Venturing abroad: Delivering U.S. degrees through overseas branch campuses and programs* (available at www.acenet.edu/bookstore) provides a more in-depth look at these relatively new models of delivery.

chapter. No database exists of all the different U.S. program initiatives in different countries, although some, such as the U.S. campuses in Qatar, have become quite well known. In this survey, we sought to capture only a small piece of this complex set of issues. Because this portion of the survey is new, there are no comparative data for 2001.

Joint Degree Programs

We asked institutions whether they offered joint degree programs, an increasingly popular form of international collaboration. The Council of Graduate Schools defines a joint degree as one in which “students take courses at each participating college or university, but commonly they receive one degree, diploma, or certificate from their college or university of registration. The student’s award may either be in the names of both participating institutions, or the student’s transcript may indicate that he or she participated in a collaborative degree program.”³⁷ Sixteen percent of all institutions offered such programs. Doctorate-granting institutions were the most likely to offer such programs; nearly half (49 percent) did so.

The Council of Graduate Schools recently reported that 29 percent of American graduate schools have international collaborative degree programs. The most common model was the dual/double degree program followed by the joint degree program. American graduate schools were mostly likely to partner with European higher education institutions to deliver these programs, followed by institutions in China and India.³⁸

Degree Programs Offered Abroad for Non-U.S. Students³⁹

Although institutions building campuses abroad have been highly visible, the data show that offering degree programs and building campuses abroad are not a widespread phenomenon. Only 10 percent reported offering programs outside the United States for non-U.S. students that lead to a degree from their institution only and are delivered entirely or in part through face-to-face instruction.⁴⁰ (See **Table 18**.) Overall, 7 percent said they did not have these types of programs but are currently working on developing them. The majority (83 percent) said they did not have these types of programs. Of the institutions that reported offering these programs, doctorate-granting institutions were most likely to offer them (27 percent), followed by master’s institutions (18 percent). Very few baccalaureate and associate’s institutions offered them (4 percent and 1 percent, respectively).

The institutions that reported having offshore degree programs were most likely to report that they offer the programs in Asia. Within that region, we

Table 18
Number and Percentage of Institutions with Offshore Degree Programs for Non-U.S. Students, by Institutional Type: 2006

	Total Number of Institutions Responded	Number of Institutions with Degree Programs Abroad	Percentage Offering Degree Programs Abroad
Doctorate-Granting	142	39	27
Master’s	270	48	18
Baccalaureate	243	10	4
Associate’s	398	4	1
Total	1,053	101	10

37 Council of Graduate Schools (CGS). (2007, August). *Findings from the 2007 CGS international graduate admissions survey. Phase II: Final applications and initial offers of admission*. Washington, DC: Author. See www.cgsnet.org/portals/0/pdf/R_IntlAdm07_II.pdf.

38 CGS, p. 6.

39 Note that all data reported on degree programs abroad are unweighted data.

40 We asked institutions to exclude joint degree programs in reporting on degree programs offered abroad.

asked if institutions had programs in China, Hong Kong SAR, India, Singapore, or an “other country in Asia.” Forty percent indicated they had a program in China and 16 percent reported offering programs in India. Ten percent did so in Hong Kong. Thirty-four percent indicated they had a program in other Asian countries.

Thirty percent of those who offered these programs did so in Western Europe, 27 percent in Central or South America (other than Mexico), 20 percent in Central or Eastern Europe, and 19 percent reported Mexico. See **Figure 46** for regions where U.S. institutions offer degree programs to non-U.S. students.

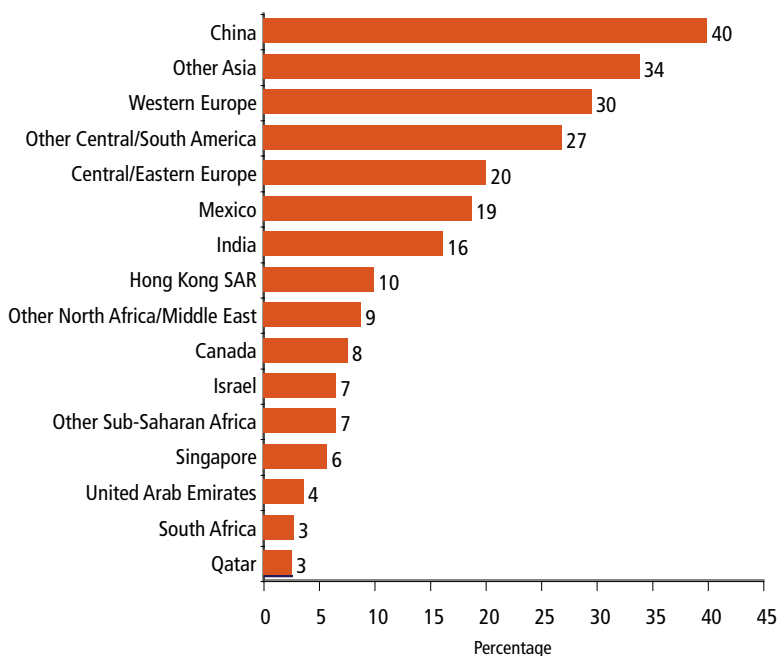
The institutions that reported offering offshore degree programs were most likely to offer all or some of these programs with institutional partners in the host country or region (see **Figure 47**).

Overall, few institutions offering degree programs abroad received financial support from the host country government (see **Figure 48** on page 80). Institutions were most likely to receive support from the host-country government for programs in Qatar (67 percent), Singapore, and South Africa (both 33 percent). No institutions with offshore programs reported receiving support from Israel, Canada, countries in Sub-Saharan Africa other than South Africa, or Asian countries other than China or Singapore.

Institutions that offered degree programs for non-U.S. students outside the United States were most likely to report that they offered them in the field of business/management (64 percent) (see **Figure 49** on page 80). Less common were programs offered in education (22 percent), humanities (20 percent), social/behavioral sciences/economics (19 percent), and science/technology/engineering/mathematics (18 percent).

Figure 46

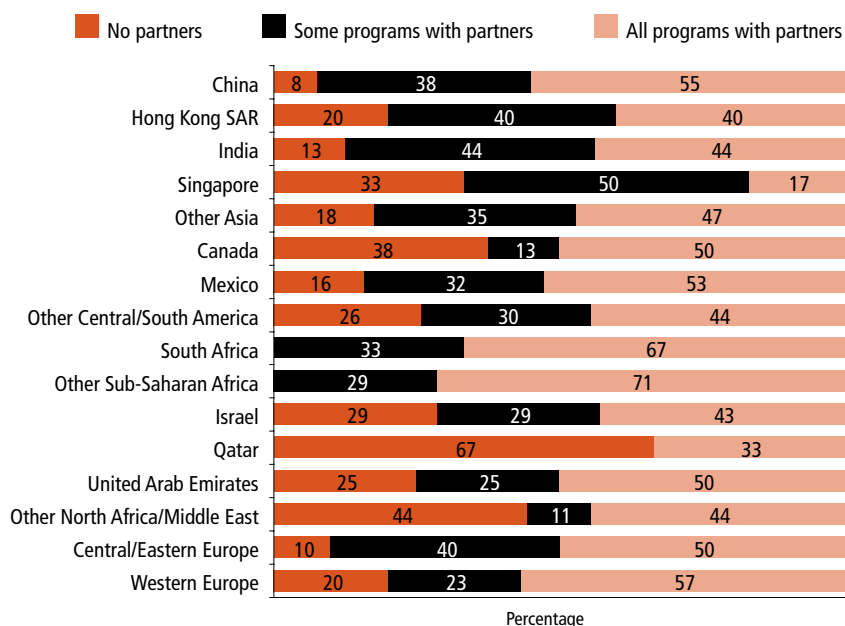
Percentage of Institutions with Offshore Degree Programs for Non-U.S. Students, by Country or Region: 2006



Note: Multiple responses were possible.

Figure 47

Percentage of Offshore Degree Programs Offered with Institutional Partners, by Country or Region: 2006



Note: Details may not sum to 100 percent due to rounding.

Figure 48

Percentage of Institutions with Offshore Degree Programs That Receive Support from Host-Country Governments, by Country or Region: 2006

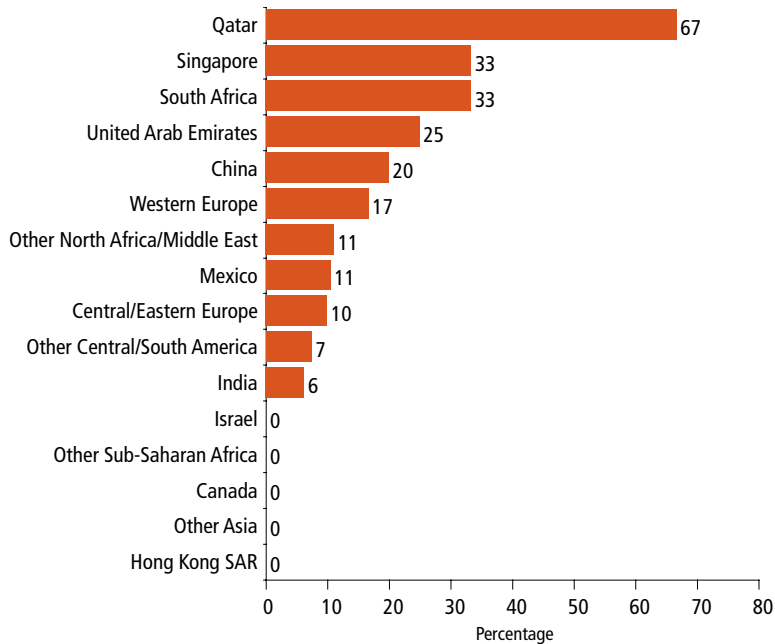


Figure 49

Percentage of Institutions with Offshore Degree Programs, by Academic Field: 2006



The programs offered in business/management and in education were more likely to be graduate degree programs, while the programs offered in humanities were more likely to be undergraduate degree programs.

Branch Campuses

Institutions may establish their presence in another country in many different ways. They may use the space of the partner institution, lease or rent other space in the host country, or build and operate their own campus, commonly referred to as a “branch campus.” The questionnaire defined a branch campus as “a physical presence, wholly or jointly owned and operated by the awarding institution, providing degrees taught face to face, supported by traditional physical infrastructure such as a library, laboratories, classrooms, and faculty and staff offices.” Of the institutions that reported having offshore programs, 39 percent have established a branch campus outside the United States for at least one degree program.

Conclusion

Offshore programs and campuses are a growing enterprise. There is considerable unmet demand for higher education around the world, and foreign institutions, especially prestigious ones, are attractive to students outside the United States. These offshore initiatives are generally market-driven and need to be self-sustaining. Institutions must be cautious not to spend public funds or to take financial risks to support ventures abroad that serve students of other countries. Whether they will continue to grow, in what countries, and how fast is unclear.

Conclusion and Recommendations

Given the geopolitical realities of the world after September 11, the growing pace of globalization, and the repeated national calls for producing “globally competent college graduates,” one might expect that U.S. colleges and universities today would be working avidly, perhaps urgently, to retool their curricula, policies, and practices to position themselves to fully prepare students for work and life in this changed world. As the global requirements of citizenship and work intensify, we might have anticipated that the survey would illustrate that U.S. higher education institutions were redoubling their efforts to produce college graduates with strong intercultural skills by working diligently to intensify language study, infuse their curricula with international study, and institute policies and practices that promote campus internationalization. The findings of this study do not suggest that this is happening.

The data in this report suggest that U.S. colleges and universities have made at best uneven progress in internationalizing their campuses. Although some work has been completed, much remains yet undone. Overall, internationalization does not permeate the fabric of most institutions; it is not yet sufficiently deep, nor as widespread as it should be to prepare students to meet the challenges that they will face. Our findings suggest the following weaknesses and strengths.

Weaknesses in Internationalization

Many institutions do not see internationalization as integral to their identity or strategy. We looked for evidence that institutions had made a public commitment to internationalization by referring to it in their mission statements, including it among the top five priorities in their strategic plans, convening a task force working solely on internationalization, or conducting an assessment of campus internationalization. Although there were variations by institutional type, we found that less than half of all institutions had demonstrated their commitment to internationalization through any of these four strategies.

Few institutions have an internationalization strategy. Most institutions have a variety of programs and initiatives that generally do not add up to a coherent strategy. Even on small campuses, communications among the various efforts—language programs, internationally focused courses, areas studies, student life—are frequently unsystematic. Opportunities for being more strategic and for creating synergies among efforts are thus lost.

A gap exists between institutional rhetoric and reality. Interestingly, in all four sectors we examined—doctorate-granting universities, master’s colleges and universities, baccalaureate colleges, and associate’s colleges—we found that significantly more institutions stated a commitment to internationalization in their *recruitment literature* than did in their missions statements and strategic plans or their policies and practices. The presence of internationalization in recruiting materials suggests that institutions realize its importance as a component of institutional quality and attractiveness, but that a gap exists between the image institutions seek to project and the implementation of internationalization.

Too few institutions expose all their students to global learning by requiring internationally or globally focused courses. The key to international and global learning for the vast majority of students is the curriculum. While for some educators and institutions, study abroad is synonymous with internationalization, most students must learn about the world without leaving the United States. In 2005–06, approximately 220,000 students studied abroad for academic credit, an increase of 8.5 percent over the previous year.⁴¹ While this increase is encouraging, if 17 million students in postsecondary education are to learn about other countries, regions, cultures, or global issues, they will do so at home.

Certainly, a general education requirement of one or two courses does not ensure a high level of student knowledge of international and global issues or global competence, however an institution defines it. However, such requirements are a start, and signal what an institu-

tion deems central to being an educated person. Most institutions do not require students to take courses with an international or global focus. Only 37 percent of all institutions have such a requirement. Put another way, more than six in 10 students could conceivably graduate with an associate or baccalaureate degree without having taken a course with a global or international focus. And if there is such a requirement, the majority of institutions required one course. The gap between the imperative to “produce globally competent students” and the curricular requirements is evident.

It is a truism in higher education that the curriculum changes slowly. It can take years to make even minor changes, and turf and ideological battles can grind well-intentioned efforts to a halt. Anecdotal evidence suggests that many institutions are working to internationalize the curriculum, frequently by infusing international content and pedagogy into a variety of courses rather than developing a specific course requirement. It may take many more years to see the kinds of changes in the curriculum and especially curricular requirement that will be needed to provide the internationally and globally focused learning that U.S. students need.

The majority of institutions do not require foreign-language study for admissions and there has been a decline in the proportion of institutions requiring foreign language for graduation. Higher education institutions are not insisting on language study as a prerequisite for college. The majority of four-year institutions have no foreign-language entrance requirement, including 53 percent of doctorate-granting institutions, 66 percent of master’s institutions, and 69 percent of baccalaureate institutions.

41 Institute of International Education. (2007). *Open doors: Fast facts*. See www.iie.org.

Arguably, graduation requirements say more about an institution's academic values than admissions requirements. Overall, close to half of all institutions had a foreign-language graduation requirement for all or some students, with very high proportions of the four-year institutions having such requirements (77 percent of doctoral universities, and 66 percent of master's and baccalaureate institutions). However, a discouraging trend is that all types of institutions showed a decline in graduation requirements between 2001 and 2006. Additionally, a minority of four-year institutions required language study for all students: 18 percent of doctorate-granting institutions, 23 percent of master's institutions, and 41 percent of baccalaureate institutions. Clearly, baccalaureate institutions are exceptional in this area.

Language requirements do not tell the whole story, however. Recent Modern Language Association (MLA) data show increases in language enrollments in spite of the lack of requirements.⁴² For example, enrollments in Spanish increased 10.3 percent between 2002 and 2006, and French and German saw very modest increases of 2.2 percent and 3.5 percent, respectively. The biggest gains were in Arabic at 127 percent, Chinese at 51 percent, and Korean at 37 percent. It is important to note, however, that the absolute numbers of enrollments in these courses are small. Additionally, the MLA study notes that the current rate of 8.6 language course enrollments per 100 total student enrollments "is still well

short of the 1965 rate of 16.5 language course enrollments per 100 total student enrollments, which was the highest rate recorded in the 48 years that the MLA has conducted this survey." It also notes the paucity of students in advanced language study. Only 17 percent of all enrollments in Spanish are at the upper level, as are 18.4 percent of Chinese-language course enrollments.⁴³

Although institutions are increasing their study abroad offerings, only a small proportion of U.S. students study abroad. While the great majority of doctorate-granting institutions, master's institutions, and baccalaureate colleges offer study abroad opportunities for students—and such programs have expanded in many institutions—the survey showed that at most institutions, relatively few students actually study abroad. For example, more than four in 10 doctorate-granting universities reported that less than five percent of their students who graduated in 2005 had studied abroad for credit at some point during their academic career. In master's institutions, nearly 60 percent of institutions reported the same phenomenon. Baccalaureate institutions had a better track record—just one-third reported that less than 5 percent of their 2005 graduates had participated in education abroad.

Other ACE research shows that there is a tremendous gap between the interest of high school seniors bound for college in education abroad and the actual participation rates. Fifty percent of students responding to a 2007 survey indi-

42 Modern Language Association Press Release. (2007, November 13). "New MLA Survey Shows Significant Increases in Foreign Language Study at U.S. Colleges and Universities." See www.mla.org/2006_flenrollmentsurvey.

43 Furman, N. Goldberg, D., & Lusin, N. (2007, November 13). *Enrollments in languages other than English in U.S. institutions of higher education, fall 2006*. Web publication. See www.mla.org/pdf/06enrollmentsurvey_final.pdf.

cated that they planned to study abroad, with 27 percent saying that they were absolutely certain and 28 percent saying they were fairly certain they would study abroad sometime during college.⁴⁴ Clearly, this gap is worth exploring. The barriers to study abroad are well known. Cost, time away from jobs and family, the difficulty of fulfilling academic requirements through study abroad and therefore delaying graduation are among the top reasons that students do not study abroad. Many institutions are seeking to increase the number of students going abroad by ensuring that their financial aid is portable and by providing additional scholarships, creating guidelines at the departmental level to ensure that education abroad does not delay graduation, and by offering more short-term opportunities. The upward trend in numbers is encouraging, but even massive increases will mean that only a small minority of U.S. students engage in education abroad.

Many campuses do not have adequate senior-level staff support for internationalization. Less than half of all campuses had a full-time administrator to oversee or coordinate campus internationalization. There was considerable variation by institutional type: 85 percent of doctorate-granting institutions, 64 percent of master's institutions, 47 percent of baccalaureate colleges, and 28 percent of associate's colleges had chief international officers. Increasingly, institutions are seeing the need for such a person. Titles vary from associate provost, to dean, to director. Although comparative data for 2001 are not available, it appears that those institutions that are working intensively on internationalization are appoint-

ing chief international officers if they do not already have one. The lack of administrative support underscores that for many institutions, internationalization is an ad-hoc activity, carried out by interested faculty and administrators, but lacking coordination and a senior person charged with advancing those efforts.

Most institutions had one or more offices, but frequently, the administrators in these offices devote only part of their time to international programs and activities. The absence of infrastructure reflects the absence of available funding and the low priority that some institutions assign to internationalization. In turn, the absence of support personnel makes it more difficult for institutions to increase their international programs and activities or to support faculty in their work.

Strengths in Internationalization

In the face of these reasons for concern, however, we also note reasons to be optimistic that U.S. institutions are making progress in working to meet the challenges of preparing students for work and life in a global society.

Institutions are investing support in faculty work in internationalization. One of the most potentially transformative sets of improvements may be the increased investment in the international capacities of faculty. For example, comparing 2006 with 2001, more institutions funded faculty to teach at institutions abroad, paid for travel to conferences abroad, and supported faculty study or research abroad. In addition, more institutions offered opportunities for faculty to strengthen their foreign-language skills, and more sponsored workshops on internationalizing the curriculum.

⁴⁴ American Council on Education, Art & Science Group, & College Board. (2008). *College-bound students' interests in study abroad and other international learning activities*. Washington, DC: Author.

The most notable increase in institutional investment in faculty was funding them to travel to meetings and conferences abroad—surely a key strategy in helping faculty meet their counterparts from around the world. It is vital for faculty to participate in the global dialogue on their disciplines if they are to incorporate international and global dimensions into their teaching and research. This is a positive trend whose benefits should redound to students and to the institution.

Another important increase was funding faculty to lead students on study abroad programs. Anecdotal evidence suggests that leading study abroad can be very enriching for faculty, but, if there is not sufficient administrative support, can also require them to do substantial amounts of administrative work associated with organizing the trips that are time-consuming and a poor use of their time. Short-term faculty-led study abroad programs are gaining in popularity, and this trend bears watching for the costs and benefits for faculty and as a way to introduce students with limited time and resources to education abroad. ACE's work with campuses suggests that many such programs are of excellent quality. However, not all faculty have the intercultural skills or the international knowledge to foster nuanced international learning, nor are they fully prepared for the challenges of being responsible for a group of students on an international trip.

The growing support for faculty international work suggests that institutions have deliberately and significantly embraced a commitment to invest in the very people on campus who will ultimately institutionalize internationalization. This increased support signals a strategic investment in internationalization and a long-term view of making good use of limited resources.

Institutions are increasing administrative support for internationalization. The shift between 2001 and 2006 from a single office supporting internationalization to multiple offices is likely to be a positive development. This shift suggests that institutions engaged in more activities and are responding to the need to support them, even if they are unable to dedicate full-time staff to coordinating internationalization efforts. More institutions have at least a half-time staff member devoted to international students services, international student recruiting, English as a Second Language programs, and study abroad.

However, in the absence of a chief international officer, the proliferation of offices staffed by part-time professionals may at the same time contribute to the fragmentation of internationalization efforts that we see on many campuses. Even at small institutions, the various offices concerned with different aspects of internationalization—such as study abroad, international student services, international studies programs, language departments, and student affairs—often have limited contact with each other, and may miss opportunities for collaboration and synergy.

Institutions are working to infuse internationalization into student life. Further evidence that institutions are infusing internationalization into institutional cultures is the rise our study found, in all four sectors, in programs designed to increase student appreciation for different cultures and bring together students from the United States with their peers from other countries. In general, colleges and universities are sponsoring more international fairs, buddy programs, and international meeting places and residence halls.

Institutions are using technology as a resource for internationalization.

Although there is no substitute for the personal experience of going abroad, technology offers excellent opportunities for students and faculty to interact with their colleagues from other countries. Many institutions are using video-conferencing as well as audio-conferencing and e-mail to enable students to interact with professors from abroad and engage in collaborative projects with students sitting in classrooms far away. Two-thirds of institutions are using web-based technology to conduct courses in collaboration with higher education institutions in other countries; a similar proportion are using video-conferencing for guest lectures. The costs of using technology are decreasing every year and the quality is improving. It is encouraging that so many institutions are taking advantage of the opportunities afforded by technology.

Recommendations

We concluded the 2003 report, *Mapping Internationalization on U.S. Campuses: Final Report 2003*, with a series of recommended steps that institutions could take to address the weaknesses in internationalization identified in that study. The following recommendations are not substantially different from those of five years ago. Given the slow progress, this should not be surprising. Our current recommendations are substantiated by our experience working closely with more than 100 institutions in advancing a comprehensive integrated approach to internationalization.⁴⁵

These recommendations are based on the premise that a high-quality education is inherently global and international. Internationalization should not be an add-on, but rather an integral part of course content and pedagogy, research, and service. In many ways, internationalization requires a different way of thinking about curricula and the disciplines. It is a significant undertaking and requires sustained attention and leadership.

These recommendations are also based on the premise that *every* institution needs to pay attention to internationalization if it is to prepare its students for the multicultural and global society of today and tomorrow. Thus, even institutions that see their mission as primarily local should embrace the vital connections between the global and local—in terms of economic development, demographics, and culture—and its mission and instruction should reflect those connections.

Build on student interests and demographics. As noted above, high school students are eager to study abroad and to learn about other cultures. The data from the 2007 study by ACE, Art & Science Group, and the College Board also indicate that they are also open to learning languages and expect to do so in college. Although it is often said that U.S. students are very goal-oriented in their approach to the college experience and more interested in gaining a credential than in the learning, the study showed that students saw international learning as an opportunity for personal development and enrichment, not as a way to enhance their job prospects. Surging enrollments

⁴⁵ Lessons learned and suggestions for specific strategies for institutions are detailed in Olson, C., Green, M., & Hill, B. (2006). *A handbook for advancing comprehensive internationalization: What institutions can do and what students should learn*. Washington, DC: American Council on Education.; Green, M., Olson, C., & Hill, B. (2003). *Internationalizing the campus: A user's guide*. Washington, DC: American Council on Education; and Olson, C., Green, M., & Hill, B. (2005). *Building a strategic framework for comprehensive internationalization*. Washington, DC: American Council on Education. (For further information, see www.acenet.edu/bookstore.)

in Arabic and Chinese (albeit increasing from a very small base) suggest that students are cognizant of the global forces shaping the future.

Additionally, the presence of immigrant students and those who are closely tied to immigrant communities are a rich resource for campuses. Recognizing these students and their communities as resources, some campuses are seeking to forge linkages with the community groups and use these connections to strengthen the international dimensions of the institution. Additionally, immigrant and first-generation students bring cultural diversity that can be maximized in the classroom and beyond.

ACE focus groups conducted in 2001 indicated that students see their peers as rich sources of international learning. Real-life encounters with students from different cultures can be powerful personal learning experiences that add an important dimension to the factual knowledge they gain in their courses. These encounters may occur in the classroom, in the dining or residence hall, in clubs, or in buddy programs for international and domestic students.

As an institution seeks to broaden and deepen internationalization, it must take into account the nature of its student body. A residential college of traditional-age students will have different opportunities than does a commuter institution whose students are primarily working adults. Understanding what experiences, desires, and attitudes students bring are an essential starting point for marshalling existing resources on campus and for tailoring appropriate strategies.

Focus on the curriculum. As noted above, most students will learn about international and global issues and other cultures on their own campuses. And given that so many students work and have family obligations, higher education cannot count on their participation in co-curricular activities such as guest lectures or student events unless they are integrated into the class requirements. And indeed, the 2003 report described low levels of student participation in many optional co-curricular activities. Thus, the classroom is the key locus for international and global learning. Strategies suggested by the data are incorporating internationally and globally focused courses into the general education requirements, strengthening foreign-language entrance and graduation requirements, and providing faculty with support and incentives to internationalize their courses.

Increasing the number of students studying languages, and especially achieving a high level of proficiency is a national need. Although according to ACE research, 95 percent of high school students bound for college have studied a language, few continue to higher levels in college. Some opt out by passing a proficiency examination, many others enter college with low levels of proficiency and retake introductory courses. To be sure, language learning in college depends on a solid foundation in primary and secondary school. Fortunately, there is a good deal of national discussion and movement in transforming language pedagogy at all levels. There is also a growing recognition in higher education that language study is not necessarily a prelude to coursework in literature, and that communication skills are an essential outcome of language study. Continuing innovation in pedagogy will be central to attracting

more students to foreign-language study. Additionally, anecdotal evidence suggests that even short-term study abroad whets a students' appetite to learn another language.

Invest in faculty opportunities.

Faculty are the key drivers of internationalization. Faculty members who are interested in international and global issues and connections are more likely to reflect this interest in the classroom. Institutions must also take positive steps to encourage faculty to incorporate their international interests and experiences into their courses. Some institutions, when providing stipends for research abroad, for example, require the faculty member to demonstrate the impact of that work on his or her teaching. Most institutions do not specifically seek international interests or experience when hiring faculty. This is not surprising, given that for most institutions, internationalization is not a priority.

The wave of retirements facing institutions provides an opportunity to hire faculty with the international interests and experiences that will contribute to campus internationalization. Additionally, incorporating international activity into promotion and tenure considerations is a clear message about what constitutes academic excellence. Although only a slim minority of institutions do this, it is encouraging to see the increase of doctorate-granting universities specifying international work as a criterion.

Finally, supporting faculty in international activities, a positive finding of this study, is an important way to ensure faculty engagement in internationalization. The work of internationalizing the curriculum rests squarely on the shoulders of the faculty and they can only do this if they themselves have the time, as well as the requisite skills and knowledge. Similarly, for an institution to have successful international partnerships, it is the faculty who will plan the collaborations, whether they be joint research projects, development cooperation, joint degrees, or exchange programs. To engage in these initiatives, institutional support is a must.

Create a strategic framework for action.

Colleges and universities are skilled at making changes at the margins. But internationalization is more than the addition of a curricular requirement or an increase in the number of international students. Each initiative is only a piece of a larger whole. Internationalization is a change that is both broad—affecting departments, schools, and activities across the institution—and deep, expressed in institutional culture, values, policies, and practices. It requires articulating explicit goals and developing coherent and mutually reinforcing strategies to meet those goals. An internationalized campus has more than a series of courses or programs that promote international learning; it links them together to create a propitious environment for such learning and to ensure that all students gain global knowledge and intercultural skills.

In ACE's work with institutions, we suggest that institutions step back and take stock of their international activities and programs, use the findings of that review to see how their programs and policies align with their public statements, analyze the strengths and weaknesses of their current approach, and then develop an internationalization plan. We suggest that institutions work at the same time to articulate global student learning outcomes, determine what learning opportunities offered by the institution enable students to achieve these outcomes, and identify what evidence is available to determine whether students actually achieve these outcomes. The product of these two coordinated efforts is an internationalization plan. Some institutions create separate plans and then integrate them into the overall institutional strategic plan; others develop an internationalization plan as part of the institutional plan.

Unless institutions create a strategic framework for internationalization, their initiatives are likely to remain disconnected from one another and from the overall institutional mission and goals.

Ensure active leadership in making internationalization an institutional priority.

If internationalization remains a low priority, it is unlikely that an institution will make much progress. A combination of faculty and administrative leadership, with strong support from the top, is essential. Not surprisingly, ACE's work with institutions has shown that the colleges and universities that are most successful in internationalization have presidents and chief academic officers who are ardent supporters and public champions of internationalization. These senior leaders send consistent and repeated messages to faculty, staff, students, and external stakeholders that internationalization is vital to the community, to the institution's vibrancy, and that it is everyone's business. Sustained attention is essential; making internationalization part of the fabric of an institution is a decade-long undertaking. Verbal support and encouragement is necessary but not sufficient. To make the rhetoric real, leaders must help make internationalization happen by allocating or raising funds to support it, removing barriers, and stepping aside and letting faculty and staff take charge. While enthusiasm for a given program or initiative is never universal on any campus, widespread faculty and administrative leadership is essential in creating institutional energy, providing legitimacy, and achieving broad participation.

Methodology Report

In 2001, ACE conducted a national survey of accredited degree-granting colleges and universities to explore the extent of institutional commitment to internationalization and the strategies that institutions use to promote internationalization. For a review of the instrument design and research methodology of the 2001 study, please see the report *Mapping Internationalization on U.S. Campuses, Final Report 2003*.⁴⁶

As part of ACE's commitment to internationalization of higher education, the Center for International Initiatives conducted an update of the 2001 study to determine the extent of change in this important arena. Following is a description of the research methodology used in the 2006 study, detailing the instrument redesign, sample and response rate, and the statistical analysis.

Instrument Redesign

In 2001, three surveys were fielded: One focused on undergraduates' international experiences and attitudes about internationalization, the second focused on faculty's international experiences and attitudes about internationalization, and

third focused on institutional internationalization. Because of the privacy issues and the ensuing difficulties of obtaining information from students and faculty, ACE decided that the 2006 survey would focus only on institutional internationalization. ACE used the 2001 institutional survey as the baseline instrument for the 2006 institutional survey. ACE staff from the Center for International Initiatives and the Center for Policy Analysis developed a revised questionnaire.

ACE convened an advisory group of seven internationalization experts who reviewed and refined the survey. They kept a majority of the 2001 survey questions, revised some questions for clarity, developed additional survey questions within the existing areas of focus, and added a new series of questions on delivering U.S. education abroad to non-U.S. students. The revised survey instrument was then pre-tested with four administrators at postsecondary institutions. The pre-test feedback was incorporated into the final survey instrument used in this study. (See Appendix B for the final survey instrument.)

46 Siaya, L., & Hayward, F. M. (2003). *Mapping internationalization on U.S. campuses: Final report 2003*. Washington, DC: American Council on Education. See www.acenet.edu/bookstore.

Institutions Surveyed

2001 Sample

For the 2001 study, ACE mailed institutional surveys to a sample of college and university presidents in September 2001, with all the data collection completed by December 2001. A stratified random sample of 1,501 colleges and universities was drawn from a population of 2,461 regionally accredited associate's or baccalaureate degree-granting institutions. The final institutional dataset included 752 institutions, resulting in a survey response rate of 50 percent.

Using the 1994 Carnegie Classification scheme as a guide, the sample frame consisted of community colleges, liberal arts colleges, comprehensive universities, and research universities.⁴⁷ Specialized and nationally accredited institutions were excluded. Because the response rates in the four sectors varied, the data were weighted when reporting aggregately in an effort to best generalize about all U.S. institutions. The data were weighted to match population figures (by institutional type). The overall margin of error was +/-3.57 percent.

2006 Population

In October 2006, ACE administered the survey to the population of all regionally accredited postsecondary education institutions in the United States that grant associate or baccalaureate degrees. The population of 2,746 consisted of 257

doctorate-granting universities, 587 master's colleges and universities, 526 baccalaureate colleges, and 1,376 associate's colleges. From these institutions, ACE received a total of 1,074 completed surveys; 56 percent returned mail surveys and 44 percent completed web surveys. The overall response rate was 39 percent. The response rates by institutional type are listed in **Methodology Table 1**.

Data Collection 2006

ACE sent paper copies of the survey to the presidents of all regionally accredited institutions with a covering letter from ACE President David Ward. They were asked to either complete the survey or forward it to the appropriate administrator on their campus, most likely the chief academic officer or the chief international officer. Respondents were given the option of completing and returning the paper survey by mail or completing the survey online via a web address provided in the letter. During the month of November, reminders were posted in ACE's Higher Education and National Affairs (HENA) online newsletter, which is e-mailed to all ACE member institutions. A follow-up postcard was mailed as a third reminder to all non-respondents in December 2006. Due to the lower response rate, non-responding associate's colleges also received telephone reminders between March 5 and 9, 2007.

⁴⁷ 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 to mean the same as the "associate's college" Carnegie classification.

Data Analysis 2006

Survey results were analyzed by institutional type. One notable difference in the analysis of 2006 versus 2001 data involves recent changes in the Carnegie Classification by institutional type. The 2001 survey data used the 1994 version of the Carnegie Classification system and categorized institutions as research universities, comprehensive universities, liberal arts colleges, and community colleges. For this report, ACE used the Carnegie Classification system adopted in 2005 and included doctorate-granting universities, master's colleges and universities, baccalaureate colleges, and associate's colleges. Special focus institutions were not included in the report. This report compares 2001 findings with the 2006 findings, and uses the current Carnegie Classification system to discuss findings. The 2001 and 2006 responding institutions are not a matched sample. Therefore, the analysis of change or the lack of change during the five-year period cannot be attributed to a specific set of institutions.

For questions that were the same on the 2001 and 2006 surveys, results were compared across years. Within institutional type, survey results were analyzed by public and private institutions, and by institutional size. See **Methodology Tables 2 and 3** for the number

and distribution of survey respondents by institutional control and size. Institutional size categories were based on the number of students enrolled for credit and included very small (under 2,000 students), small (2,000 to 4,999), medium (5,000 to 9,999), and large (10,000 and above).

Methodology Table 1

Number, Distribution, and Response Rates of Population and Survey Respondents, by Institutional Type: 2006

	Population*		Survey Respondents		Response Rate
	Number	Percent	Number	Percent	Percent
Doctorate-Granting	257	9	145	14	56
Master's	587	21	274	26	47
Baccalaureate	526	19	246	23	47
Associate's	1,376	50	409	38	30
Total	2,746	100	1,074	100	39

*National Center for Educational Statistics, IPEDS Institutional Characteristics: 2005, Washington, DC: U.S. Department of Education.

Methodology Table 2

Number and Distribution of Survey Respondents, by Institutional Type and Control: 2006

	Public		Private		Total	
	Number	Percent	Number	Percent	Number	Percent
Doctorate-Granting	102	17	43	9	145	14
Master's	139	22	135	30	274	26
Baccalaureate	29	5	217	48	246	23
Associate's	348	56	61	13	409	38
Total	618	100	456	100	1,074	100

Methodology Table 3

Number and Distribution of Survey Respondents, by Institutional Type and Size: 2006

	"Very Small (under 2,000)"		"Small (2,000–4,999)"		"Medium (5,000–9,999)"		"Large (10,000 or more)"		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Doctorate-Granting	0	0	9	3	24	11	112	47	145	14
Master's	27	9	106	34	86	40	55	23	274	26
Baccalaureate	159	52	80	25	4	2	3	1	246	23
Associate's	120	39	120	38	99	46	70	29	409	38
Total	306	100	315	100	213	100	240	100	1,074	100

Weighting for the 2006 Data

Because the response rate differed by institutional type, the data were weighted when reporting aggregately in an effort to best generalize about all U.S. institutions.⁴⁸ Each sector—doctorate-granting, master’s, baccalaureate, and associate’s—were assigned a weight based on their relative representation in the survey

Methodology Table 4

Weighting Scheme for Survey Respondents, by Institutional Type: 2006

	ACE Survey		Population*		Weight
	Number	Percent	Number	Percent	
Doctorate-Granting	145	14	257	9	1.77
Master’s	274	26	587	21	2.14
Baccalaureate	246	23	526	19	2.14
Associate’s	409	38	1,376	50	3.36
Total	1,074	100	2,746	100	

*National Center for Educational Statistics, IPEDS Institutional Characteristics: 2005, Washington, DC: U.S. Department of Education.

Methodology Table 5

Margin of Error for 2006 Institutional Survey

	Population* of Institutions	Completed Surveys	Margin of Error (p=.05)
	N Size	N Size	$z * \sqrt{p*(1-p)/n}$
Doctorate-Granting	257	145	+/-8.14
Master’s	587	274	+/-5.92
Baccalaureate	526	246	+/-6.25
Associate’s	1,376	409	+/-4.85
Total	2,746	1,074	+/-2.99

*National Center for Educational Statistics, IPEDS Institutional Characteristics: 2005, Washington, DC: U.S. Department of Education.

and in the US Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS). The weight was derived by dividing the frequency of institutions that occur in the sector by the frequency of the respective number of institution in the sector that responded to the survey. For example, as illustrated in **Methodology Table 4**, the computation for doctorate-granting universities was 257 (institutions in IPEDS) divided by 145 (institutions responding to the survey), for a weight of 1.77.

Margin of Error

How well the sample represents the population is gauged by the survey’s margin of error and confidence level. **Methodology Table 5** reports the margin of error with a 95 percent confidence level across all institutional types and within each institutional type. By adding and subtracting the margin of error to the reported survey percentages, you can determine the range between which the survey response would fall in 95 out of 100 survey administrations. For example, if 50 percent of all institutions surveyed reported that they include internationalization in their mission statement, and the margin of error is 2.99, then you can determine that in at least 95 out of 100 surveys the response would fall within the range of 47.01 percent to 52.99 percent.

⁴⁸ Data were not weighted when comparing results within the same type of institutions. Unweighted data were also used for Chapter 6: Joint Degrees and Degree Programs Offered Abroad because a very small number of institutions (mostly doctorate-granting institutions) reported to have such programs.

Survey on Internationalization of U.S. Higher Education

American Council on Education
Center for International Initiatives

Introduction:

This survey updates the American Council on Education's major 2001 initiative to map the state of internationalization at U.S. colleges and universities. Three surveys were conducted, one addressing institutional policies and practices, the second focusing on faculty backgrounds and attitudes, and the third querying students about their interests and experiences. Results of that survey appear in *Mapping Internationalization on U.S. Campuses* (2003): www.acenet.edu/bookstore/pubInfo.cfm?pubID=306.

This survey updates only the survey that focused on institutional policies and practices. All data collected in this survey will be kept confidential and no individual institutional data will be used in any report, web page, or presentation.

Note on Definition of Terms:

We define **international or global education** as learning opportunities that are designed to help students understand other cultures and nations; communicate across borders; and acquire an understanding of the cultural, social, and political systems of other countries and regions, and the global forces that are shaping the world.

For this survey, a course, program, or activity would be considered **international or global** if it primarily features perspectives, issues, or events from specific countries or areas outside the United States, or those that transcend national borders (e.g., global health issues, global environmental issues, peace studies, etc.).

The term **undergraduate** refers to any student who is enrolled in a bachelor's or associate degree program.

The term **internationalization** refers to institutional efforts to integrate an international, global, and/or intercultural dimension into the teaching, research, or service functions of an institution.

Directions:

This survey asks about your institution's internationalization efforts. To answer some of our questions, you may need to consult with other individuals or offices at your institution, such as:

- Chief academic officer
- Registrar
- Institutional research office
- Admissions office
- President's office
- Staff members from various international offices (e.g., Office for International Students, Office of Study Abroad, etc.)

We are requesting data primarily from the 2005–06 academic year. If current data are not available, please leave the question blank. The majority of questions will ask you to select the response(s) that best answer(s) the question with respect to your institution. A few questions will ask for numbers or percentages. If exact totals or percentages are not available when requested, please provide your best estimate. **If you do not know an answer or cannot answer a question for any reason, please leave the question blank.**

Name of Institution: _____

A. Institutional Commitment

1. Does your institution's mission statement specifically refer to international or global education? *(Select one.)*
 - (1) No
 - (2) Yes
 - (3) No mission statement exists

2. Is international or global education listed as one of the top five priorities in your institution's current strategic plan? *(Select one.)*
 - (1) No
 - (2) Yes
 - (3) No strategic plan exists

3. Does your institution have a separate written plan that addresses institution-wide internationalization? *(Select one.)*
 - (1) No
 - (2) Yes

4. Does your institution have a campus-wide committee or task force that works solely on advancing internationalization efforts on campus? *(Select one.)*
 - (1) No
 - (2) Yes

5. Has your institution formally assessed the impact or progress of its internationalization efforts in the last five years? *(Select one.)*
 - (1) No
 - (2) Yes

6. Has your institution developed specific international or global student learning outcomes? *(Select one.)*
 - (1) No
 - (2) Yes, for students in some schools, departments, or programs
 - (3) Yes, for all students

7. Does your institution's student recruitment literature highlight international or global education programs, activities, and opportunities? *(Select one.)*
 - (1) No
 - (2) Yes

B. Organizational Structure and Staffing

8. Please select the response that most closely resembles the administrative structure of the internationalization activities and programs at your institution. *(Select one.)*
 - (1) No office oversees internationalization activities and programs.
 - (2) A single office oversees internationalization activities and programs.
 - (3) Multiple offices oversee internationalization activities and programs.

9. Does your institution have one or more professional staff or faculty members dedicated at least half time to any of the following aspects of internationalization? *(Select all that apply.)*

- (1) International student recruitment/admissions
- (2) International student services
- (3) International scholar services
- (4) English as a Second Language (ESL)
- (5) Education/Study abroad
- (6) International/Global campus programming
- (7) Internationalization of the curriculum
- (8) Languages Across the Curriculum (LAC, LxC)
- (9) Development and monitoring of international partnerships
- (10) Other: _____

10. Does your institution have a full-time administrator who oversees or coordinates multiple internationalization activities or programs? *(Select one.)*

- (1) No → Please skip to question 12.
- (2) Yes → Please continue to question 11.

11. If you responded “yes” to question 10, to whom does the individual report? *(Select all that apply.)*

- (1) Chief academic officer
- (2) Other administrator in academic affairs
- (3) Chief student affairs officer
- (4) Other administrator in student affairs
- (5) President
- (6) Other (Please specify.) _____

C. Financial Support

12. Has your institution received external funding specifically earmarked for internationalization programs or activities from any of the following sources in the last three years (2003–2006)? *(Select all that apply.)*

- (1) Federal government
- (2) State government
- (3) Alumni
- (4) Private donors other than alumni
- (5) Foundations
- (6) Corporations
- (7) Other (Please specify.) _____
- (8) No specific external funding received

13. Did your institution provide specific funding for any of the following activities to promote recruitment of full-time, degree-seeking international students at the undergraduate level last year (2005–06)? *(Select all that apply.)*

- (1) Travel for recruitment officers
- (2) Scholarships for international students
- (3) Other (Please specify.) _____
- (4) No specific institutional funding provided

14. Did your institution provide specific funding for any of the following activities to promote recruitment of full-time, degree-seeking international students at the graduate level last year (2005–06)? (Select all that apply.)
- (1) Travel for recruitment officers
 - (2) Stipends/Fellowships
 - (3) Other (Please specify.) _____
 - (4) No specific institutional funding provided
15. Did your institution provide specific funding for any of the following internationalization programs or activities last year (2005–06)? (Select all that apply.)
- (1) Faculty leading students on study abroad programs
 - (2) Faculty teaching at institutions abroad
 - (3) Faculty travel to meetings or conferences abroad
 - (4) Faculty studying or conducting research abroad
 - (5) Faculty development seminars abroad
 - (6) Hosting visiting international faculty
 - (7) Internationalization of courses
 - (8) Other (Please list) _____
 - (9) No specific funding provided
16. Can undergraduate students use their institutionally awarded financial aid to participate in study abroad opportunities administered by other institutions? *Note: For the purposes of this survey, “administer” means that the institution has control over and runs the daily operation of the program. (Select one.)*
- (1) No
 - (2) Yes, for approved opportunities administered by institutions within a consortium or state system
 - (3) Yes, for approved opportunities administered by any institution
17. Does your institution, or do any schools or departments within your institution, provide specific institutional funds for student education abroad, in addition to all other sources of financial aid? *Note: Education abroad includes any of the following offered for academic credit: study abroad, international internships, international service opportunities, field study abroad, research abroad, and work abroad. (Select one.)*
- (1) No
 - (2) Yes, for undergraduate students only
 - (3) Yes, for graduate students only
 - (4) Yes, for both undergraduate and graduate students

D. Foreign-Language Requirements and Offerings

18. Does your institution have a foreign-language *admissions* requirement for incoming undergraduates? *(Select one.)*

- (1) No
- (2) Yes, for **some** bachelor's/associate degree students
- (3) Yes, for **all** bachelor's/associate degree students

19. Does your institution have a foreign-language *graduation* requirement for undergraduates? *(Select one.)*

- (1) No → Please skip to question 22.
- (2) Yes, for **some** bachelor's/associate degree students
- (3) Yes, for **all** bachelor's/associate degree students

20. If you responded “yes” to question 19, what is the foreign-language requirement for graduation at your institution?

Note: If your institution has different requirements for different students, please indicate the requirement as it applies to the largest school/college/program. (Select one.)

- (1) One semester or equivalent
- (2) One year or equivalent
- (3) More than one year, but less than two years
- (4) Two years or equivalent
- (5) More than two years or equivalent

21. If you responded “yes” to question 19, can undergraduate students satisfy their foreign-language requirement for graduation by passing a proficiency test? *(Select one.)*

- (1) No
- (2) Yes

22. Please select all foreign languages that were taught at the undergraduate level during the 2005–06 academic year. Do not count English as a Second Language (ESL) or American Sign Language (ASL). *(Select all that apply.)*

- (1) Arabic
- (2) Chinese
- (3) Farsi
- (4) French
- (5) German
- (6) Classical Greek
- (7) Hebrew
- (8) Hindi
- (9) Italian
- (10) Japanese
- (11) Korean
- (12) Latin
- (13) Pashto
- (14) Persian
- (15) Portuguese
- (16) Russian
- (17) Spanish
- (18) Turkish
- (19) Urdu

E. International/Global Course Requirements and Offerings

23. To satisfy a 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? *Note: Do not include foreign-language courses. (Select one.)*

- (1) No → Please skip to question 26.
- (2) Yes → Please continue to question 24.

24. If you responded “yes” to question 23, how many courses that primarily feature perspectives, issues, or events from specific countries or areas outside the United States are undergraduates required to complete to satisfy their general education requirement? *(Select one.)*

- (1) One course
- (2) Two courses
- (3) Three or more courses

25. Are students required to complete courses that primarily feature countries or geographic areas *other than* Canada, Australia, or Western Europe? *(Select one.)*

- (1) No
- (2) Yes

26. To satisfy a general education requirement, are undergraduates required to take courses that feature global trends or issues (e.g., global health issues, global environmental issues, peace studies, etc.)? *(Select one.)*

- (1) No
- (2) Yes

27. Does your institution offer international/global tracks, concentrations, or certificate options for undergraduate students in any of the following fields? *(Select all that apply)*

- (1) a. International/global certificate available to all students, regardless of major
- (2) b. Business/Management
- (3) c. Education
- (4) d. Health/Medicine
- (5) e. Humanities
- (6) f. Social/Behavioral Sciences/Economics
- (7) g. Science/Technology/Engineering/Mathematics (STEM)
- (8) h. Technical/Professional
- (9) i. Tourism/Hotel Management
- (10) j. Other – Please List: _____

28. Does your institution offer any joint degree programs with institutions in other countries? *(Select one.)*

- (1) No
- (2) Yes

F. Education Abroad

29. Did your institution administer for credit any of the following undergraduate education abroad programs last year (2005–06)? *Note: For the purposes of this survey, “administer” means that the institution has control over and runs the daily operation of the program. (Select all that apply.)*
- (1) Study abroad
 - (2) International internships
 - (3) International service opportunities
 - (4) Field study abroad
 - (5) Research abroad
 - (6) Work abroad
30. If your institution administers education abroad programs for credit, does it have guidelines to ensure that undergraduate students can participate in approved education abroad programs without delaying graduation? *(Select one.)*
- (1) No
 - (2) Yes
31. Please estimate the percentage of undergraduate students at your institution who graduated in 2005 and who engaged in education abroad for credit at some point during their academic career. *(Select one.)*
- (1) None
 - (2) Less than 5 percent
 - (3) 5 percent to 10 percent
 - (4) 11 percent to 20 percent
 - (5) 21 percent to 30 percent
 - (6) 31 percent to 50 percent
 - (7) More than 50 percent

G. Faculty Policies and Opportunities

32. Does your institution have guidelines that specify international work or experience as a consideration in faculty promotion and tenure decisions? *(Select one.)*
- (1) No
 - (2) Yes, for faculty in some schools, departments, or programs
 - (3) Yes, for all faculty
33. Did your institution offer any of the following opportunities to faculty members in the last three years (2003–2006)? *(Select all that apply.)*
- (1) Workshops on internationalizing the curriculum
 - (2) Workshops that include a focus on how to use technology to enhance the international dimension of their courses
 - (3) Workshops that include a focus on assessing international or global learning
 - (4) Opportunities to increase their foreign-language skills
 - (5) Recognition awards specifically for international activity

34. When hiring faculty in fields that are not explicitly international/global, does your institution give preference to candidates with international background, experience, or interests? (Select one.)

- (1) No
- (2) Yes, rarely
- (3) Yes, frequently

H. Student Activities and Services

35. What percentage of full-time undergraduate students at your institution are international students? Note: Do not count English as a Second Language (ESL)-only students. For the purposes of this survey, an international student is not a U.S. citizen, an immigrant (permanent resident), or a refugee. International students may include holders of F (student) Visas, H (temporary worker/trainee) Visas, J (temporary educational exchange-visitor) Visas, and M (vocational training) Visas. (Select one.)

- (1) None
- (2) Less than 5 percent
- (3) 5 percent to 9 percent
- (4) 10 percent to 25 percent
- (5) More than 25 percent

36. Does your institution have a strategic international student recruitment plan that includes specific targets?

(Select one response for each row)

- | | No | Yes |
|--------------------------------|--------------------------|--------------------------|
| a. For undergraduate students? | <input type="checkbox"/> | <input type="checkbox"/> |
| b. For graduate students? | <input type="checkbox"/> | <input type="checkbox"/> |

37. Does your institution offer any of the following programs or support services for international students?

(Select all that apply.)

- (1) Individualized academic support services
- (2) Orientation to the United States and the local community
- (3) Orientation to the institution and/or the U.S. classroom
- (4) Assistance in finding housing
- (5) Institutional advisory committee of international students
- (6) International alumni services and/or chapters
- (7) Support services for dependents of international students
- (8) Host-family program for international students
- (9) English as a Second Language (ESL) program

38. Did your institution offer any of the following programs or activities for undergraduate students last year (2005–06)?

(Select all that apply.)

- (1) Buddy program that pairs U.S. and international students to help integrate students socially
- (2) Language partner program that pairs U.S. and international students
- (3) Residence hall where a particular foreign language is designated to be spoken (i.e., language house)
- (4) Meeting place for students interested in international topics
- (5) Regular and ongoing international festivals or events on campus
- (6) International residence hall open to all, or a roommate program to integrate U.S. and international students
- (7) Programs to link study abroad returnees or international students with students in K–12 schools
- (8) Other – Please list: _____

I. Use of Technology for Internationalization

39. Does your institution use technology in any of the following ways to enhance internationalization?

(Select all that apply.)

- (1) Courses conducted in collaboration with higher education institutions in other countries using web-based technology
- (2) Guest lectures using video conferencing
- (3) Institutionally sponsored study abroad student blogs
- (4) Video- or web-based research conferences
- (5) A direct link from your institution's home page to international programs and events
- (6) Other – Please list: _____

J. Degree Programs Offered Abroad for Non-U.S. Students

Note: The questions in this section apply to both undergraduate and graduate programs.

40. Does your institution offer programs outside the United States for non-U.S. students leading to a degree from your institution only, and delivered entirely or in part through face-to-face instruction? *Note: Please do not include joint degree programs. (Select one.)*

- (1) No → **You have completed the survey. Please go to the last page of the survey to complete the institutional contact information.**
- (2) No, but our institution is currently working on developing such programs.
→ **You have completed the survey. Please go to the last page of the survey to complete the institutional contact information.**
- (3) Yes → **Please continue to question 41.**

41. If you responded “yes” to question 40, please indicate in what countries or regions your institution offers such programs, and whether you have partner higher education institutions in those countries or regions. *Note: A partner institution is defined as a higher education institution in the target country that is collaborating with your institution in the design and/or delivery of the program specified. (Select one response for each row.)*

Country	No programs in this country or region	Yes, offer programs: NO programs with partners	Yes, offer programs: SOME programs with partners	Yes, offer programs: ALL programs with partners
Asia:				
a. China	_____	_____	_____	_____
b. Hong Kong SAR	_____	_____	_____	_____
c. India	_____	_____	_____	_____
d. Singapore	_____	_____	_____	_____
e. Other country in Asia	_____	_____	_____	_____
North/Central/South America:				
f. Canada	_____	_____	_____	_____
g. Mexico	_____	_____	_____	_____
h. Other country in Central/South America	_____	_____	_____	_____
Sub-Saharan Africa:				
i. South Africa	_____	_____	_____	_____
j. Other country in Sub-Saharan Africa	_____	_____	_____	_____
North Africa/Middle East:				
k. Israel	_____	_____	_____	_____
l. Qatar	_____	_____	_____	_____
m. United Arab Emirates	_____	_____	_____	_____
n. Other country in North Africa/Middle East	_____	_____	_____	_____
Europe:				
o. Central/Eastern Europe	_____	_____	_____	_____
p. Western Europe	_____	_____	_____	_____

42. If you responded “yes” to question 40, please select all the fields in which you offer undergraduate and/or graduate degree programs for non-U.S. students outside the United States. *(Select one response for each row.)*

Field	No programs	Undergraduate only	Graduate only	Both undergraduate and graduate
a. Business/Management	_____	_____	_____	_____
b. Law	_____	_____	_____	_____
c. Education	_____	_____	_____	_____
d. Health/Medicine	_____	_____	_____	_____
e. Humanities	_____	_____	_____	_____
f. Social/Behavioral Sciences/Economics	_____	_____	_____	_____
g. Science/Technology/Engineering/ Mathematics (STEM)	_____	_____	_____	_____
h. Technical/Professional	_____	_____	_____	_____
i. International Studies	_____	_____	_____	_____
j. Tourism/Hotel Management	_____	_____	_____	_____
k. Other	_____	_____	_____	_____

43. If you responded "yes" to question 40, please indicate whether you are receiving direct and/or indirect financial support from the host country government for your institution's programs in the following countries.

(Select one response for each row.)

Country	No financial support	Yes, receiving governmental support for SOME programs	Yes, receiving governmental support for ALL programs
Asia:			
a. China	_____	_____	_____
b. Hong Kong SAR	_____	_____	_____
c. India	_____	_____	_____
d. Singapore	_____	_____	_____
e. Other country in Asia	_____	_____	_____
North/Central/South America:			
f. Canada	_____	_____	_____
g. Mexico	_____	_____	_____
h. Other country in Central/South America	_____	_____	_____
Sub-Saharan Africa:			
i. South Africa	_____	_____	_____
j. Other country in Sub-Saharan Africa	_____	_____	_____
North Africa/Middle East:			
k. Israel	_____	_____	_____
l. Qatar	_____	_____	_____
m. United Arab Emirates	_____	_____	_____
n. Other country in North Africa/Middle East	_____	_____	_____
Europe:			
o. Central/Eastern Europe	_____	_____	_____
p. Western Europe	_____	_____	_____

44. If you responded "yes" to question 40, has your institution established a branch campus in another country for any of the degree programs you have indicated? *Note: For the purposes of this survey, a branch campus can be defined as a physical presence, wholly or jointly owned and operated by the awarding institution, providing degrees taught face to face, supported by traditional physical infrastructure such as a library, laboratories, classrooms, and faculty and staff offices.*

(Select one.)

- (1) _____ No
- (2) _____ Yes, for some programs
- (3) _____ Yes, for all programs

Thank You for Your Participation

Please use the pre-paid self-mailer on the back page to return your survey.

Name of person to contact for further questions: _____
 Title: _____
 Institution: _____
 Telephone: _____
 E-mail: _____

Appendix C

Survey Responses, by Institutional Type: 2001 and 2006 (in percentages)

A. Institutional Commitment

1. Does your institution's mission statement specifically refer to international or global education?

	Doctorate-Granting		Master's		Baccalaureate		Associate's		Total	
	2001	2006	2001	2006	2001	2006	2001	2006	2001	2006
No	42	40	56	47	60	57	75	73	64	61
Yes	55	59	44	53	39	43	25	27	35	39
No mission statement exists	3	1	0	0	1	0	0	0	1	0
Total %	100	100	100	100	100	100	100	100	100	100
Frequency (N)	*	144	*	270	*	240	*	398	*	1,052

2. Is international or global education listed as one of the top five priorities in your institution's current strategic plan?

	Doctorate-Granting		Master's		Baccalaureate		Associate's		Total	
	2001	2006	2001	2006	2001	2006	2001	2006	2001	2006
No	45	36	59	52	63	51	82	78	69	64
Yes	49	59	37	46	34	46	16	20	28	34
No strategic plan exists	6	4	4	1	3	3	3	1	3	2
Total %	100	99	100	99	100	100	101	100	100	100
Frequency (N)	*	143	*	269	*	237	*	395	*	1,044

3. Does your institution have a separate written plan that addresses institution-wide internationalization?

	Doctorate-Granting		Master's		Baccalaureate		Associate's		Total	
	2001	2006	2001	2006	2001	2006	2001	2006	2001	2006
No	NA	57	NA	68	NA	76	NA	84	NA	77
Yes	NA	43	NA	32	NA	24	NA	16	NA	23
Total %	NA	100	NA	100	NA	100	NA	100	NA	100
Frequency (N)	NA	142	NA	269	NA	236	NA	398	NA	1,045

*Data not available.

NA: Data were not collected, or were collected in a non-comparable format, in the 2001 survey.

Note: Details may not sum to 100 percent due to rounding.

4. Does your institution have a campus-wide committee or task force that works solely on advancing internationalization efforts on campus?

	Doctorate-Granting		Master's		Baccalaureate		Associate's		Total	
	2001	2006	2001	2006	2001	2006	2001	2006	2001	2006
No	34	29	45	45	54	50	56	67	51	56
Yes	66	71	55	55	46	50	44	33	49	44
Total %	100	100	100	100	100	100	100	100	100	100
Frequency (N)	*	145	*	271	*	240	*	401	*	1,057

5. Has your institution formally assessed the impact or progress of its internationalization efforts in the last five years (1996–2001 for the 2001 survey; 2001–2006 for the 2006 survey)?

	Doctorate-Granting		Master's		Baccalaureate		Associate's		Total	
	2001	2006	2001	2006	2001	2006	2001	2006	2001	2006
No	46	45	58	63	62	65	77	80	66	70
Yes	54	55	42	37	38	35	23	20	34	30
Total %	100	100	100	100	100	100	100	100	100	100
Frequency (N)	*	140	*	269	*	238	*	398	*	1,045

6. Has your institution developed specific international or global student learning outcomes?

	Doctorate-Granting		Master's		Baccalaureate		Associate's		Total	
	2001	2006	2001	2006	2001	2006	2001	2006	2001	2006
No	NA	36	NA	47	NA	50	NA	64	NA	55
Yes, for students in some schools, departments or programs	NA	47	NA	38	NA	28	NA	25	NA	31
Yes, for all students	NA	17	NA	15	NA	22	NA	11	NA	14
Total yes	NA	64	NA	53	NA	50	NA	36	NA	45
Total %	NA	100	NA	100	NA	100	NA	100	NA	100
Frequency (N)	NA	143	NA	270	NA	238	NA	397	NA	1,048

7. Does your institution's student recruitment literature highlight international or global education programs, activities, and opportunities?

	Doctorate-Granting		Master's		Baccalaureate		Associate's		Total	
	2001	2006	2001	2006	2001	2006	2001	2006	2001	2006
No	18	20	25	30	31	26	66	71	44	48
Yes	82	80	75	70	69	74	34	30	56	52
Total %	100	100	100	100	100	100	100	100	100	100
Frequency (N)	*	143	*	269	*	239	*	400	*	1,051

B. Organizational Structure and Staffing

8. Please select the response that most closely resembles the administrative structure of the internationalization activities and programs at your institution.

	Doctorate-Granting		Master's		Baccalaureate		Associate's		Total	
	2001	2006	2001	2006	2001	2006	2001	2006	2001	2006
No office oversees internationalization activities and programs	3	3	8	9	17	19	39	43	23	27
A single office oversees internationalization activities and programs	48	40	56	47	56	40	36	33	46	38
Multiple offices oversee internationalization activities and programs	49	57	36	43	28	42	26	24	30	35
Total %	100	100	100	99	101	100	101	100	99	100
Frequency (N)	*	145	*	272	*	243	*	398	*	1,058

9. Does your institution have one or more professional staff or faculty members dedicated at least half time to any of the following aspects of internationalization? (Select all that apply.)

	Doctorate-Granting		Master's		Baccalaureate		Associate's		Total	
	2001	2006	2001	2006	2001	2006	2001	2006	2001	2006
International student recruitment/admissions	NA	79	NA	69	NA	58	NA	56	NA	63
International student services	NA	95	NA	82	NA	73	NA	57	NA	71
International scholar services	NA	79	NA	31	NA	16	NA	9	NA	25
English as a Second Language (ESL)	NA	81	NA	53	NA	31	NA	83	NA	65
Education/study abroad	NA	95	NA	84	NA	76	NA	39	NA	64
International/global campus programming	NA	63	NA	40	NA	32	NA	26	NA	35
Internationalization of the curriculum	NA	43	NA	23	NA	20	NA	21	NA	24
Languages across the curriculum (LAC, LxC)	NA	16	NA	5	NA	8	NA	7	NA	8
Development and monitoring of international partnerships	NA	74	NA	53	NA	41	NA	27	NA	42
Other	NA	19	NA	9	NA	3	NA	3	NA	6

10. Does your institution have a full-time administrator who oversees or coordinates multiple internationalization activities or programs?

	Doctorate-Granting		Master's		Baccalaureate		Associate's		Total	
	2001	2006	2001	2006	2001	2006	2001	2006	2001	2006
No	NA	15	NA	36	NA	53	NA	72	NA	56
Yes	NA	85	NA	64	NA	47	NA	28	NA	44
Total %	NA	100	NA	100	NA	100	NA	100	NA	100
Frequency (N)	NA	144	NA	272	NA	241	NA	404	NA	1,061

*Data not available.

NA: Data were not collected, or were collected in a non-comparable format, in the 2001 survey.

Note: Details may not sum to 100 percent due to rounding.

11. If you responded “yes” to question 10, to whom does the individual report? (Select all that apply.)

	Doctorate-Granting		Master's		Baccalaureate		Associate's		Total	
	2001	2006	2001	2006	2001	2006	2001	2006	2001	2006
Chief academic officer	NA	58	NA	56	NA	62	NA	38	NA	50
Other administrator in academic affairs	NA	23	NA	24	NA	21	NA	16	NA	20
Chief student affairs officer	NA	7	NA	13	NA	11	NA	20	NA	13
Other administrator in student affairs	NA	2	NA	5	NA	6	NA	8	NA	6
President	NA	10	NA	4	NA	8	NA	19	NA	10
Other	NA	12	NA	7	NA	11	NA	15	NA	11

C. Financial Support

12. Has your institution received external funding specifically earmarked for internationalization programs or activities from any of the following sources in the last three years (1998–2001 for the 2001 survey; 2003–2006 for the 2006 survey)? (Select all that apply.)

	Doctorate-Granting		Master's		Baccalaureate		Associate's		Total	
	2001	2006	2001	2006	2001	2006	2001	2006	2001	2006
Federal government	58	59	25	23	10	13	15	11	20	20
State government	32	21	14	13	3	3	7	5	10	8
Private (i.e., foundations, corporations, alumni)	60	*	43	*	45	*	18	*	34	*
Alumni	NA	52	NA	23	NA	33	NA	2	NA	18
Private donors other than alumni	NA	49	NA	30	NA	33	NA	9	NA	24
Foundations	NA	46	NA	19	NA	30	NA	8	NA	20
Corporations	NA	30	NA	7	NA	7	NA	1	NA	7
Other	11	11	9	6	5	3	5	4	6	5
No specific external funding received	17	17	36	37	39	33	54	68	43	54

13. Did your institution provide specific funding for any of the following activities to promote recruitment of full-time, degree-seeking international students at the **undergraduate** level last year (2000–01 for the 2001 survey; 2005–06 for the 2006 survey)? (Select all that apply.)

	Doctorate-Granting		Master's		Baccalaureate		Associate's		Total	
	2001	2006	2001	2006	2001	2006	2001	2006	2001	2006
Travel for recruitment officers	52	65	41	51	41	43	12	16	30	33
Scholarships for international students	52	61	48	55	59	62	10	15	35	37
Other	15	11	16	12	9	8	8	7	11	9
No specific institutional funding provided	28	18	32	25	26	28	65	71	44	48

14. Did your institution provide specific funding for any of the following activities to promote recruitment of full-time, degree-seeking international students at the **graduate** level last year (2000–01 for the 2001 survey; 2005–06 for the 2006 survey)? (Select all that apply.)

	Doctorate-Granting		Master's		Baccalaureate		Associate's		Total	
	2001	2006	2001	2006	2001	2006	2001	2006	2001	2006
Travel for recruitment officers	NA	63	NA	38	NA	9	NA	3	NA	20
Stipends/fellowships	NA	73	NA	32	NA	9	NA	1	NA	18
Other	NA	12	NA	11	NA	6	NA	2	NA	6
No specific institutional funding provided	NA	13	NA	45	NA	81	NA	94	NA	71

15. Did your institution provide specific funding for any of the following internationalization programs or activities last year (2000–01 for the 2001 survey; 2005–06 for the 2006 survey)? (Select all that apply.)

	Doctorate-Granting		Master's		Baccalaureate		Associate's		Total	
	2001	2006	2001	2006	2001	2006	2001	2006	2001	2006
Faculty leading students on study abroad programs	75	87	60	76	56	75	27	38	46	58
Faculty teaching at institutions abroad	46	55	27	39	19	25	13	14	21	26
Faculty travel to meetings or conferences abroad	70	91	55	78	49	73	20	33	40	56
Faculty studying or conducting research abroad	71	86	33	56	36	59	9	14	27	39
Faculty development seminars abroad	NA	30	NA	23	NA	25	NA	10	NA	18
Hosting visiting international faculty	NA	79	NA	55	NA	48	NA	22	NA	39
Internationalization of courses	50	47	21	34	21	32	15	16	21	26
Other	11	11	7	7	2	5	7	5	6	6
No specific funding provided	11	1	21	6	27	10	47	45	33	25

16. Can undergraduate students use their institutionally awarded financial aid to participate in study abroad opportunities administered by other institutions?

	Doctorate-Granting		Master's		Baccalaureate		Associate's		Total	
	2001	2006	2001	2006	2001	2006	2001	2006	2001	2006
No	34	17	41	25	41	26	53	66	42	45
Yes, for approved opportunities administered by institutions within a consortium or state system	NA	37	NA	41	NA	33	NA	23	NA	30
Yes, for approved opportunities administered by any institution	NA	46	NA	34	NA	41	NA	11	NA	25
Total yes	NA	83	NA	75	NA	74	NA	34	NA	55
Total %	NA	100	NA	100	NA	100	NA	100	NA	100
Frequency (N)	*	139	*	268	*	237	*	387	*	1,031

*Data not available.

NA: Data were not collected, or were collected in a non-comparable format, in the 2001 survey.

Note: Details may not sum to 100 percent due to rounding.

17. Does your institution, or do any schools or departments within your institution, provide specific institutional funds for student education abroad, in addition to all other sources of financial aid?

	Doctorate-Granting		Master's		Baccalaureate		Associate's		Total	
	2001	2006	2001	2006	2001	2006	2001	2006	2001	2006
No	NA	23	NA	48	NA	47	NA	81	NA	62
Yes, for undergraduate students only	NA	20	NA	32	NA	50	NA	19	NA	28
Yes, for graduate students only	NA	2	NA	0	NA	0	NA	0	NA	0
Yes, for both undergraduate and graduate students	NA	55	NA	21	NA	3	NA	0	NA	10
Total yes	NA	77	NA	53	NA	53	NA	19	NA	38
Total %	NA	100	NA	100	NA	100	NA	100	NA	100
Frequency (N)	NA	143	NA	273	NA	239	NA	400	NA	1,055

D. Foreign-Language Requirements and Offerings

18. Does your institution have a foreign-language **admission** requirement for incoming undergraduates?

	Doctorate-Granting		Master's		Baccalaureate		Associate's		Total	
	2001	2006	2001	2006	2001	2006	2001	2006	2001	2006
No	49	53	74	66	76	69	91	90	80	77
Yes, for some bachelor's/associate degree students	16	12	5	6	4	5	5	5	6	6
Yes, for all bachelor's/associate degree students	35	35	21	28	20	25	4	5	15	17
Total yes	51	47	26	34	24	31	9	10	21	23
Total %	100	100	100	100	100	100	100	100	101	100
Frequency (N)	*	144	*	272	*	241	*	406	*	1,063

19. Does your institution have a foreign-language **graduation** requirement for undergraduates?

	Doctorate-Granting		Master's		Baccalaureate		Associate's		Total	
	2001	2006	2001	2006	2001	2006	2001	2006	2001	2006
No	18	23	28	34	29	34	74	79	47	55
Yes, for some bachelor's/associate degree students	62	59	49	42	39	26	25	19	37	29
Yes, for all bachelor's/associate degree students	20	18	23	23	32	41	2	2	16	16
Total yes	82	77	72	66	71	66	27	21	53	45
Total %	100	100	100	100	100	100	101	100	100	100
Frequency (N)	*	144	*	271	*	243	*	397	*	1,055

20. If you responded “yes” to question 19, what is the foreign-language requirement for graduation at your institution?

	Doctorate-Granting		Master's		Baccalaureate		Associate's		Total	
	2001	2006	2001	2006	2001	2006	2001	2006	2001	2006
One semester or equivalent	NA	6	NA	8	NA	6	NA	27	NA	11
One year or equivalent	NA	29	NA	45	NA	48	NA	43	NA	43
More than one year, but less than two years	NA	13	NA	11	NA	20	NA	5	NA	12
Two years or equivalent	NA	48	NA	33	NA	25	NA	22	NA	31
More than two years or equivalent	NA	4	NA	3	NA	2	NA	2	NA	3
Total %	NA	100	NA	100	NA	100	NA	100	NA	100
Frequency (N)	NA	110	NA	177	NA	159	NA	81	NA	528

21. If you responded “yes” to question 19, can undergraduate students satisfy their foreign-language requirement for graduation by passing a proficiency test?

	Doctorate-Granting		Master's		Baccalaureate		Associate's		Total	
	2001	2006	2001	2006	2001	2006	2001	2006	2001	2006
No	11	15	24	24	27	26	25	29	24	25
Yes	89	85	76	76	73	74	75	71	76	75
Total %	100	100	100	100	100	100	100	100	100	100
Frequency (N)	*	104	*	172	*	159	*	78	*	520

*Data not available.

NA: Data were not collected, or were collected in a non-comparable format, in the 2001 survey.

Note: Details may not sum to 100 percent due to rounding.

22. Please select all foreign languages that were taught at the undergraduate level during the 2005–06 academic year (2000–01 academic year for the 2001 survey). Do not count English as a Second Language (ESL) or American Sign Language (ASL). (Select all that apply.)

	Doctorate-Granting		Master's		Baccalaureate		Associate's		Total	
	2001	2006	2001	2006	2001	2006	2001	2006	2001	2006
Arabic	NA	59	NA	21	NA	11	NA	10	NA	17
Chinese	NA	72	NA	32	NA	28	NA	14	NA	26
Farsi	NA	8	NA	0	NA	1	NA	2	NA	2
French	NA	95	NA	82	NA	79	NA	50	NA	66
German	NA	88	NA	64	NA	58	NA	31	NA	48
Classical Greek	NA	57	NA	18	NA	38	NA	1	NA	17
Hebrew	NA	46	NA	13	NA	21	NA	3	NA	13
Hindi	NA	21	NA	2	NA	2	NA	0	NA	3
Italian	NA	69	NA	32	NA	24	NA	17	NA	26
Japanese	NA	74	NA	31	NA	32	NA	19	NA	29
Korean	NA	25	NA	1	NA	4	NA	3	NA	5
Latin	NA	68	NA	26	NA	37	NA	5	NA	21
Pashto	NA	1	NA	0	NA	0	NA	0	NA	0
Persian	NA	14	NA	0	NA	0	NA	0	NA	1
Portuguese	NA	39	NA	9	NA	5	NA	3	NA	8
Russian	NA	69	NA	19	NA	19	NA	9	NA	19
Spanish	NA	96	NA	91	NA	89	NA	78	NA	85
Turkish	NA	17	NA	1	NA	1	NA	0	NA	2
Urdu	NA	12	NA	1	NA	0	NA	0	NA	1

E. International/Global Course Requirements and Offerings

23. To satisfy a 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? (Note: Do not include foreign-language courses.)

	Doctorate-Granting		Master's		Baccalaureate		Associate's		Total	
	2001	2006	2001	2006	2001	2006	2001	2006	2001	2006
No	47	43	43	45	47	44	77	82	59	63
Yes	53	57	57	55	53	56	23	18	41	37
Total %	100	100	100	100	100	100	100	100	100	100
Frequency (n)	*	141	*	270	*	242	*	397	*	1,050

24. If you responded “yes” to question 23, how many courses that primarily feature perspectives, issues, or events from specific countries or areas outside the United States are undergraduates required to complete to satisfy their general education requirement?

	Doctorate-Granting		Master's		Baccalaureate		Associate's		Total	
	2001	2006	2001	2006	2001	2006	2001	2006	2001	2006
One course	68	49	57	50	54	63	71	68	61	58
Two courses	20	33	21	33	25	21	16	18	21	26
Three or more courses	13	17	21	17	22	16	14	14	19	16
Total %	101	100	99	100	101	100	101	100	101	100
Frequency (N)	*	81	*	148	*	134	*	71	*	436

25. If you responded “yes” to question 23, are students required to complete courses that primarily feature countries or geographic areas *other than* Canada, Australia, or Western Europe?

	Doctorate-Granting		Master's		Baccalaureate		Associate's		Total	
	2001	2006	2001	2006	2001	2006	2001	2006	2001	2006
No	38	48	26	51	43	47	46	54	38	50
Yes	62	52	74	49	57	53	54	46	62	50
Total %	100	100	100	100	100	100	100	100	100	100
Frequency (N)	*	79	*	150	*	138	*	74	*	541

26. To satisfy a general education requirement, are undergraduates required to take courses that feature global trends or issues (e.g., global health issues, global environment issues, peace studies, etc.)?

	Doctorate-Granting		Master's		Baccalaureate		Associate's		Total	
	2001	2006	2001	2006	2001	2006	2001	2006	2001	2006
No	NA	70	NA	67	NA	68	NA	84	NA	76
Yes	NA	30	NA	33	NA	32	NA	16	NA	24
Total %	NA	100	NA	100	NA	100	NA	100	NA	100
Frequency (N)	NA	138	NA	269	NA	242	NA	399	NA	1,048

*Data not available.

NA: Data were not collected, or were collected in a non-comparable format, in the 2001 survey.

Note: Details may not sum to 100 percent due to rounding.

27. Does your institution offer international/global tracks, concentrations, or certificate options for undergraduate students in any of the following fields? (Select all that apply.)

	Doctorate-Granting		Master's		Baccalaureate		Associate's		Total	
	2001	2006	2001	2006	2001	2006	2001	2006	2001	2006
International/global certificate available to all students, regardless of major	NA	36	NA	15	NA	19	NA	28	NA	23
Business/management	NA	79	NA	80	NA	63	NA	66	NA	72
Education	NA	14	NA	6	NA	9	NA	6	NA	8
Health/medicine	NA	18	NA	2	NA	3	NA	6	NA	6
Humanities	NA	41	NA	23	NA	26	NA	14	NA	24
Social/behavioral Sciences/economics	NA	50	NA	29	NA	34	NA	17	NA	30
Science, technology, engineering, mathematics (STEM)	NA	13	NA	5	NA	8	NA	4	NA	6
Technical/professional	NA	7	NA	2	NA	2	NA	10	NA	5
Tourism/hotel management	NA	13	NA	3	NA	3	NA	15	NA	8
Other	NA	14	NA	17	NA	15	NA	12	NA	15

28. Does your institution offer any joint degree programs with institutions in other countries?

	Doctorate-Granting		Master's		Baccalaureate		Associate's		Total	
	2001	2006	2001	2006	2001	2006	2001	2006	2001	2006
No	NA	51	NA	71	NA	90	NA	93	NA	84
Yes	NA	49	NA	29	NA	10	NA	7	NA	16
Total %	NA	100	NA	100	NA	100	NA	100	NA	100
Frequency (N)	NA	140	NA	268	NA	243	NA	401	NA	1,052

F. Education Abroad

29. Did your institution administer for credit any of the following undergraduate education abroad programs last year (2000–01 for the 2001 survey; 2005–06 for the 2006 survey)? (Select all that apply.)

	Doctorate-Granting		Master's		Baccalaureate		Associate's		Total	
	2001	2006	2001	2006	2001	2006	2001	2006	2001	2006
Study abroad	95	97	88	95	80	89	38	85	65	91
International internships	63	63	32	34	27	31	6	9	22	31
International service opportunities	29	44	19	30	18	24	4	9	13	24
Field study abroad	60	55	25	25	28	29	9	19	22	29
Research abroad	NA	53	NA	21	NA	15	NA	1	NA	19
Work abroad	NA	12	NA	6	NA	2	NA	1	NA	4

30. If your institution administers education abroad programs for credit, does it have guidelines to ensure that undergraduate students can participate in approved education abroad programs without delaying graduation?

	Doctorate-Granting		Master's		Baccalaureate		Associate's		Total	
	2001	2006	2001	2006	2001	2006	2001	2006	2001	2006
No	16	16	19	20	17	17	42	60	29	34
Yes	84	84	77	80	74	83	30	40	56	66
Total %	100	100	96	100	91	100	72	100	85	100
Frequency (N)	*	137	*	248	*	201	*	226	*	812

Note: In the 2001 survey, the question asked was "Does your institution have guidelines to ensure that undergraduate students can participate in approved study abroad programs without delaying graduation?"

31. Please estimate the percentage of undergraduate students at your institution who graduated in 2005 (2001 for the 2001 survey) and who engaged in education abroad for credit at some point during their academic career.

	Doctorate-Granting		Master's		Baccalaureate		Associate's		Total	
	2001	2006	2001	2006	2001	2006	2001	2006	2001	2006
None	NA	0	NA	3	NA	6	NA	51	NA	27
Less than 5 percent	NA	43	NA	59	NA	36	NA	46	NA	46
5 percent to 10 percent	NA	15	NA	20	NA	15	NA	3	NA	10
11 percent to 20 percent	NA	21	NA	8	NA	10	NA	0	NA	6
21 percent to 30 percent	NA	9	NA	6	NA	7	NA	0	NA	4
31 percent to 50 percent	NA	8	NA	3	NA	15	NA	0	NA	4
More than 50 percent	NA	4	NA	1	NA	12	NA	0	NA	3
Total %	NA	100	NA	100	NA	100	NA	100	NA	100
Frequency (N)	NA	136	NA	270	NA	240	NA	377	NA	1,023

G. Faculty Policies and Opportunities

32. Does your institution have guidelines that specify international work or experience as a consideration in faculty promotion and tenure decisions?

	Doctorate-Granting		Master's		Baccalaureate		Associate's		Total	
	2001	2006	2001	2006	2001	2006	2001	2006	2001	2006
No	89	79	93	87	97	91	97	97	96	92
Yes, for faculty in some schools, departments, or programs	NA	15	NA	9	NA	5	NA	2	NA	5
Yes, for all faculty	NA	6	NA	4	NA	4	NA	1	NA	3
Total yes	11	21	7	13	3	10	3	3	4	8
Total %	100	100	100	100	100	100	100	100	100	100
Frequency (N)	*	142	*	270	*	242	*	400	*	1,054

*Data not available.

NA: Data were not collected, or were collected in a non-comparable format, in the 2001 survey.

Note: Details may not sum to 100 percent due to rounding.

33. Did your institution offer any of the following opportunities to faculty members in the last three years (1998–2001 for the 2001 survey; 2003–06 for the 2006 survey)? (Select all that apply.)

	Doctorate-Granting		Master's		Baccalaureate		Associate's		Total	
	2001	2006	2001	2006	2001	2006	2001	2006	2001	2006
Workshops on internationalizing the curriculum	30	59	27	63	17	66	36	67	29	65
Workshops that include a focus on how to use technology to enhance the international dimension of their courses	37	43	19	33	13	30	15	20	17	28
Workshops that include a focus on assessing international or global learning	NA	33	NA	26	NA	26	NA	28	NA	28
Opportunities to increase their foreign language skills	22	41	18	33	13	32	16	39	16	36
Recognition awards specifically for international activity	26	42	14	25	10	12	10	16	12	21

34. When hiring faculty in fields that are not explicitly international/global, does your institution give preference to candidates with international background, experience, or interests?

	Doctorate-Granting		Master's		Baccalaureate		Associate's		Total	
	2001	2006	2001	2006	2001	2006	2001	2006	2001	2006
No	NA	56	NA	58	NA	56	NA	78	NA	68
Yes, rarely	NA	30	NA	29	NA	28	NA	18	NA	23
Yes, frequently	NA	14	NA	13	NA	16	NA	4	NA	9
Total %	NA	100	NA	100	NA	100	NA	100	NA	100
Frequency (N)	NA	136	NA	268	NA	241	NA	394	NA	1,039

H. Student Activities and Services

35. What percentage of full-time undergraduate students at your institution are international students?

	Doctorate-Granting		Master's		Baccalaureate		Associate's		Total	
	2001	2006	2001	2006	2001	2006	2001	2006	2001	2006
None	0	0	1	0	2	2	9	15	5	8
Less than 5 percent	56	63	76	85	76	70	80	73	76	74
5 percent to 9 percent	31	26	18	12	14	21	5	8	13	13
10 percent to 25 percent	11	11	5	2	8	6	4	4	6	4
More than 25 percent	1	1	1	1	1	0	1	0	1	1
Total %	99	100	101	100	101	100	99	100	101	100
Frequency (N)	*	141	*	273	*	243	*	404	*	1,061

36A. Does your institution have a strategic international student recruitment plan that includes specific targets for undergraduate students?

	Doctorate-Granting		Master's		Baccalaureate		Associate's		Total	
	2001	2006	2001	2006	2001	2006	2001	2006	2001	2006
No	NA	60	NA	61	NA	65	NA	85	NA	74
Yes	NA	40	NA	39	NA	35	NA	15	NA	26
Total %	NA	100	NA	100	NA	100	NA	100	NA	100
Frequency (N)	NA	136	NA	269	NA	243	NA	403	NA	1,051

36B. Does your institution have a strategic international student recruitment plan that includes specific targets for graduate students?

	Doctorate-Granting		Master's		Baccalaureate		Associate's		Total	
	2001	2006	2001	2006	2001	2006	2001	2006	2001	2006
No	NA	70	NA	81	NA	93	NA	100	NA	89
Yes	NA	30	NA	19	NA	7	NA	0	NA	11
Total %	NA	100	NA	100	NA	100	NA	100	NA	100
Frequency (N)	NA	134	NA	266	NA	169	NA	225	NA	794

37. Does your institution offer any of the following programs or support services for international students? (Select all that apply.)

	Doctorate-Granting		Master's		Baccalaureate		Associate's		Total	
	2001	2006	2001	2006	2001	2006	2001	2006	2001	2006
Individualized academic support services	NA	67	NA	72	NA	73	NA	68	NA	70
Orientation to the United States and the local community	NA	90	NA	75	NA	68	NA	39	NA	59
Orientation to the institution and/or the U.S. classroom	NA	92	NA	87	NA	76	NA	57	NA	72
Assistance in finding housing	NA	82	NA	69	NA	55	NA	46	NA	57
Institutional advisory committee of international students	NA	44	NA	33	NA	21	NA	14	NA	23
International alumni services and/or chapters	NA	52	NA	16	NA	11	NA	2	NA	13
Support services for dependents of international students	NA	38	NA	11	NA	5	NA	3	NA	9
Host-family program for international students	NA	50	NA	30	NA	35	NA	16	NA	27
English as a Second Language (ESL) program	NA	86	NA	55	NA	36	NA	79	NA	65

*Data not available.

NA: Data were not collected, or were collected in a non-comparable format, in the 2001 survey.

Note: Details may not sum to 100 percent due to rounding.

38. Did your institution offer any of the following programs or activities for undergraduate students last year (2000–01 for the 2001 survey; 2005–06 for the 2006 survey)? (Select all that apply.)

	Doctorate-Granting		Master's		Baccalaureate		Associate's		Total	
	2001	2006	2001	2006	2001	2006	2001	2006	2001	2006
Buddy program that pairs U.S. and international students to help integrate students socially	39	47	23	27	18	32	15	13	20	26
Language partner program that pairs U.S. and international students	40	48	20	27	13	13	11	19	16	24
Residence hall where a particular foreign language is designated to be spoken (i.e., language house)	24	21	6	7	10	18	0	0	6	9
Meeting place for students interested in international topics ¹	59	64	50	51	43	52	25	45	38	51
Regular and ongoing international festivals or events on campus	90	94	78	92	59	87	47	83	61	88
International residence hall open to all, or a roommate program to integrate U.S. and international students	34	32	16	25	15	25	5	5	13	19
Programs to link study abroad returnees or international students with students in K–12 schools	NA	32	NA	16	NA	11	NA	7	NA	14
Other	NA	9	NA	8	NA	10	NA	15	NA	11

¹ The 2001 survey varied slightly: "Meeting place for students to discuss international issues and events."

I. Use of Technology for Internationalization

39. Does your institution use technology in any of the following ways to enhance internationalization? (Select all that apply.)

	Doctorate-Granting		Master's		Baccalaureate		Associate's		Total	
	2001	2006	2001	2006	2001	2006	2001	2006	2001	2006
Courses conducted in collaboration with higher education institutions in other countries using web-based technology	NA	66	NA	45	NA	30	NA	30	NA	41
Guest lectures using video-conferencing	NA	66	NA	37	NA	30	NA	25	NA	37
Institutionally sponsored study abroad student blogs	NA	19	NA	23	NA	32	NA	5	NA	18
Video- or web-based research conferences	NA	44	NA	19	NA	15	NA	10	NA	20
A direct link from your institution's home page to international programs and events	51	56	44	54	37	55	17	54	32	54
Other	NA	6	NA	6	NA	5	NA	10	NA	7

*Data not available.

NA: Data were not collected, or were collected in a non-comparable format, in the 2001 survey.

Note: Details may not sum to 100 percent due to rounding.

For the survey results for questions 40–44, see Appendix H on the CD-ROM.



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