“An American View on Implementation Challenges”

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Agenda

What is the US context?

How is internationalization understood in the US context?

What are the main challenges for implementing internationalization in the US context?
The US context

Large
• 4,757 degree-granting institutions
• 20,655,812 students (*Chronicle of Higher Education Almanac 2014*)

Diverse
• From Harvard University and MIT to the Conway College of Landscape Design

Decentralized
• A “system” of systems
• Some federal steering but significant autonomy
The US context: Under pressure

Financial concerns

Equity concerns

Quality and relevance concerns
The US context: Under pressure

Financial concerns

“Seven in 10 seniors (69%) who graduated from public and nonprofit colleges in 2013 had student loan debt, with an average of $28,400 per borrower. This represents a two percent increase from the average debt of 2012 public and nonprofit graduates.”

Source: The Institute for College Access and Success (2014)
The US context: Under pressure

Equity concerns

“By 2020, minority students are expected to make up nearly half of the nation’s public high-school graduates.”

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>All</th>
<th>Public 2-year</th>
<th>Private non-profit 2-year</th>
<th>For-Profit 2-year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black</td>
<td>13.1%</td>
<td>14.3%</td>
<td>28.2%</td>
<td>23.2%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>13.6%</td>
<td>19.1%</td>
<td>12.1%</td>
<td>22.3%</td>
</tr>
<tr>
<td>Total Black and Hispanic</td>
<td>26.7%</td>
<td>33.4%</td>
<td>40.3%</td>
<td>45.5%</td>
</tr>
</tbody>
</table>

Source: http://chronicle.com.proxy.bc.edu/article/Almanac-2014-Diversity/148173/?sn#sthash.8RWVN23I.dpuf
The US context: Under Pressure

Quality and relevance concerns

“America ranks a disappointing 11th in global postsecondary education attainment, and the pace of attainment among younger adults is even more troubling. Goal 2025 calls for 60 percent of Americans to hold a high-quality postsecondary degree or credential by 2025.”

Source: http://www.luminafoundation.org/our-work
Internationalization in the US context

AIEA: Association for International Education Administrators

Alliance for International Educational and Cultural Exchange

NAFSA: Association of International Educators

IIE: Institute of International Education

Forum on Study Abroad    WES

CIEE    EducationUSA
Internationalization in the US context


*Strength through Global Leadership and Engagement* (American Council on Education, 2011)
Internationalization in the US context


1. Articulated institutional commitment
2. Administrative structure and staffing
3. Curriculum, co-curriculum, and learning outcomes
4. Faculty policies and practices
5. Student mobility
6. Collaboration and partnerships
Internationalization in the US context


Key findings

• Significant positive momentum, BUT…
• Real gaps and unrealized potential, AND
• Uneven progress across institutional types
1. Commitment to internationalization

- 64% of institutions report that internationalization has accelerated in recent years

- At 52% of institutions, internationalization is one of top 5 strategic priorities

- Funding for internationalization has increased (47%) or remained steady (27%)
  - Institutional funds are primary source

2. Administrative structure

• University president is the #1 catalyst for internationalization efforts

• Emerging “senior international officer” role
  – Bridge between leadership and faculty
  – Increasing professionalization

3. Curriculum

- Curriculum internationalization stated as a top priority, BUT:

- Mixed picture for student course requirements:
  - More institutions require courses that feature global trends and issues
  - Fewer require courses that feature perspectives, issues and events from outside the U.S.

3. Curriculum

- Steady decline in **foreign language requirements**
- Most common requirement = 1 year
- French and Spanish most popular

## 4. Faculty

### Tenure & Promotion

- 8% of institutions have guidelines specifying international work or experience as a **consideration in faculty promotion and tenure decisions**
- No change since 2006

### Hiring

- 68% of institutions **consider international background, experience, and interests when hiring** faculty in fields that are not explicitly international
- Up sharply from 32% in 2006

4. Faculty

**Increase in the percentage of institutions that offer:**

- Funding to take students abroad

**Decrease in the percentage of institutions that offer:**

- Opportunities to improve foreign language skills
- Workshops on internationalizing the curriculum & on global learning assessments
- Funding for travel to meetings & conferences abroad
- Funding to study or conduct research abroad

5. Student Mobility: Outbound

- More institutions are providing:
  - Scholarships for study abroad
  - Funding for faculty to take students abroad

- BUT: **Less than 10%** of U.S. students study abroad
  - Total number in 2013-2014: 289,408 (*Open Doors*, 2014)
  - Top destinations: UK, Italy, Spain, France, China
  - Non-representative demographics

5. Student Mobility: Inbound

• Growing institutional priority
  – Strategic plans & enrollment targets
  – Scholarships & financial aid
  – Money for staff travel
  – Use of outside agents

• Numbers are up (*Open Doors*, 2014)
  – 8.1% increase in 2013/14
  – 886,052 students total

## 5. Student Mobility: Inbound

Percent of institutions that offer international students:

<table>
<thead>
<tr>
<th>Service Description</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Orientation</strong> to institution and/or US classroom</td>
<td>65%</td>
</tr>
<tr>
<td>Assistance in <strong>finding housing</strong></td>
<td>53%</td>
</tr>
<tr>
<td><strong>Orientation</strong> to the US &amp; local community</td>
<td>53%</td>
</tr>
<tr>
<td><strong>Host family</strong> program</td>
<td>18%</td>
</tr>
<tr>
<td><strong>Support services</strong> for int’l students’ dependents</td>
<td>6%</td>
</tr>
</tbody>
</table>

Nearly 40% of international students in the US report having no close American friends.

6. Partnerships and collaborations

- Many forms…
  - joint and dual degrees
  - certificate programs
  - branch campuses

- Increasing emphasis on **strategic** partnerships
  - Cull out inactive partnerships
  - Policies and procedures for approving new ventures
  - Geographic & other priorities in line with institutional goals
6. Partnerships and collaborations

• …but a still a minority of institutions
  – 27% of institutions have some type of collaborative program
  – 153 (out of over 1000) operate a degree/certificate program delivered outside the U.S.
  – 43 institutions operated branch campuses in 2011
  – Informal faculty-level collaborations more prevalent

• Virtually no government oversight
Internationalization in the US context

Strength through Global Leadership and Engagement (American Council on Education, 2011)

1. Defining core principles and practices
2. Balancing pragmatism with idealism
3. Aligning local and global interests
4. Identifying possible models of global engagement
5. Integrating technology in globalization
6. Delineating comprehensive institutional strategies
Internationalization in the US context

“Comprehensive internationalization”


Internationalization in the US context

“Comprehensive internationalization”-- American Council on Education

Internationalization in the US context

“Comprehensive internationalization” -- American Council on Education

CIGE Model for Comprehensive Internationalization

Source: http://www.acenet.edu/news-room/Pages/CIGE-Model-for-Comprehensive-Internationalization.aspx
Challenges for implementing internationalization in the US context

1. Developing models for internationalization across such a large and diverse system

2. Improving access to mobility, enhancing support for mobility, AND embracing mobility as one tool among many

3. Balancing profit motives and educational motives

4. Operating in a context where this is little to no national-level guidance or support for internationalization

   * Reconciling aspirations for “leadership” with desires/needs to collaborate
Thank you ~ Merci ~ Dank u

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