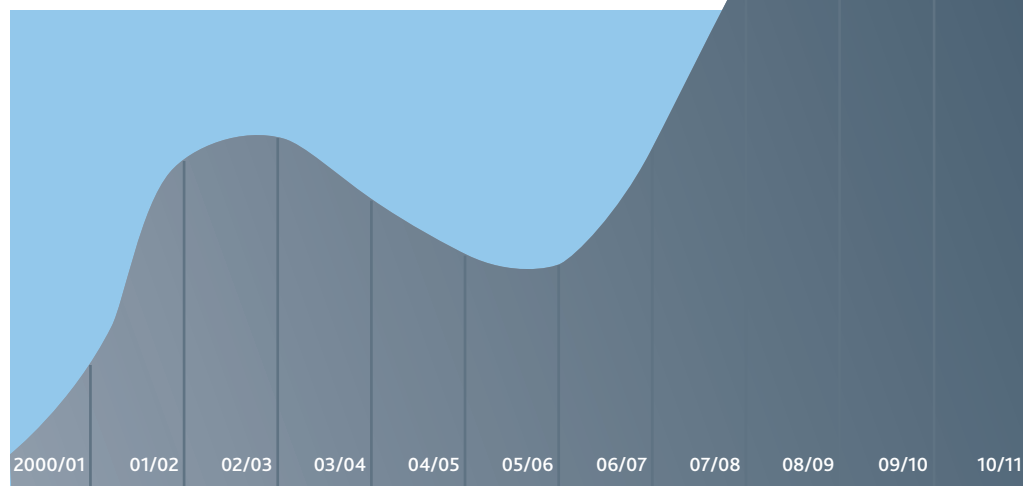


International Education as an Institutional Priority

WHAT EVERY COLLEGE AND UNIVERSITY TRUSTEE SHOULD KNOW

270,604 U.S. students studied abroad for academic credit in 2009/10. U.S. student participation in study abroad has more than tripled over the past two decades.

In 2010/11, the number of international students in the U.S. increased to a record high of 723,277 students, a 32% increase since 2000/01.



INSTITUTE OF
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International Education at U.S. Colleges and Universities: Why is Internationalization Important?

To remain competitive, our nation's higher education must keep pace with the rapid globalization of our society over the last few decades, made possible by ever more rapid flows of ideas, technology, people, and information. Leading higher education institutions have recognized this by "going global" and internationalizing their campuses. Yet surprisingly few colleges and universities make "international" a central part of what it means to become educated.

Now, more than ever before, higher education has a global mandate:

- Our greatest challenges today are global—climate change, epidemic diseases, cybercrime and violent extremism cannot be solved by or within a single country. Scholarly research to address these issues is also global and demands transnational collaboration.
- As business and culture transcend national borders, our future workforce—even at the local level—will need to think globally. Today's graduates must be prepared to work across communities and countries to succeed.
- U.S. institutions will need to continue to draw globally mobile students and scholars to stay competitive—especially as global comparisons and rankings exert more influence. As important as growing the number of international students in the U.S. is increasing their diversity to enrich classrooms with multiple perspectives.

This paper distills some of the most essential information about international education that Trustees need to know as they address their institutions' strategic growth and planning, and help them formulate their institutional foreign policies.

We have drawn upon the Institute's research and resources to help outline the current state of international education and how college and university Trustees in the United States can deepen their institutions' impact in this critical sphere. IIE would be pleased to arrange a more comprehensive briefing for your leadership or to recommend more resources. We invite you to visit www.iie.org or contact my office to learn more.

I hope you will join me in making "international" a part of everyone's education and a core element of your institution's mission.



Allan E. Goodman
President and CEO
Institute of International Education

How Can Trustees Help Make “International” a Part of Everyone’s Education?

U.S. institutions of higher education need foreign policies, but not in the traditional sense of the phrase. Their leaders need to formulate institution-wide policies to assess their current engagement with the world and future strategic agenda.

A decade ago, most U.S. university leaders were not even speaking about the importance of international education and few undergraduates at leading research universities were studying abroad. U.S. higher education has come far since then, but many institutions are still in the early stages of internationalization.

One of the first steps to developing a sound “foreign policy” for your institution is to understand where you currently stand so you can determine how internationalization fits within your institution’s values and strategic goals for the future. You have the opportunity to play a significant role in setting this global course by asking the right questions, and spearheading your institution’s ability to thrive in international education.

- **Take a strategic approach:** Encourage your institution to take an inventory of its internationalization activities so it can leverage existing programs and resources to strengthen its current internationalization efforts.
- **Articulate an international vision and commitment:** Insist that your institution develop a “foreign policy” that entertains a full range of internationalization possibilities, from recruiting more international students and scholars, to helping more U.S. students go abroad, to developing strategic partnerships with institutions outside of the United States.
- **Facilitate faculty and curriculum integration:** Provide incentives for faculty to get involved at all levels in making “international” part of what they do and what they teach.
- **Develop international institutional partnerships:** Seek agreements that build lasting, mutually beneficial relationships and initiatives, such as joint and double degree programs, that benefit all members of the academic community.
- **Attract international students:** Encourage initiatives that welcome and integrate international students into the fabric of the campus and local community.
- **Promote study abroad:** Champion policies that enable students to study abroad and make study abroad programs accessible to all students across demographic categories, areas of interest, and fields of study.

International education is not only critical to the future of U.S. higher education, but is also the nation’s best investment in public diplomacy. Trustees should encourage their institutions to promote academic and intellectual exchange between individuals and nations—activities fundamental to our country’s economic well-being and national security—through their colleges and universities.

As a Trustee, you can help your institution adopt forward looking policies to ensure that your students, faculty, administrators, and campus are poised to be global leaders in higher education.

The Landscape of International Education: Ten Things Every Trustee Should Know

There are over 723,200 international students studying in the United States.

1 How do U.S. institutions benefit from hosting international students?

International students bring economic, academic, and cultural benefits to your campus communities. America's competitiveness depends on continuing to attract the best and the brightest minds from all over the world. Students are welcomed for their financial contribution, but even more so for how they enrich an institution's academic dialogue. Bringing their expertise and perspectives into the classrooms and labs, they help provide international insights to U.S. students who may never have the opportunity to study abroad but whose careers will demand global competencies, like being able to communicate effectively with people from different backgrounds and cultures.

- International students contribute more than \$21 billion to the U.S. economy annually, through their expenditures on tuition and living expenses, according to the U.S. Department of Commerce.
- The majority of undergraduate international students (70%) rely primarily upon personal and family funds to pay for their studies.
- International students also make valuable contributions to research, with 41% enrolled in STEM fields (Science, Technology, Engineering and Mathematics).

3 Which institutions do they attend? Top 10 Host Institutions, 2010/11

Rank	Institution	State	Total
1	University of Southern California	CA	8,615
2	University of Illinois – Urbana-Champaign	IL	7,991
3	New York University	NY	7,988
4	Purdue University – Main Campus	IN	7,562
5	Columbia University	NY	7,297
6	University of California – Los Angeles	CA	6,249
7	Ohio State University – Main Campus	OH	6,082
8	University of Michigan – Ann Arbor	MI	5,995
9	Michigan State University	MI	5,748
10	Harvard University	MA	5,594
TOP 10 TOTAL (9% of all int'l students)			69,121

The Open Doors Report includes top institutions by Carnegie Classification: www.iie.org/opendoors

2 Where do they originate? Top 10 places of origin in 2010/11

Rank	Place of Origin
1	China
2	India
3	South Korea
4	Canada
5	Taiwan
6	Saudi Arabia
7	Japan
8	Vietnam
9	Mexico
10	Turkey

Students from the top 5 places of origin comprise 54% of all international students.

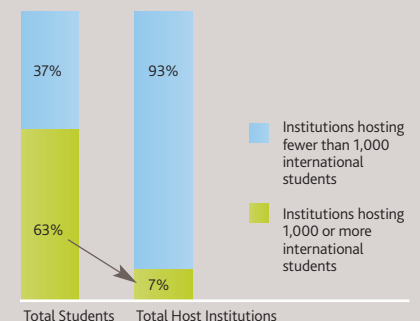
Places of origin with double digit increases in 2010/11: China (24%), Saudi Arabia (44%), Vietnam (14%), Iran (19%), Venezuela (11%).

4 Does the U.S. have the capacity to host more international students?

Colleges and universities throughout the U.S. have a real opportunity to host more international students. From past experience, we know that strategic plans that include deliberate and targeted approaches to recruiting international students yield tangible results.

International students tend to be concentrated in a relatively small number of large research institutions.

In academic year 2010/11, 63% of international students were enrolled at the 188 institutions hosting over 1,000 international students each. International students comprise less than 4% of total U.S. higher education enrollment, leaving considerable room for U.S. institutions to host more international students.



5 Which states host the most international students?

The top 3 host states (California, New York, Texas) hosted 33% of international students in 2010/11.

International students spent more than \$20 billion on tuition and living expenses in their host state and local economies during 2010/11. They spent nearly \$3 billion in California alone, and more than \$2.4 billion in New York.

Rank	Host State	Number of Students	Financial Contribution to the State (millions)
1	California	96,535	\$2,992.0
2	New York	78,888	\$2,431.3
3	Texas	61,636	\$1,367.9
4	Massachusetts	38,698	\$1,389.8
5	Illinois	33,766	\$945.7
6	Pennsylvania	30,507	\$965.1
7	Florida	29,719	\$836.7
8	Ohio	24,709	\$662.4
9	Michigan	24,668	\$705.7
10	Indiana	20,112	\$595.6

Open Doors 2011: Report on International Educational Exchange

The *Open Doors Report* is published annually by IIE in partnership with the U.S. Department of State's Bureau of Educational and Cultural Affairs. Visit www.iie.org/opendoors

There are over 270,600 U.S. students studying abroad.

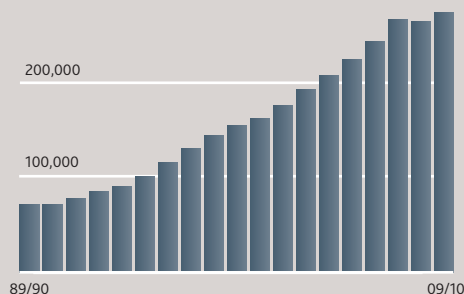
6 How does study abroad benefit U.S. institutions and their students?

Study abroad benefits U.S. institutions by providing their students with experiences that are sustained and meaningful to them both personally and professionally throughout their lifetimes. The Georgia Learning Outcomes of Students Studying Abroad Research Initiative (GLOSSARI) has reported that participation in study abroad has a measurable impact on student learning outcomes. Students who study abroad have improved academic performance upon returning to their home campus, higher graduation rates, and improved knowledge of cultural practices and context compared to students in control groups. Moreover, the GLOSSARI findings suggest that studying abroad helps, rather than hinders, academic performance of at-risk students.

7 Is demand for study abroad growing among U.S. students?

270,604 U.S. students received academic credit for study abroad in 2009/10, a 4% increase over the previous year.

Europe still hosts the largest number of students, but non-traditional destinations are becoming more popular: 14 of the top 25 destinations were outside of Europe and 19 were countries where English is not a primary language.



9 Is the economy affecting study abroad?

Student interest in study abroad remains high despite recent financial challenges, and campus leaders are interested in making sure that international opportunities remain accessible. Many are emphasizing sustaining financial assistance for study abroad and diverse locations for study that include lower cost options. Students are also pursuing internships and service-learning experiences when they go abroad.

10 Are there federal financial resources available to help students study abroad?

Most financial aid is "portable", meaning students can use the financial assistance they are already receiving toward many study abroad opportunities. There are also targeted scholarship programs, such as:

The Benjamin A. Gilman International Scholarship Program offers grants to U.S. undergraduate students who are receiving Federal Pell Grant funding at a two- or four-year college or university to participate in study abroad programs worldwide. www.iie.org/gilman

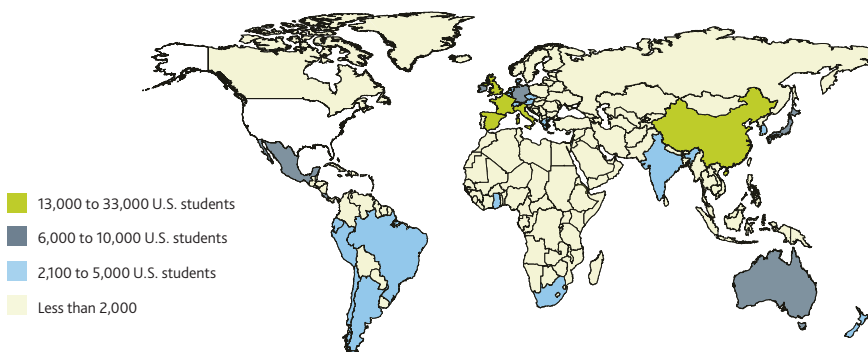
The David L. Boren Scholarships and Fellowships provide funding from the National Security Education Program to enable U.S. students to study languages and cultures strategically important to the United States. www.iie.org/nsep

In addition, the **Fulbright U.S. Student Program** offers fellowships for U.S. graduating seniors, graduate students, young professionals and artists for academic and cultural exchange. www.iie.org/fulbright

Visit www.studyabroadfunding.org for more study abroad funding opportunities.

8 Where and what are U.S. students studying overseas?

Early study abroad programs often revolved around the arts and humanities in Europe. In recent years, however, students have been studying abroad in more destinations than ever before, and course offerings have broadened. From 2008/09 to 2009/10, Open Doors reports double-digit increases in the number of U.S. students studying abroad in India, Israel, Brazil and New Zealand. The top three fields of study for U.S. study abroad students in 2009/10 were social sciences (22%), business/management (21%) and humanities (12%).



How Do International Partnerships Benefit U.S. Institutions?

Developing partnerships with other institutions internationally enables a U.S. college or university to broaden its reputation and influence in the world. At their best, international partnerships pair institutions with like-minded allies in postsecondary education while taking advantage of each institution's competitive advantages to provide new and meaningful experiences for students, faculty, and administrators.

- Partnerships can involve a range of activities, from student exchanges to joint and double degree programs.
- Institutions must approach their relationship-building initiatives with care. All too often, colleges and universities sign memoranda of understanding without devoting the appropriate resources or energies to sustaining effective collaborations.
- Institutions should think about how strategic alliances may fit in with their larger vision and goals for the future, and seek out best practices in identifying partners, and designing, executing, growing, and evaluating programs.

IIE's Center for International Partnerships in Higher Education

IIE's Center for International Partnerships in Higher Education assists colleges and universities in developing and sustaining institutional partnerships with counterparts around the world. The Center engages in the following activities:

- Delivering the International Academic Partnership Program (IAPP), which engages U.S. institutions in a year-long strategy building process.
- Providing customized assistance to help institutions develop global partnership strategies through IIE's Global Partnership Service (GPS).
- Offering advice and liaison services through IIE's network of international offices and partners.
- Collecting and disseminating best practices in developing institutional linkages and programs.
- Convening conferences and symposia of international educators and other leaders in the field.
- Producing timely policy research papers on critical issues.

For more information about IIE's Center for International Partnerships, visit www.iie.org/cip

What are the Best Practices in Campus Internationalization?

Throughout America, universities and colleges of all types are preparing students for global challenges in the workplace and beyond. They are doing so by internationalizing their curricula, hosting more international students, sending more U.S. students abroad, and partnering with institutions overseas.

In 2001, IIE established the Andrew Heiskell Awards for Innovation in International Education to promote and honor outstanding initiatives at institutions in IIE's membership association. The winning initiatives from each year are profiled on IIE's Best Practices website to provide replicable models to guide and inspire other campuses.

Winning programs demonstrate that institutions of every size and type can commit themselves to welcoming international students on their campuses and preparing their U.S. students for global competency. Programs include student and faculty exchanges, dual and joint degree programs, and other innovatively designed curricula and partnerships.

For example, in 2012, University of Rhode Island's International Engineering Program was honored for study abroad for serving as a model for engineering and language educators across the country, and a partnership between the Rwandan government and a consortium led by Hendrix College was recognized for the Rwanda Presidential Scholars Program.

To read detailed profiles of best practices and to nominate your institution, visit the Best Practices in Internationalization website at www.iie.org/internationalization

Best Practices in Internationalization

IIE's Andrew Heiskell Award Winners 2001–2012

Study Abroad

Angelo State University
Clemson University
Emory University
Florida Agricultural and Mechanical University (FAMU)
Fox Valley Technical College
Higher Education Consortium for Urban Affairs (HECUA)
Northeastern University
Rice University
San Diego State University
Tufts University
University of Kansas
University of Pittsburgh
University of Rhode Island
University of Tulsa
Washington & Jefferson College

Study Abroad/Internationalization at Community Colleges

College of Lake County
Community College of Philadelphia
Houston Community College
Howard Community College and Community College
of Baltimore County
Scottsdale Community College

International Exchange Partnerships

California Institute of Technology and Ecole Polytechnique
Hendrix College
Indiana University-Purdue University, Indianapolis
The State University of New York, System Administration
University of Castilla-La Mancha
University of Georgia
University of Nebraska-Lincoln

Internationalizing the Campus

Champlain College
Chatham College
College of Wooster
George Mason University
Georgia Institute of Technology
Juniata College
Montana State University
Northeastern Illinois University
Santa Fe Community College
St. Louis Community College, Forest Park
University of Delaware
University of Kentucky

Faculty Programs

Central Missouri State University
Colorado State University
Tecnologico de Monterrey, Mexico
University of Missouri, Columbia

Resources to Help Internationalize the Campus

IIE and IIE-administered programs can provide college and university leaders with resources and support as they implement their strategic visions and plans. Visit www.iie.org to learn more about these programs and resources.

Fulbright Opportunities | Sponsored by the U.S. Department of State, the Fulbright Program fosters mutual understanding between people of the U.S. and other countries. For information on the full range of Fulbright Program activities, visit <http://fulbright.state.gov>

- **For U.S. Institutions:** Your campus can host Fulbright Visiting Scholars and professionals from abroad to lecture, teach and conduct research on your campus. U.S. colleges and universities can also enroll Fulbright Foreign Students in graduate programs, and can host Fulbright Foreign Language Teaching Assistants who share their languages and cultures as teaching assistants for foreign language classes.
- **For U.S. Scholars:** U.S. faculty, administrators and professionals can apply for grants to teach or conduct research overseas in a wide variety of academic and professional fields.
- **For U.S. Students:** Graduating seniors, graduate students, young professionals and artists can apply for Fulbright fellowships for academic and cultural exchange.

IIE Scholar Rescue Fund | Host a visiting scholar. By providing threatened scholars with the opportunity to pursue their work in a safe space, universities and other institutions of higher learning have the opportunity to strengthen existing faculty or to expand into new areas.

IIE's Annual Best Practices Conference | IIE's annual Best Practices in International Education Conference in New York draws high-level participants each year, including college presidents, provosts, deans, faculty, and international education administrators.

IIE Network | IIE Network is one of the world's largest global professional associations for international education policy makers, administrators, and researchers.

IIE Publications and Reports | IIE's research reports, policy papers and searchable databases are the standard reference resources for students, advisers and policy makers.

IIE Center for International Partnerships | The IIE Center for International Partnerships in Higher Education assists colleges and universities in developing and sustaining institutional partnerships with their counterparts around the world.

IIE Higher Education Fairs in Asia | Asian countries send the largest number of international students to U.S. colleges and universities. To help U.S. institutions establish and maintain a presence in this region, IIE organizes regular education fairs that provide information to countless Asian students about the U.S. education opportunities available to them, including boarding schools, associate degrees, English language courses, bachelor's degrees, master's and doctoral degrees.

EducationUSA—The Official Source of Information on U.S. Higher Education | EducationUSA is a global network of more than 450 advising centers supported by the Bureau of Educational and Cultural Affairs of the U.S. Department of State. EducationUSA centers actively promote U.S. higher education around the world by offering accurate, unbiased, comprehensive, objective and timely information about educational institutions in the United States and guidance to qualified individuals on how best to access those opportunities. Millions of prospective students learn about U.S. study opportunities through EducationUSA centers each year.

Centers are staffed by professional advisers, many of whom have first-hand experience having studied in the U.S. themselves, adhere to ethical standards, and/or have received State Department-approved training about U.S. higher education and the advising process. EducationUSA advisers guide students to seek out the institutions that meet their needs beyond the "usual suspects" of the Ivy League. As a result, more and more international students are open to pursuing educational opportunities in different parts of the United States. For more information about EducationUSA, visit www.educationusa.info