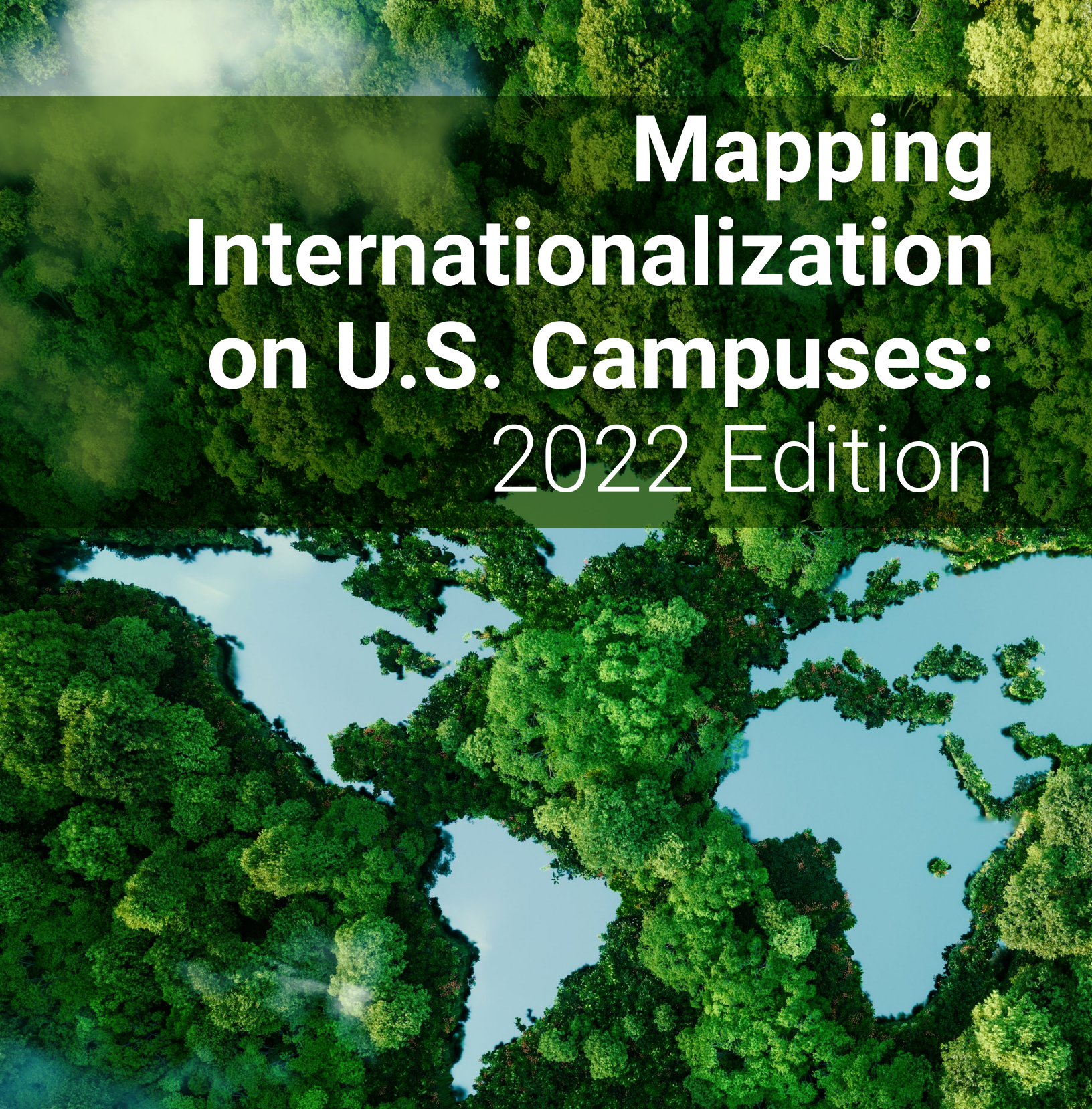




Mapping Internationalization on U.S. Campuses: 2022 Edition



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Mapping Internationalization on U.S. Campuses: 2022 Edition

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About the Sponsors

ACE is grateful for the generous support from Acumen, IES Abroad, and Navitas, all of which sponsored the production of this report and the dissemination of the Mapping Internationalization on U.S. Campuses Survey findings.



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Foreword

One of the lessons from the COVID-19 pandemic is that the world is smaller and more interconnected than ever before. For U.S. higher education, this was amplified in July 2021 when the U.S. State Department and U.S. Department of Education issued a joint statement—the first of its kind—on the principles in support of international education, declaring that:

The United States cannot afford to be absent from the world stage: U.S. leadership and engagement makes an essential difference abroad, as well as at home. Indeed, in today's interconnected world, our foreign and domestic policies are inextricably intertwined in pursuit of a preeminent goal—improving the lives of the American people (U.S. Department of State and U.S. Department of Education 2021).

What U.S. colleges and universities do day by day and how this declaration is manifest on the ground is critical for “improving the lives of the American people.” Among other things, it relates squarely to workforce development and equity in our education system. And it propels democratic values and development of participants engaged in a democratic society—in the U.S. and beyond.

Mapping Internationalization on U.S. Campuses is the only source of comprehensive data about how our institutions engage globally. It is also our empirical baseline for the [ACE Model for Comprehensive Internationalization](#) and beyond. The U.S. higher education system is built upon a delicate web of interdependent relationships with industry, governments, organizations, and individuals. World events, including the COVID-19 pandemic, can cause major disruption. Data from the 903 institutions that participated in this iteration of the *Mapping* study illustrated our system's resilience and ability to innovate, come together, and utilize our connections to resolve grand challenges. The responses enforce the notion that global engagement is a critical underpinning of higher education writ large. We hope that this report is viewed as a celebration of the accomplishments of our institutions and their internationalization amid great challenge.

Ted Mitchell

President

American Council on Education

About the Authors

The report was prepared by Maria Claudia Soler, Ji Hye “Jane” Kim, and Benjamin G. Cecil under the direction of Hironao Okahana, Kara Godwin, and Robin Matross Helms. Kim contributed to the data cleaning and analysis, helped with the development of the written brief, and prepared the figures. Cecil contributed to the data analysis and the development of the written brief. Soler managed the project and contributed to the design and distribution of the instrument, data cleaning and analysis, and development of the written brief.

Acknowledgments

The authors gratefully acknowledge the contributions of a number of colleagues to this report. Mirka Martel and Julie Baer from the Institute of International Education and Carly O’Connell and Sarah Spreitzer from the American Council on Education (ACE) contributed different perspectives from the field that we feature within this report to offer a comprehensive view of student mobility, education abroad, the value of internationalization, and the impact of federal policy in internationalization activities. Our team acknowledges the support of our sponsors for this project: Acumen, part of Sannam S4 Group; IES Abroad; and Navitas.

We are appreciative of Hironao Okahana, Kara Godwin, Elizabeth Howard, and Ursula Gross for their thoughtful insights and review of the written publication. In addition, J’Nai Baylor and Laurie Arnston helped with marketing efforts and ongoing support of this project, and ACE’s Creative Content team of Ally Hammond, Daisril Richards, Lindsay Macdonald, and Stefanie Klett provided editorial support and made the data come to life through design. April Fehling, Chris Stephens, and John Bono provided critical support to web-based tools and experiences to further amplify the data. Hollie M. Chessman, Morgan Taylor, Danielle Melidona, and Alexandria Falzarano provided ongoing support along the way as well, and Valeria Estrada and Alex Cassell helped with data checking.

Former ACE colleagues Robin Matross Helms, Jonathan M. Turk, Haelim Chun, Ty C. McNamee, and Brianna Clark also contributed to this project. In sharing her experience from leading past iterations of this study as well as her knowledge of the field, Helms was especially instrumental to the success of this iteration of *Mapping*.

Finally, this report would not be possible without the individuals who completed the Mapping Survey on behalf of the 903 participating colleges and universities and those who participated in the qualitative follow-up component of the project. We are deeply appreciative of their time and insights and acknowledge their resiliency in the face of incredible challenges to international education between 2016 and 2021.

Executive Summary

Mapping Internationalization on U.S. Campuses is a signature research project of the American Council on Education (ACE). Conducted every five years, the *Mapping* study assesses the current state of global engagement at American colleges and universities, analyzes progress and trends over time, and identifies future priorities. This report shares the top-line findings from the 2021 Mapping Internationalization on U.S. Campuses Survey data. A suite of deliverables will follow, offering a deeper dive into the data's meaning, its connections to other scholarship and practice, and recommendations informed by our findings.

Similar to the survey's four previous iterations, the 2021 Mapping Survey addressed the six key areas that make up the [ACE Model for Comprehensive Internationalization](#): institutional commitment and policy, leadership and structure, curriculum and co-curriculum, faculty and staff support, partnerships, and mobility.² There are two notable contexts that shape this iteration of *Mapping*. First, the ACE Model for Comprehensive Internationalization was updated in December 2020, and the survey and this report reflect the model's modernization. Second, this iteration of the survey is distinctive because the COVID-19 pandemic made internationalization efforts extremely difficult for our institutions relative to past years. To analyze these nuances, we adjusted the survey to capture both pre-pandemic and COVID-19-era trends. We recognize the unique circumstances and time frame in which we collected data; while we report areas of decline, we also saw notable resiliency in many areas and highlight those throughout our analysis. Survey respondents consisted of college and university presidents and senior higher education administrators, including provosts, student affairs administrators, senior international officers (SIOs), and institutional researchers.

Furthermore, while the Mapping Survey allows us to showcase quantitative data in internationalization over time, we also offered opportunities for participants to share qualitative responses. These additional data allowed us to highlight themes, promising practices, and lessons learned while also looking forward to the future of internationalization.

Key findings include:

- **The COVID-19 pandemic made internationalization efforts incredibly challenging for campuses during 2020 and beyond, but institutions showed resilience and agility.** Forty-seven percent of respondents reported that the overall level of internationalization on their campuses accelerated between 2016 and the beginning of COVID-19; even with pandemic disruptions, 21 percent still reported acceleration from 2020 to 2021 (see figure 3).
- **When we asked respondents why their institutions focus on internationalization, the three most commonly selected reasons were to prepare students for a global era (70 percent); to diversify students, faculty, and staff (64 percent); and to attract prospective students (45 percent)** (see figure 4). More generally, institutions continue to articulate internationalization as a key priority: 43 percent of institutions reported referencing internationalization or related activities explicitly in their mission statement (see figure 9).
- **The use of technology was important across a myriad of internationalization activities and it was particularly relevant to expand access to virtual internships during the pandemic.** Technology expanded virtual recruitment of international students; course-level collaboration between U.S.-based faculty and other partners abroad (other faculty, students, researchers, industry partners,

2 Previous versions of the Mapping Survey took place in 2001, 2006, 2011, and 2016. [Learn more and view the previous reports](#)

academic partners, etc.); support for home campus students studying abroad; and virtual support services for international students (see figure 20). Furthermore, 38 percent of respondents reported that their efforts to expand virtual exchanges to encourage global learning opportunities have accelerated due to the COVID-19 pandemic (see figure 19). The use of technology created pathways for students to participate in collaborative online international learning (COIL) or internship programs and allowed students who may have previously been excluded from such programs the opportunity to engage in global learning.

- **Partnership strategy and development offer new opportunities for internationalization.** Twenty-eight percent of institutions expanded their partnerships in the last three years. Sixty-eight percent of respondents had partnerships with academic institutions abroad, and China was the top country for existing partnerships. Yet, only a marginal percentage (18 percent) reported having a formal partnership strategy.
- **Increasing mobility, both inbound and outbound, remained a top priority.** Similar to the 2016 survey, respondents indicated that their institutions target China (65 percent), India (52 percent), Vietnam (46 percent), and South Korea (42 percent) for international student recruitment (see figure 22). Regarding outbound student mobility, 34 percent of respondents reported increases in study abroad program participation compared with 2016, despite pandemic-related challenges (see figure 24).
- **Presidents, faculty, and SIOs were perceived as the most vital catalysts for internationalization,** at 49 percent for faculty and 47 percent for presidents and SIOs (see figure 12). We noted the growth of other significant drivers for advancing internationalization, such as teams of other senior leaders in administration and students.
- **While metrics and collective reflection inform a strategy for institutions to advance internationalization, only 28 percent of institutions reported having assessed the impact of their internationalization efforts in the last three years.** This result suggests an opportunity for institutions to implement data-informed decision-making to advance internationalization goals.
- **Some professional development opportunities for faculty development increased between 2016 and 2020, while funding for staff to engage in some other opportunities decreased over the same period.** Institutions expanded their workshop offerings so that faculty could learn how to enhance the international dimension of their courses through technology (see figure 21). In contrast, funding for staff to engage in various professional development opportunities that involved travel decreased over the same period (see figure 15).
- **The data revealed increases in the types of institutional support provided for international students between 2016 and 2021.** Examples include orientation to the institution or the U.S. classroom (69 percent to 75 percent), individualized academic support services (60 percent to 66 percent), and orientation to the U.S. and the local community (63 percent to 66 percent). Notably, more than half (54 percent) of the institutions offered mental health services for their international students in 2021, a new option included in the 2021 survey (see figure 23).
- **Looking forward, survey respondents were optimistic about their institutional global engagement efforts.** When asked how they anticipate their institution's overall level of internationalization will change over the next five years, 66 percent of respondents indicated that it will increase. Future efforts will focus on international student recruitment; learning experiences abroad for U.S. students; and internationalization of the curriculum and/or co-curriculum—yet only 28 percent of institutions had specific global learning outcomes for all students, illustrating an opportunity to improve equity and create more comprehensive global engagement.

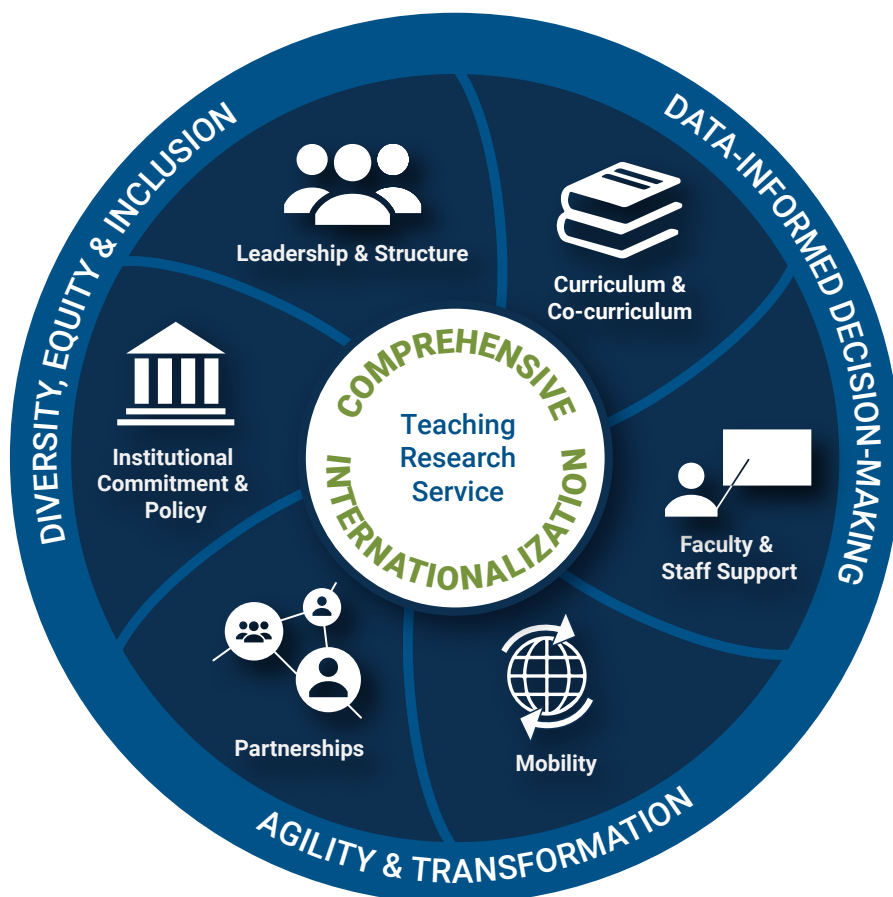
Introduction

Currently in its fifth iteration, *Mapping Internationalization on U.S. Campuses* is the only comprehensive study of U.S. higher education internationalization. Conducted every five years, *Mapping* is a signature research project of the American Council on Education (ACE). With data spanning two decades, it assesses the current state of global engagement at U.S. colleges and universities, analyzes trends over time, and identifies future considerations. The 2022 edition, focusing on internationalization during the coronavirus pandemic, is the most dynamic version of *Mapping* to date. This edition also seeks to complement quantitative results with qualitative insights to understand how institutions made sense of recent years.

A core principle underpinning ACE's approach to research and programming related to global engagement is *comprehensive internationalization*, which we define as a strategic, coordinated framework that integrates policies, programs, initiatives, and individuals to make colleges and universities more globally oriented and internationally connected. Internationalization is higher education's engagement with globalization and reflects the pervasive reality that ideas, people, goods, capital, and services, as well as threats such as environmental and health challenges, cross borders and are interdependent.

The *Mapping* study is structured around the [ACE Model for Comprehensive Internationalization](#), illustrated in figure 1, which consists of three strategic lenses through which six interconnected target areas are considered.

Figure 1. ACE Model for Comprehensive Internationalization



The three strategic lenses with which to understand internationalization are:

- **Diversity, equity, and inclusion:** This lens addresses the role of institutions, individuals, and internationalization in racial, economic, and social justice. It goes beyond numerical diversity to ensure that students and employees of all backgrounds feel that their campus is welcoming and supportive.
- **Agility and transformation:** Agility is an institutional willingness and capacity to evolve structures and practices in response to or—ideally—in anticipation of disruptive forces. Institutions that are comprehensive, mission-driven, strategic, and adaptable demonstrate core stability and capacity not only to be resilient, but also to grow and transform in adverse situations.
- **Data-informed decision-making:** This lens ensures that internationalization goals, progress, and outcomes are developed from a foundation of institutional self-study, measurement, and ongoing assessment. Being data-informed means building metrics into initiatives and goals from the beginning.

The six comprehensive internationalization target areas are:

- **Institutional commitment and policy:** Internationalization must be a named priority in an institution's strategic plan. Specific internationalization strategies include provisions for iterative improvement, assessment, and implementation.
- **Leadership and structure:** Senior leaders' involvement in internationalization strategy and appropriate administrative and reporting structures forms an essential framework for internationalization and institutional transformation. These leaders and departments include the president and chief academic leaders; offices that coordinate campus-wide global engagement, international student services, and off-campus learning experiences; and units that are responsible for research, institutional research, faculty development, student support services (e.g., academic advising, counseling, career exploration), enrollment management, finance, community and alumni relations, and advancement.
- **Curriculum and co-curriculum:** The curriculum is the core mission of higher education and the central pathway to learning for all students regardless of their background, goals, abilities, or the type of institution they attend. An internationalized curriculum exposes all students to international perspectives and global and intercultural competencies, regardless of their academic focus.
- **Faculty support:** As the primary drivers of teaching and knowledge production, faculty play a pivotal role in learning, research, and service. Institutional policies and support mechanisms ensure that faculty have opportunities to develop intercultural competence themselves and bring these experiences to student learning, research, and service.
- **Partnerships:** Partnerships and networks that are generating new ideas and programs can be local or international and transactional or transformational. These relationships bring different viewpoints, resources, activities, and agendas together to illuminate and act on global issues.
- **Mobility:** Mobility refers both to the outward and inward physical movement of people (students, faculty, and staff), programs, projects, and policies to and from campus communities and other countries to engage in learning, research, and collaboration.

Institutions' approaches to global engagement are—and should be—distinct based on their unique circumstances and goals. However, a broad examination across these focus areas at colleges and universities nationwide provides a useful picture of collective progress toward best practices for comprehensive internationalization.

This report also provides context for understanding how institutions across types and geographic locations coped with the COVID-19 pandemic and its effects on internationalization. This iteration of the Mapping Survey is distinctive because the COVID-19 pandemic made internationalization efforts extremely difficult for our campuses, relative to past years. We recognize the unique circumstances and time frame in which we collected data; while we reported areas of decline, we also saw notable resiliency in many areas and highlight those throughout our analysis. As colleges and universities recover from the COVID-19 pandemic, we hope this report recenters our focus, provides a message of hope, and offers a call to action in reimagining the power of internationalization for U.S. higher education.

About the 2021 Mapping Survey and This Report

We approached the development of the 2021 Mapping Survey with two considerations in mind. First, we wanted to maintain consistency and allow for meaningful comparisons of trends over time by asking some of the same questions that had been asked in previous years. Second, we also wanted to address the changing nature of internationalization and identify new issues and developments since the prior survey in 2016. As a result, we developed new content to explore emerging issues and to keep up with adjustments made to [ACE Model for Comprehensive Internationalization](#) in 2020.

Notable features of this report include:

- **Capturing pre-pandemic and COVID-19–era trends:** We recognize the impact that geopolitical factors, immigration and mobility challenges, and the COVID-19 pandemic have had on international education, campus stakeholders in internationalization, and institutional global engagement since the last iteration of the *Mapping* project. In order to examine trends and the pandemic's impact on internationalization in the survey period, we capture data for a subset of questions in two distinct time frames: pre-COVID-19 (2016—the year of the previous Mapping Survey—to January 2020) and during the COVID-19 pandemic (from February 2020 through the conclusion of data collection in February 2022). While this strategy does not allow us to make causal inferences, it provides two points in time from which to view internationalization trends as higher education recovers from the pandemic.
- **A focus on post-pandemic outlook and changes:** In this report, we look to anticipate the future of higher education internationalization following COVID-19. While our data is not predictive, we hope that sharing a look ahead will provide a data-informed lens with which institutions can advance their internationalization efforts in an evolving landscape.
- **A more mixed-methods approach to understand nuances in internationalization trends:** While the Mapping Survey allows us to showcase quantitative data over time, we also asked some participants to share their experiences in a qualitative format. These additional data allowed us to highlight themes, best practices, and lessons learned while looking to the future.
- **Disaggregating information on trends by institution type:** Institutions approach internationalization in diverse ways. To showcase these differences, we present many of our results disaggregated by Carnegie Classification.³

Data collection for this 2021 Mapping Survey was a multistage process with the goal of receiving one response per institution. We initially sent the Mapping Survey to chief academic officers and provosts in March 2021. Throughout the subsequent 11 months, we followed up with senior international officers, institutional researchers, presidents, vice presidents for student affairs and chief diversity officers, and

3 The Carnegie Classification is a framework to identify categories of the U.S. higher education institutions based on their function and mission, using empirical data about the characteristics of students and faculty as well as the work of the institutions. Originally formulated in 1970 by the [Carnegie Foundation for the Advancement of Teaching](#), this framework has been widely used in the study of higher education to represent institutional differences. This report used the [Basic Classification](#) within the Carnegie Classification system, which categorizes seven types of institutions based on the dominant degree offered, including doctoral universities, master's colleges and universities, baccalaureate colleges, associate colleges, special focus institutions, and tribal colleges.

individuals who had completed the survey in 2016. In the end, we received a total of 903 valid survey responses from colleges and universities nationwide, for an overall response rate of 23 percent.

The appendix provides methodological details of the study, including survey distribution strategies and data analysis techniques. As in previous iterations, we weighted the data so that it represented the overall makeup of U.S. higher education by the Basic Classification. The full Mapping Survey data in table format, including Carnegie Classification and trends across the five iterations of the survey, are available online at acenet.edu/mapping.

About the Analysis

In this report, we begin with key takeaways and major trends from a broad analysis across the full spectrum of data. Then we dive into more nuanced data, following the [ACE Model for Comprehensive Internationalization](#) and examining the specifics of how particular aspects of internationalization are playing out at colleges and universities through the three lenses of the model: diversity, equity, and inclusion; agility and transformation; and data-informed decision-making.

Following the analysis of trends, we also look forward to the future and consider the implications of the 2021 data in terms of where internationalization is headed and which areas merit additional attention, resources, and research. Moreover, we share recommendations for policy and practice that are based on the survey results and are aimed at providing guidance to institutions and the general public on how to continue advancing internationalization efforts. Future work informed by the 2021 findings will take a deeper dive into the data, its meaning, and its connection to other scholarship and practice, as well as recommendations.

The *Mapping* report is intended to serve a variety of purposes. For institutional leaders and internationalization practitioners, it provides a basis for benchmarking their institutions against counterparts nationwide. For ACE, the findings are used to inform our research agenda; programmatic content; higher education community development; and government relations work and public policy advocacy. We also hope that the trends and topics for further exploration highlighted in the report encourage other organizations, scholars, and practitioners to study and develop intentional, strategic global engagement practices. Finally, *Mapping* represents one of ACE's contributions to national and international policy conversations aimed at advancing the internationalization agenda both in the U.S. and around the world.

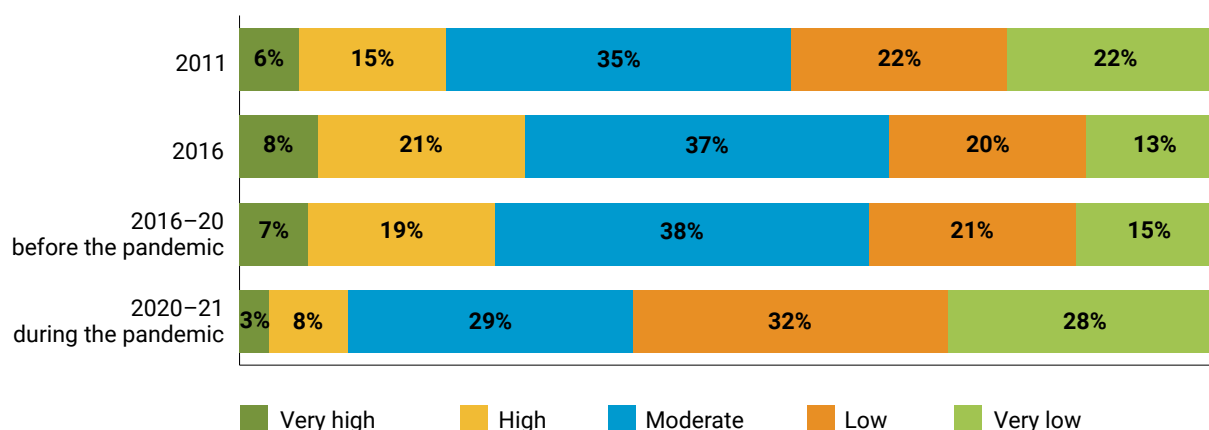
The Survey Findings

Overall Status and Trends

The 2021 Mapping Survey data indicated that while the COVID-19 pandemic made internationalization extremely challenging, institutions showed notable resilience in many areas. We believe it is important to recognize the unique circumstances and time frame in which we collected data—our analysis identifies areas for improvement, while also highlighting areas where institutional internationalization expanded and did particularly well despite the pandemic.

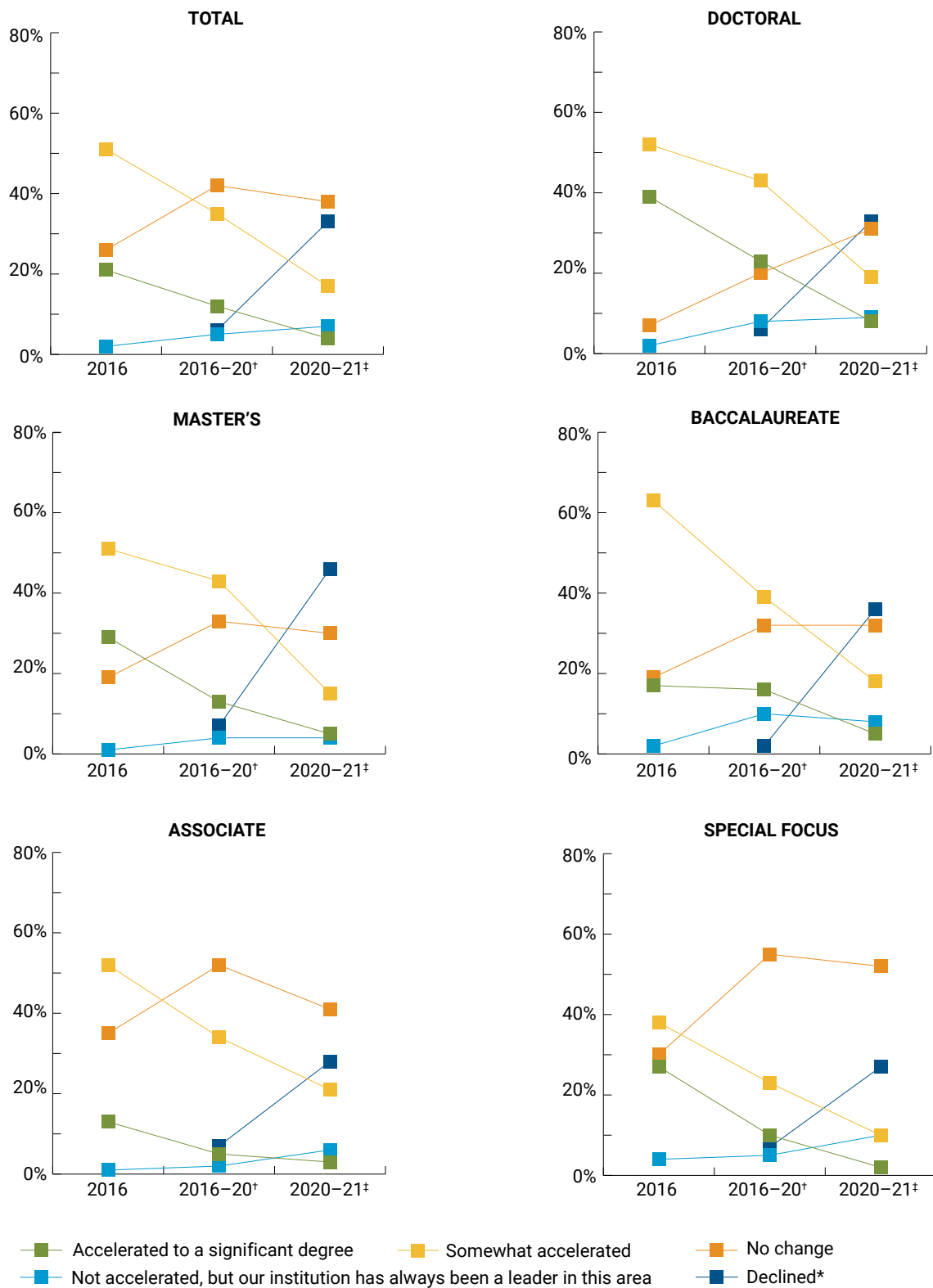
There is a distinct difference between the current level and the pace of internationalization since 2016 and during the specific pandemic period measured in *Mapping*. In every iteration of the survey, we have asked respondents how they would describe the level of internationalization at their institutions. From 2016 to 2020, the share of respondents who reported “high” or “very high” levels of internationalization at their institutions decreased from 29 percent to 26 percent. During the pandemic period, however, this share decreased to 11 percent. Overall, the majority of respondents in the most recent iterations of the survey described the level of internationalization at their institutions as “moderate” (35 percent in 2011, 37 percent in 2016, 38 percent between 2016 and 2020 pre-COVID-19, and 29 percent from 2020 to 2021 during COVID-19).

Figure 2. Overall level of institutional internationalization (2011, 2016, 2016–20, 2020–21)



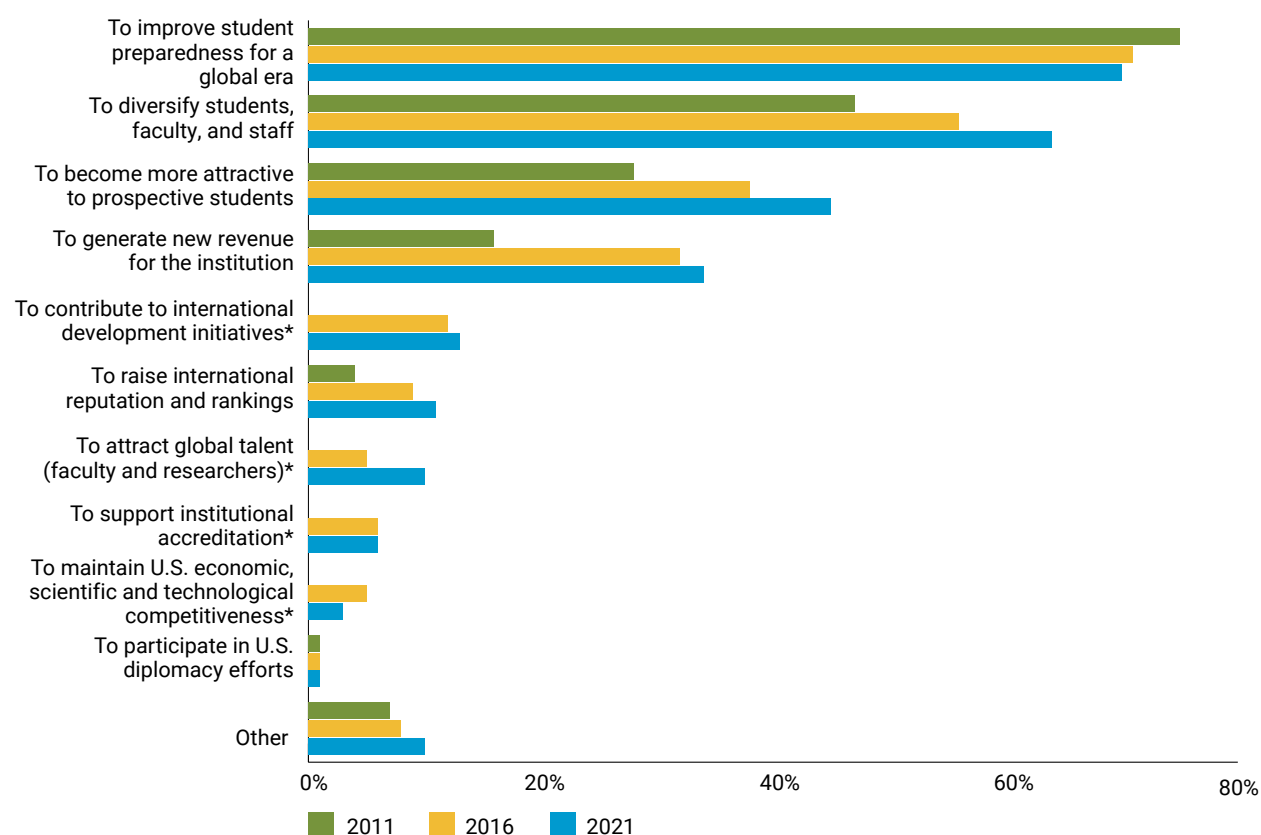
These trends on levels of internationalization were consistent with responses to another question about the acceleration of internationalization. In the most recent iterations of the survey, we asked respondents whether internationalization had accelerated on their campuses. The share of individuals that responded “yes, to a significant degree” or “yes, somewhat” has declined over time: 72 percent in 2016, 47 percent between 2016 and 2020 (pre-COVID-19), and 21 percent during the pandemic. We also saw relevant shifts in the data when comparing between the pre-pandemic and COVID-19 periods by institution type. Doctoral institutions had the highest percentage of respondents across institutional types who reported accelerated internationalization in both the pre-pandemic and pandemic periods. However, doctoral institutions also showed the sharpest decline between those periods, as respondents from those institutions who reported that internationalization accelerated decreased from 66 percent pre-pandemic to 28 percent during the pandemic. Additional differences that reflect some of COVID-19’s impact on the acceleration of internationalization can be observed across other types of institutions in figure 3.

Figure 3. Changes in internationalization on campus (2016, 2016–20, 2020–21)



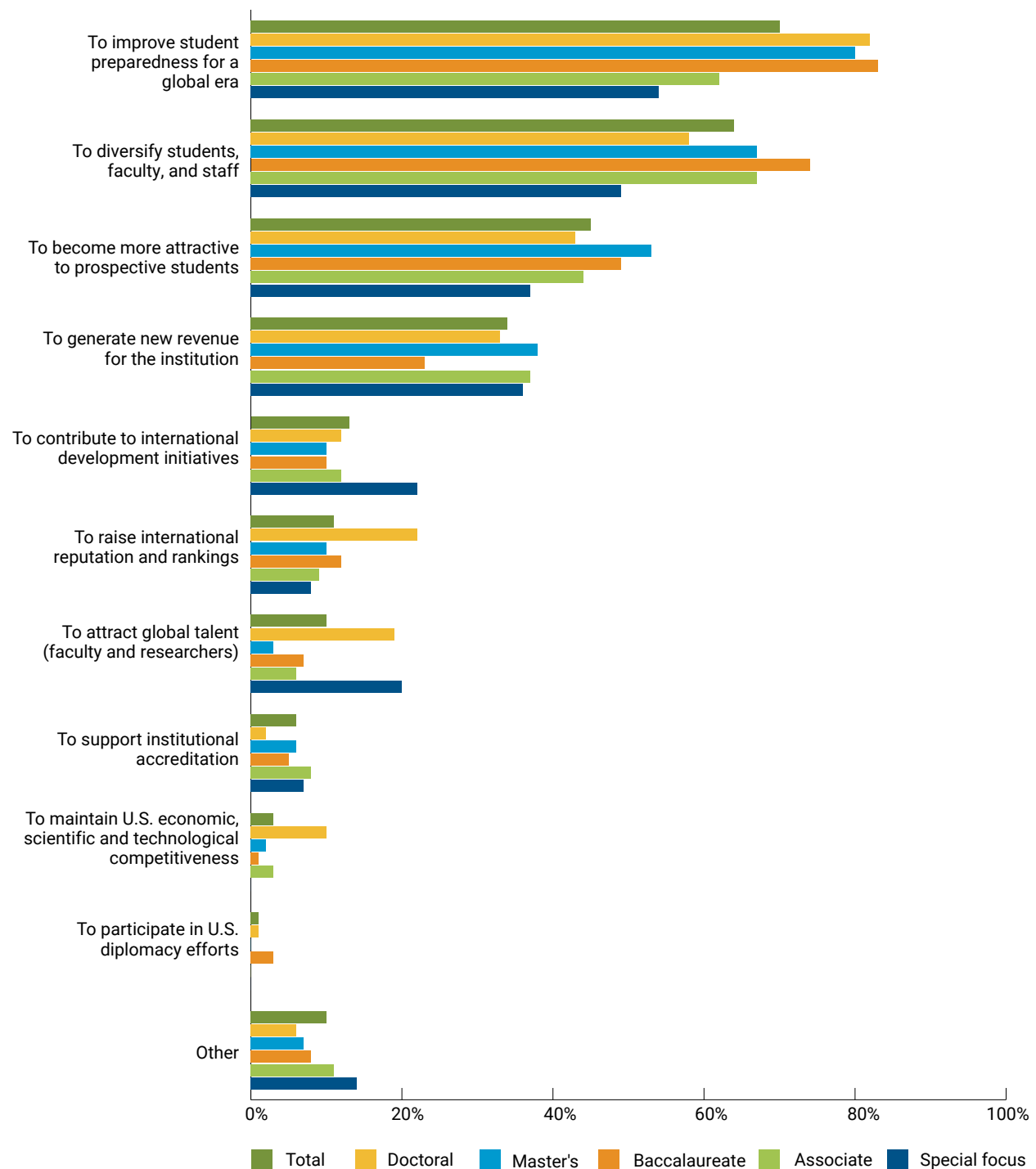
When it comes to institutions' reasons for internationalizing, trends remained unchanged compared with the 2016 survey. The two reasons most frequently cited by the respondents were "improving student preparedness for a global era" (70 percent), and "diversifying students, faculty, and staff" (64 percent), indicating a high commitment to diversity, equity, and inclusion (DEI) regardless of institution type. "To become more attractive to prospective students at home and overseas" (45 percent) was third, while "to generate revenue for the institution" (34 percent), and "to contribute to international development initiatives" (13 percent) held the fourth and fifth spots, respectively (**see figure 4**). The top three reasons for internationalizing were similar across different types of institutions. However, a higher percentage of respondents from baccalaureate, associate, and master's institutions selected "diversifying students, faculty, and staff" as their reason for internationalization (**see figure 5**). The emphasis on improving student preparedness for a global era and diversifying students, faculty, and staff reveals institutions' awareness around connecting internationalization with student learning and advancing DEI priorities through internationalization.

Figure 4. Reasons for internationalizing (2011, 2016, 2021)



* Denotes items available in the 2016 and 2021 surveys only.

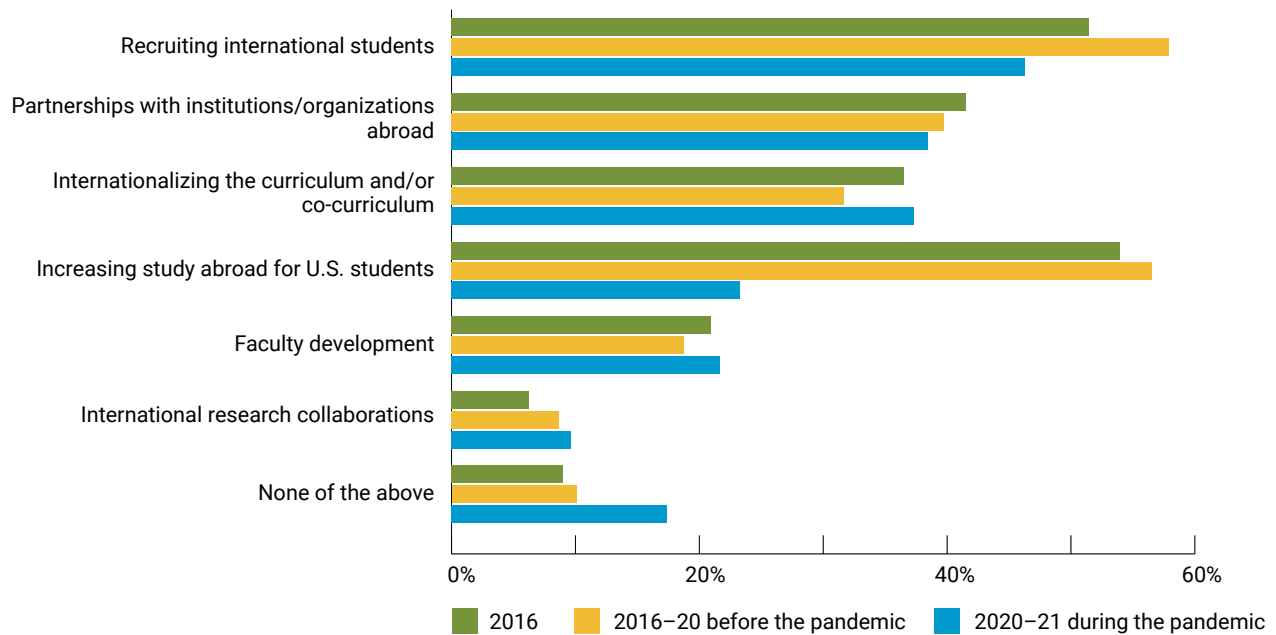
Figure 5. Reasons for internationalizing, by institution type (2021)



We also asked institutions about which internationalization activities were their highest priority. The results indicated shifts between 2016 and 2021. In this survey's responses, the top three priorities between 2016 and 2020 were "recruiting international students" (58 percent), "increasing study abroad for U.S. students" (57 percent), and "partnerships with institutions/organizations abroad" (40 percent). During the pandemic, "increasing study abroad for U.S. students" dropped to respondents' fourth most commonly selected

priority. Respondents may have been less likely to view study abroad for U.S. students as a priority in 2020–21 due to travel restrictions implemented during the pandemic. Nonetheless, institutions continued their efforts toward recruiting international students (46 percent) and establishing partnerships with institutions abroad (38 percent). Interestingly, the third most commonly selected option by respondents for the pandemic period was “internationalizing the curriculum and/or co-curriculum” (37 percent; up from fourth in 2016), which is consistent with the strong emphasis on curriculum internationalization discussed later in this report.

Figure 6. Priority activities for internationalization (2016, 2016–20, 2020–21)



Sector Snapshot: “Urbanicity”

For institutions working toward advancing their global education goals, it is important to offer an intercultural and enriching environment for students that creates global connection regardless of their geographic location. To better understand the current state of internationalization on U.S. campuses, we examined how internationalization differs by institutional urbanicity. When our data was disaggregated along a spectrum of urbanicity—city, suburban, town, and rural campus locations—our analysis showed consistent contrasts in institutional efforts and resources for internationalization. Institutions located in urban areas reported a higher level of internationalization than institutions in rural areas. Rural institutions tended to have fewer policies or resources specific to global engagement than urban institutions. However, respondents from rural institutions also showed the most positive view of their future level of internationalization.

Figure C1. “Very high” or “high” overall level of internationalization, by urbanicity (2016–20, 2020–21)

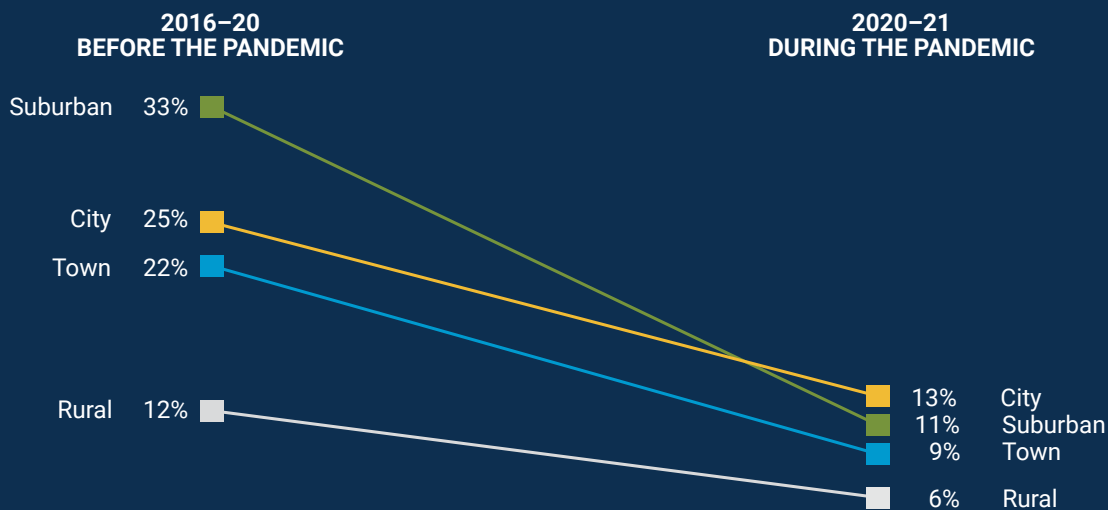


Figure C2. Acceleration of internationalization, by urbanicity (2016–20, 2020–21)

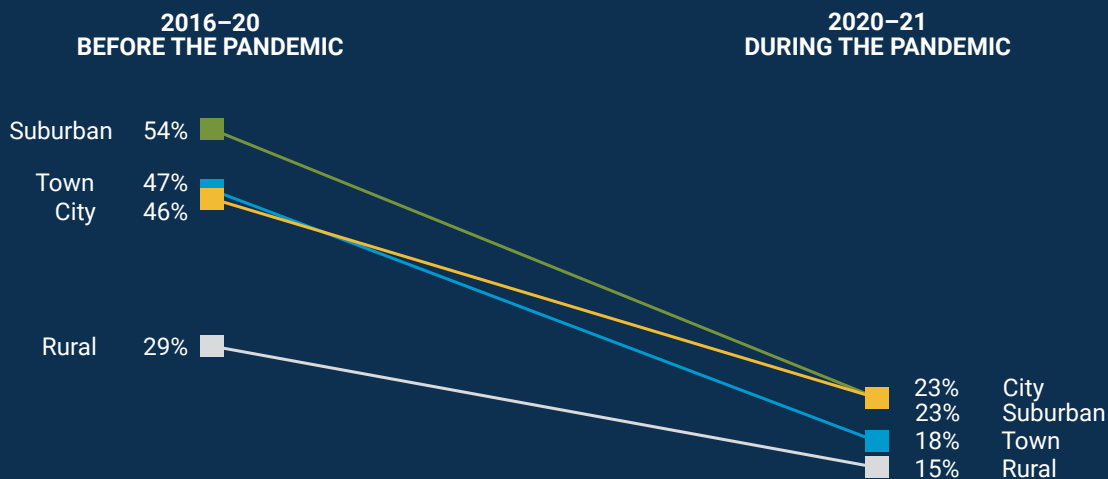
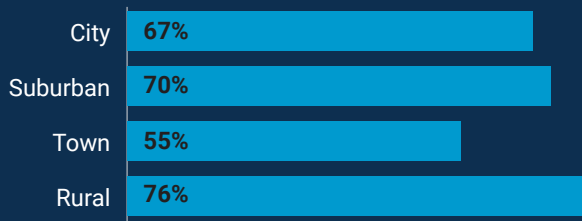


Figure C3. Anticipation of increase in internationalization over the next five years, by urbanicity (2021)



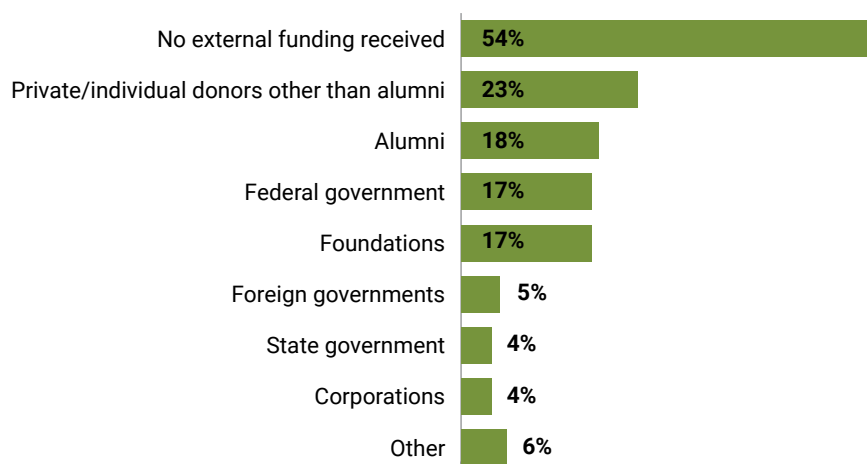
Overall, rural institutions tended to devote fewer resources to internationalization, probably because efforts tended not to be institution-wide, but rather were often more individual and at the faculty level. From our analysis, a few noteworthy findings include:

- The majority of rural institutions had no particular office or full-time administrator leading and coordinating their internationalization activities. Most rural institutions considered faculty as the most vital catalyst for internationalization among campus stakeholders, while urban institutions saw senior international officers as the most vital.
- The percentage of institutions that funded internationalization activities through external funding was also much lower among rural institutions than urban institutions. Eighty-one percent of rural institutions reported not receiving any external funding for internationalization, compared with other institutions located in cities (55 percent), suburbs (39 percent), and towns (61 percent).
- Rural institutions tended to emphasize international and global learning components in their academic requirement policies slightly less than urban institutions. Rural institutions were less likely than urban institutions to have policies such as a foreign language requirement, general education including international and global components, or international and global track or certificate options for undergraduate students. Rural institutions were also less likely than urban institutions to provide globally oriented co-curricular programs.
- In terms of mobility, rural institutions were less likely than urban institutions to have a plan or institutional funding to recruit international students. Accordingly, rural institutions were less likely than urban institutions to provide various supports for their international students.

Funding for Internationalization

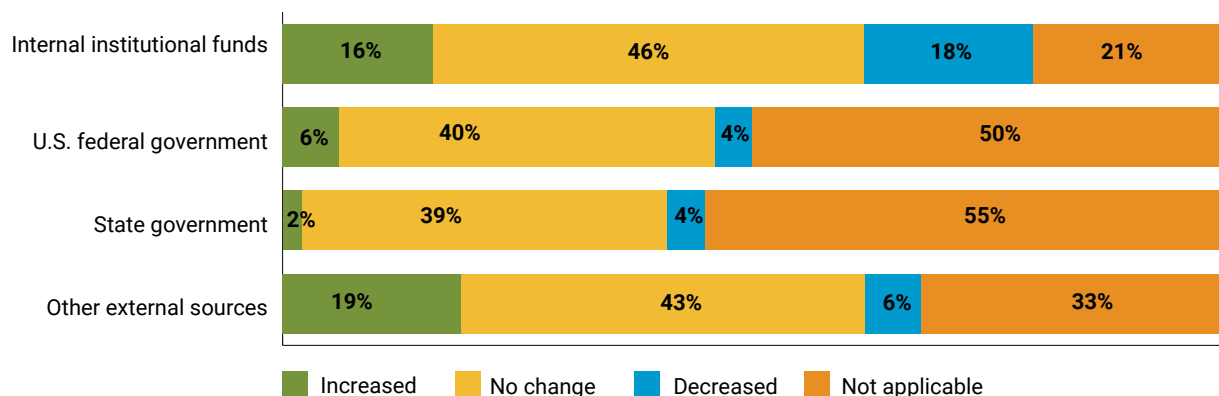
We asked if institutions had received external funding from different sources specifically for internationalization programs or activities. The majority of institutions (54 percent) did not receive external funding for internationalization. Private or individual donors other than alumni were the most prevalent source of external funding (23 percent), followed by alumni (18 percent) and federal government and foundations (17 percent). Figure 7 offers more detail about other types of funding.

Figure 7. External sources of funding for internationalization (2021)



We also asked about shifts in four types of funding for internationalization: internal institutional funds, U.S. federal government funds, state government funds, and other external sources. Respondents could indicate whether funding increased, decreased, did not have any change, or if it was not applicable. Forty-two percent of institutions reported that their funding sources on average across four types of funding stayed the same during the past three years. By the type of funds, 16 percent of institutions had increased internal institutional funds, while 18 percent reported the funds decreased. Only 6 percent and 2 percent of institutions, respectively, reported increased funds from federal and state governments, while the majority of institutions selected “not applicable” when asked about this type of funding (50 percent for federal funding and 55 percent for state funding). One-fifth of respondents (19 percent) reported increased funds from other external sources, while 6 percent reported decreased funds.

Figure 8. Shifts in funding for internationalization, by type of funding (2021)



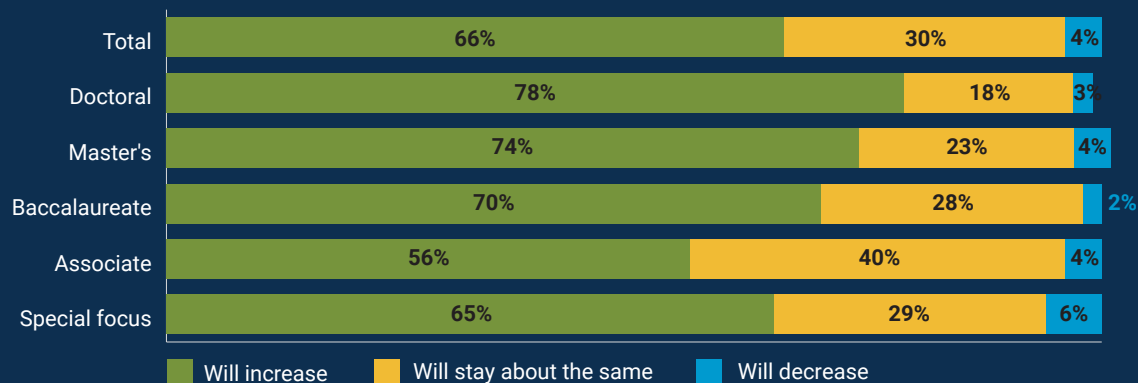
Note: Due to rounding, totals might not equal 100.

The Future of Internationalization

In addition to the questions about the current state of internationalization across campuses, we also asked institutions about their views on the future of internationalization and the impact of COVID-19. When we asked respondents if the COVID-19 pandemic will affect their institution's long-term internationalization strategy, 68 percent strongly agreed or somewhat agreed with the statement. Looking forward, respondents shared a fairly optimistic view of internationalization. When asked how they anticipate their institution's overall level of internationalization will change over the next five years, 66 percent said that internationalization will increase, while 30 percent said that it will stay about the same, and only 4 percent said that it will decrease.

The data also showed that responses were consistent across respondents from different types of institutions, although respondents from doctoral institutions had the most positive view. The majority of the respondents at doctoral (78 percent), master's (74 percent), baccalaureate (70 percent), special focus (65 percent), and associate (56 percent) institutions all anticipated that the level of internationalization activity will increase over the next five years.

Figure C4. Anticipation for overall level of internationalization over next five years, by institution type (2021)



Note: Due to rounding, totals might not equal 100.

The senior international officers (SIOs) in our qualitative follow-up also shared their views on the future of internationalization. The SIOs noted that strategies for internationalization should be more flexible to respond to future risks, such as another pandemic or other global crises. They also mentioned that institutions should think innovatively about how to leverage technology to advance initiatives for “internationalization at home,” with a special focus on curriculum internationalization.

We also wanted to know what areas of global engagement would be most important in the future, so we asked respondents: What do you anticipate will be your institutions' top priorities for internationalization moving forward (beyond the 2020–21 academic year)? Respondents could select up to three options; see table C1. Our data suggested that mobility will continue to be a top priority in advancing internationalization across campuses as recruiting international students (63 percent) was the most commonly selected priority for internationalization moving forward. Many SIOs in our qualitative follow-up confirmed this finding by sharing that “reengaging with,” “resurrecting,” or “boosting” their international recruitment will be their top priority in the coming years. Also, while we

saw a drop in respondents who selected study abroad programs as a current internationalization priority during the pandemic (from 57 percent to 23 percent; see **figure 6**), their expectations for the future showed a potential recovery in this area. Looking toward the future, study abroad programs were the second most commonly selected priority (51 percent; see **table C1**).

Internationalization of curriculum and/or co-curriculum (27 percent) was the third most selected priority area moving forward. The SIOs in our qualitative survey also emphasized on-campus internationalization as a future priority to ensure uninterrupted learning opportunities for students, particularly to aid students during a crisis such as the pandemic and to benefit more students beyond those who are internationally mobile. Respondents selected partnerships with institutions or organizations abroad (25 percent) as the fourth internationalization priority in the upcoming years.

Future priorities for internationalization identified by respondents differed slightly by institution type. Although priorities focused on student mobility were most selected across all types of institutions, baccalaureate institutions were more likely to select supporting international students than other types of institutions. International partnerships were more highlighted among special focus and master's institutions. Notably, larger percentages of respondents from associate and special focus institutions saw virtual exchanges as a future priority than those at other types of institutions. Lastly, special focus institutions were more likely to select faculty development when looking forward, compared with other types of institutions.

Table C1. Anticipated future internationalization priorities, by institution type (2021)

	Total	Doctoral	Master's	Baccalaureate	Associate	Special Focus
Recruiting international students	63%	70%	72%	67%	53%	60%
Study abroad for U.S. students	51%	67%	68%	68%	38%	28%
Internationalization of the curriculum and/or co-curriculum	27%	27%	28%	29%	28%	21%
Providing support for international students	25%	27%	23%	35%	21%	19%
Partnerships with institutions/ organizations abroad	25%	29%	33%	26%	15%	34%
Virtual exchanges	20%	17%	15%	15%	24%	25%
Expansion of online offerings for students who reside in other countries	17%	18%	21%	13%	16%	19%
Faculty development	14%	10%	11%	14%	15%	21%
International research collaborations	5%	17%	3%	2%	2%	9%
Other	4%	2%	4%	2%	3%	9%
None of the above	7%	2%	2%	2%	16%	6%

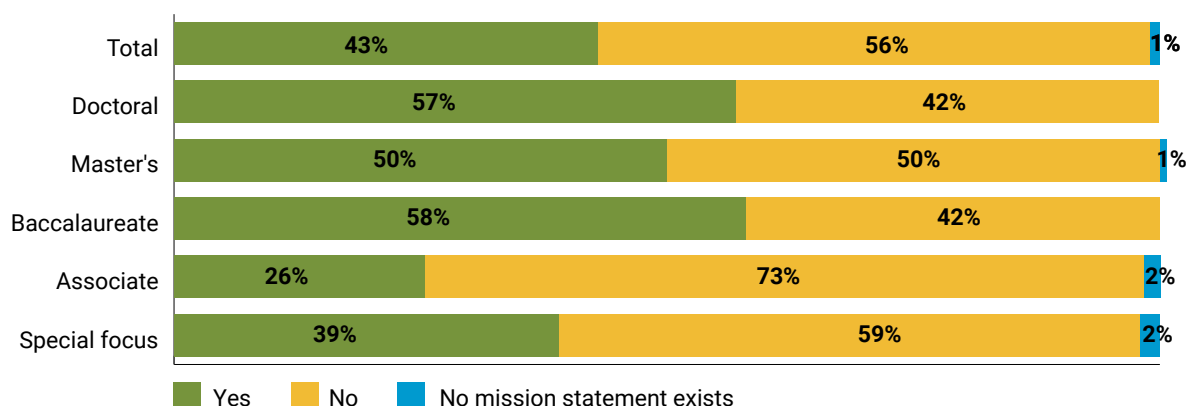
Institutional Commitment and Policy

The findings of the 2021 survey that concerned components of institutional commitment and policy showed institutional resilience during the pandemic. Some institutions seem to be making efforts to integrate internationalization into their strategic plan. However, assessment is still an area for improvement, regardless of institution type.

Missions and Strategic Plans

In the 2021 survey, 43 percent of institutions reported specifically referring to internationalization or related activities in their mission statement. We observed differences by institution type in the data—baccalaureate (58 percent), doctoral (57 percent), and master's institutions (50 percent) led the way by including a global or international reference in their mission statement. These institutions were followed by special focus (39 percent) and associate institutions (26 percent).

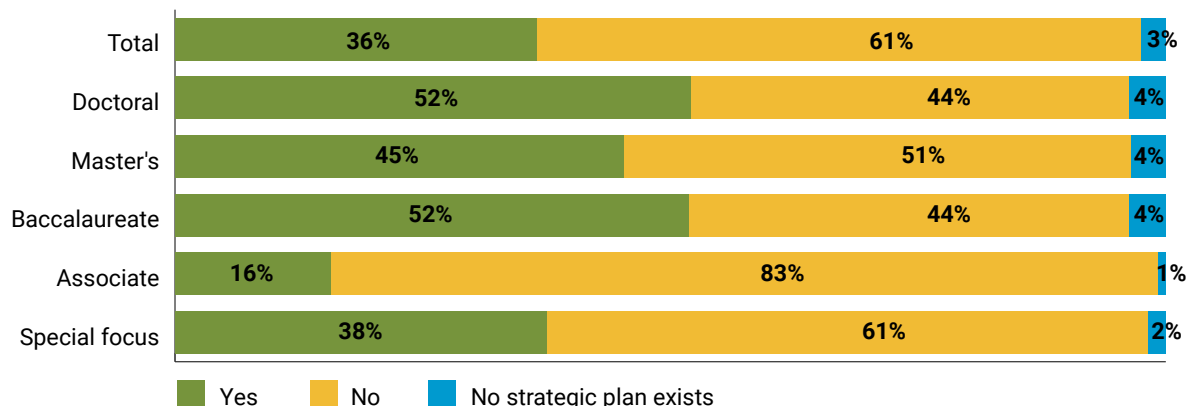
Figure 9. Institutions referencing internationalization in mission statement, by institution type (2021)



Note: Due to rounding, totals might not equal 100.

While mission statements do not change often, strategic plans can be more dynamic over time and are a way institutions can operationalize their mission. Some catalysts for changing strategic plans include shifts in top leadership, organizational learning as a result of assessment or culture shifts, and major changes in the higher education landscape over time. We asked institutions if internationalization or related activities were among the top five priorities of their strategic plan. Thirty-six percent of institutions responded affirmatively, and major differences emerged by institution type. More than half of the doctoral and baccalaureate institutions (52 percent in both cases) included internationalization among their top five priorities in their strategic plans, and master's institutions followed closely with 45 percent. In contrast, a lower proportion of special focus and associate institutions reported including internationalization among their top priorities (38 percent and 16 percent, respectively).

Figure 10. Institutions including internationalization in top five priorities of strategic plan, by institution type (2021)



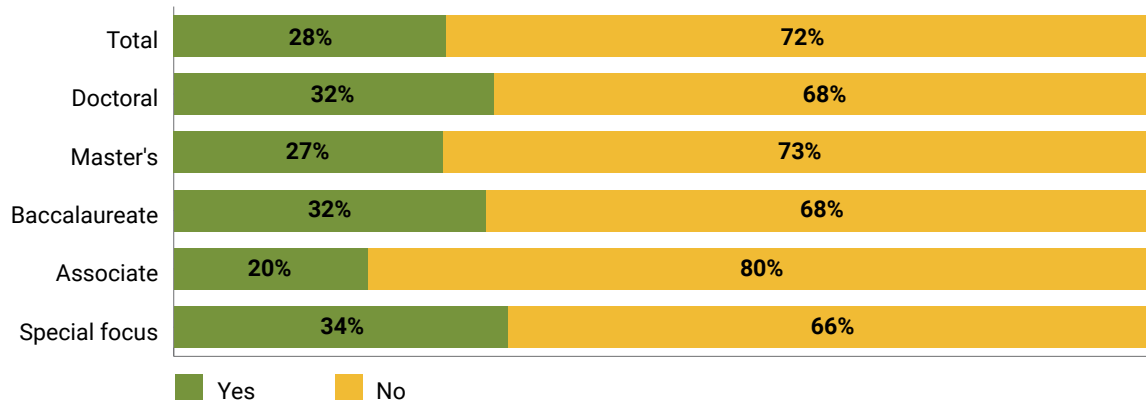
Note: Due to rounding, totals might not equal 100.

We also asked institutions if they had a separate plan that specifically addresses institution-wide internationalization. Twenty-four percent of all institutions reported having this type of plan. This percentage was similar to previous years, indicating little variation over time (23 percent in 2006, 26 percent in 2011, and 27 percent in 2016). In terms of institution type, doctoral institutions led in this area, as 41 percent reported that they had a distinct institution-wide internationalization plan.

Assessment

Ongoing assessment, measurement, and self-study are the foundation of data-informed decision-making for internationalization goals, progress, and outcomes. They are also a key component of the [ACE Model for Comprehensive Internationalization](#). Metrics and collective reflection inform a strategy for institutions to identify strengths and barriers to organizational success as well as indicators that help to align resources and strategic priorities and—critically—improve equity across an institution. Assessment requires careful and insightful listening across a broad spectrum of stakeholders, which also takes time and a considerable number of resources. In the 2021 survey results, only 28 percent of institutions reported having assessed the impact of their internationalization efforts in the last three years. The percentage of institutions assessing internationalization progress was highest among special focus institutions (34 percent), followed by doctoral and baccalaureate (32 percent), master's (27 percent), and associate (20 percent) institutions.

Figure 11. Institutions with formal assessment of internationalization efforts in last three years, by institution type (2021)



As strategic planning and assessment are sometimes aligned, we also wanted to understand if institution assessment behavior varied among institutions that have a separate plan specifically addressing internationalization. Results showed that 46 percent of the institutions with a specific plan for internationalization also assessed the impact or progress of global engagement in the last three years. Interestingly, 22 percent of institutions that did not have a separate plan for internationalization still reported that they assessed their internationalization progress in the last three years.

For the institutions that indicated that they had assessed the impact of internationalization in the last three years, we also asked if their assessments originated in response to the pandemic. Among those institutions that reported having formal assessment, 20 percent answered affirmatively. Master's institutions were the most likely to assess internationalization in response to the pandemic. For institutions that initiated assessments due to the pandemic, we hope that this new practice will form the basis of a data-informed decision-making approach that continues into the future.

Voices from the Field: The Importance of Advancing Internationalization

By Carly O'Connell, Specialist, Programs and Global Initiatives, ACE

Alumni presidents and senior international officers (SIOs) of the ACE Internationalization Laboratory mentioned these themes as key to understanding the importance of internationalization and global engagement:⁴

- **Preparing students for an interconnected world.** The president of a public R-1 research university stated, "Providing students with opportunities to explore the international and global dimensions of their academic disciplines prepares them to appreciate, understand, and impact the increasingly complex, interconnected, and interdependent world we share. Global engagement is not an elective within higher education, but rather core to the mission as it supports innovative curricula, strengthens community connections, and increases the collective impact of our research, scholarship, and creative achievement." Others also emphasized that higher education institutions operate in a global context. A state flagship university SIO responded that, "to be successful in achieving our mission we must be of and connected to the world around us." They further explained that attracting global talent was part of their diversity, equity, and inclusion efforts. The president of a private four-year college wrote that internationalization allows students to gain skills and cultural agility "that prepare them for increasingly globalized workplaces."
- **The need to collaborate across borders to solve global challenges.** "Global engagement is important to the mission of higher education because we must train a new generation of leaders to solve the complex challenges facing our world. Scholars and innovators around the world must work together to address issues such as climate change, systemic racism,

4 Presidents and SIOs from alumni institutions of the **ACE Internationalization Laboratory** were surveyed separately to learn about why internationalization and global engagement were important to their institutions and to higher education as a whole. The surveys were conducted in June 2022.

and political polarization,” wrote the president of a private Christian institution. A diversity of perspectives is needed for creative problem-solving, and U.S. universities strive to be thought leaders and collaborators at the forefront of scientific and societal issues, the impacts of which wrap around the entire world like never before. The vice chancellor of a public land-grant university agreed, writing, “Everyone from governments and businesses to higher education must continue to adapt to this new reality, determine their proper place in our interconnected-yet-changed world, and enact policies and engagement strategies to make the most of that place.”

- **The desire to change the world for the better.** The SIO of another public land-grant institution responded that public service was integral to their global mission. An SIO from a state flagship university wrote that their institution aims to “positively transform our world through our discoveries.” Fostering understanding, community, and a shared sense of responsibility for the world are all common values cited by the institutions who responded to our query. These insights from campus leaders echo the survey findings that preparing students for a global era and diversifying the campus community were top reasons for internationalization (see figures 4 and 5). They also exemplify additional reasoning around addressing global problems that goes beyond serving the individual institution to serving the society and the world.

Recommendations for Institutional Policy and Practice Around Institutional Commitment and Policy

Our 2021 findings demonstrate the importance of internationalization as it is considered in institutional priorities at all levels. Setting up institutional goals is a campus endeavor that involves and impacts a wide range of stakeholders across the institution. Initiating campus conversations, self-study, and self-reflection activities can therefore be a first step in elevating internationalization as an institutional priority. The following three recommendations are proposed as strategies to promote dialogue and work together as a campus:

- **Take time to articulate as a community how internationalization advances institutional mission.** A critical component of comprehensive internationalization best practices is to identify the big and small ways across an institution that global engagement propels the core values and purpose of the organization. Assets should be identified, elevated, and clearly connected to the institution's strategic direction. Simultaneously acknowledging weaknesses or opportunities for improvement is essential to taking action toward aspirational goals.
- **Create a strategic plan to prioritize internationalization mission-focused initiatives and areas of improvement over time.** As indicated in [ACE's comprehensive internationalization framework](#), comprehensive internationalization requires identifying different initiatives, policies, stakeholders, institutional culture, and values to enact change. Some institutions are clear about their assets, opportunities, and weaknesses and are ready to develop a plan for action. However, others will benefit from stepping back, analyzing their internationalization programs and policies, and articulating how internationalization advances their mission and strategic priorities before proceeding with a plan. Following ACE's comprehensive internationalization framework,

we recommend that institutions work to identify institutional global learning and engagement outcomes, as well as establish opportunities to achieve and measure those outcomes as part of a comprehensive self-assessment that privileges a data-informed decision-making approach.

- **Consider implementing assessment strategies aligned with strategic plans that involve internationalization goals.** Our findings showed that almost half of the institutions with a specific plan for internationalization have not assessed the impact of their internationalization efforts. Given how instrumental assessment can be to understand if internationalization goals are being met, we encourage institutions to include assessment activities as part of their internationalization strategic plans.

Leadership and Structure

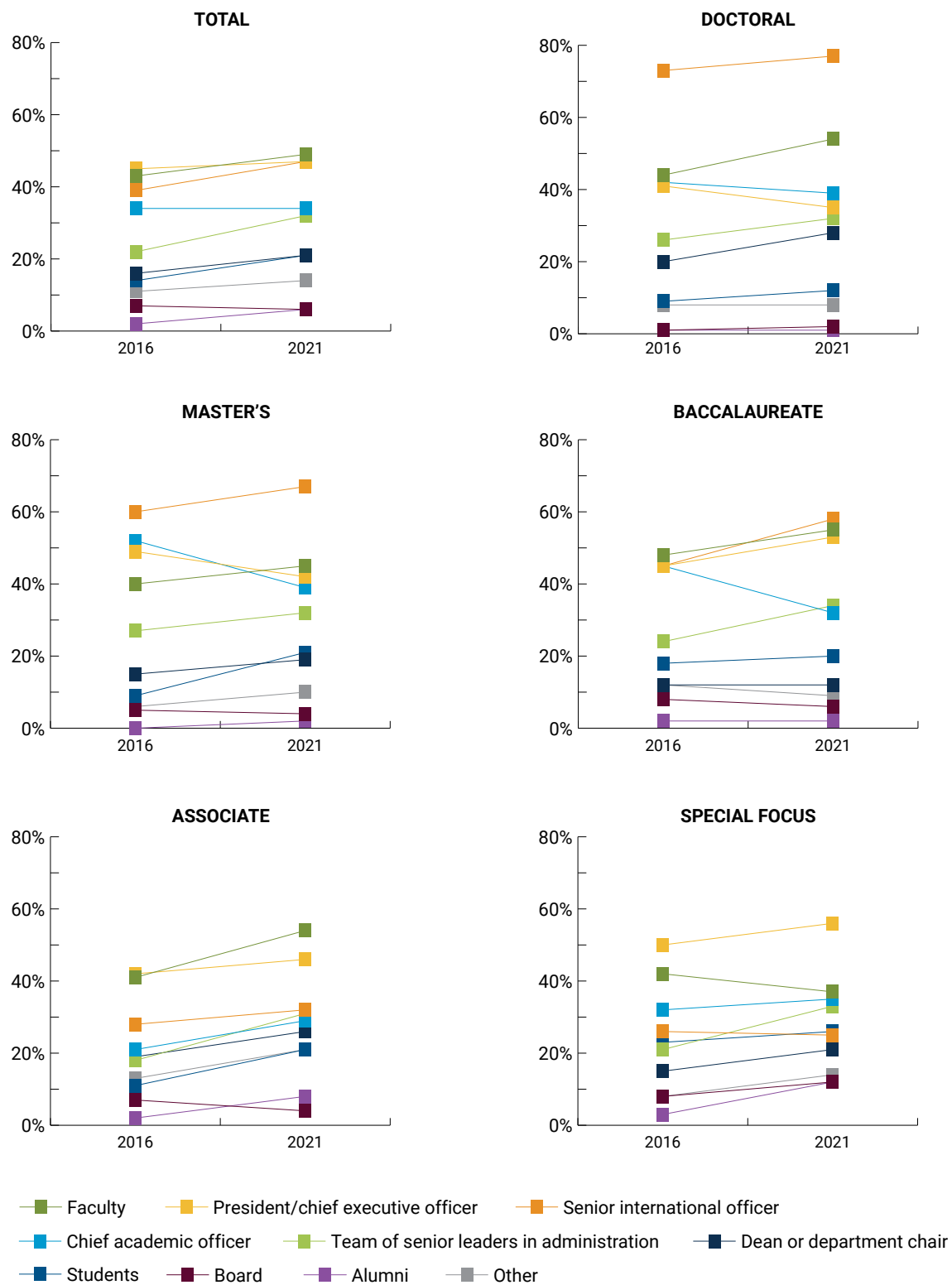
While mission statements and strategic planning provide a foundation for internationalization, appropriate administrative structures and staffing form the framework for successful implementation and sustainability. These efforts often include designated campus offices to coordinate and implement internationalization initiatives and strategic decisions, and the 2021 survey showed that the majority of institutions have these offices. Many institutions also appoint an agile institutional leader to coordinate global engagement, resources, and assessment across disparate units of the college or university. Our data also revealed that the percentage of institutions with a full-time administrator who coordinates internationalization initiatives has increased in the last fifteen years. Having both a dedicated office and a full-time administrator encourages institutional leaders to stay engaged and informed, ensures that various elements of internationalization have oversight, elevates risk management, supports strategic planning, and demonstrates that the institution prioritizes global engagement as a means to advance their mission.

Leadership

In the 2021 survey, faculty (49 percent), presidents (47 percent), and SIOs (47 percent) were seen as the most vital catalysts for campus internationalization across all respondents. Differences emerged when disaggregating by institutional type. For instance, associate and special focus institutions identified faculty and the president as the most important catalysts for internationalization, respectively. In contrast, SIOs were still seen as the top driver for internationalization among doctoral (77 percent) and master's institutions (67 percent).

Leadership will continue to be an important engine of internationalization across institutions. But noteworthy in the 2021 survey was the movement toward multilateral leadership in internationalization, engaging many stakeholders on campus. Whereas faculty, presidents, and SIOs were historically considered as the three primary catalysts for internationalization, the data showed the increasing importance of teams of other senior leaders and students. Additional evidence captured from our qualitative follow-up suggests that we might see a broader variety of players—beyond the traditional catalysts—who are emerging as significant drivers for advancing internationalization.

Figure 12. Most vital catalysts for internationalization, by institution type (2016, 2021)



Voices from the Field: Supporting Leadership

In our follow-up qualitative survey, many SIOs pointed out that having supportive college and university leaders is both critical to their efforts and a key factor for advancing internationalization.

- **Presidents value internationalization.** Respondents highlighted that presidents or provosts who value global engagement generally support internationalization initiatives and strategies. A respondent also shared that a favorable environment for internationalization was able to develop across their campus because of the support from the president and provost.
- **Presidents' willingness to invest more resources to advance internationalization.** Participants acknowledged that "presidents' and provosts' willingness to spend their own time and campus resources" on global initiatives allowed them to sustain and advance their internationalization efforts. Even in a situation that lacks financial and human resources, one respondent said that the president's dedication was instrumental to promoting internationalization. Participants also highlighted that with presidents' support, internationalization received campus-wide attention and was "ingrained" across all areas of the institution.
- **Campus-wide support and commitment.** Some respondents also shared that engaging "every dean and department head" was critical to advancing internationalization broadly throughout an institution.

Administrative Structure

In terms of administrative structure, more than half (58 percent) of institutions reported having a single office that leads internationalization, which is identical to that of the 2016 survey. Doctoral (75 percent), master's (69 percent), and baccalaureate institutions (62 percent) were more likely to have a single office leading internationalization.

The majority of institutions (55 percent) reported having a full-time administrator who oversees or coordinates internationalization activities or programs. While that was true among the majority of doctoral (80 percent), master's (68 percent), and baccalaureate (67 percent) institutions, fewer than half of associate (39 percent) and special focus institutions (40 percent) reported having this type of internationalization-focused full-time administrator.

Among those institutions with a full-time internationalization staff member, almost half (43 percent) indicated that this administrator reports to the chief academic officer. Reporting to the chief academic officer was the most commonly selected structure among all types of institutions.

Institutions that reported referring to some aspect of global engagement or learning in their mission statements or having a separate plan for internationalization were more likely to report having a full-time administrator overseeing internationalization or a particular office tasked with responsibility for this area. For example, about three-quarters of institutions with a global reference in their mission statement also reported having a designated single office (72 percent) or a full-time administrator (74 percent) for internationalization. Also, more than 80 percent of respondents with a separate plan for internationalization also reported having a designated office (82 percent) or a full-time administrator (85 percent) for internationalization. These findings highlight a positive relationship between institutional commitment and administrative structure dedicated to internationalization.

Figure 13. Institutions with internationalization-dedicated administrator or office, by mission statement inclusion (2021)

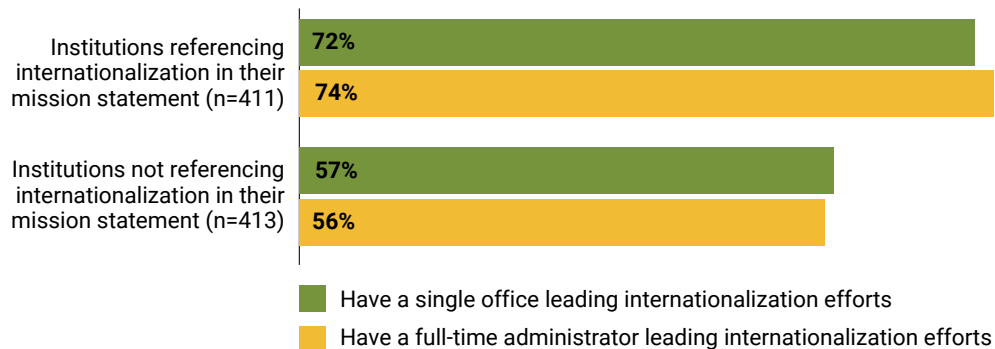
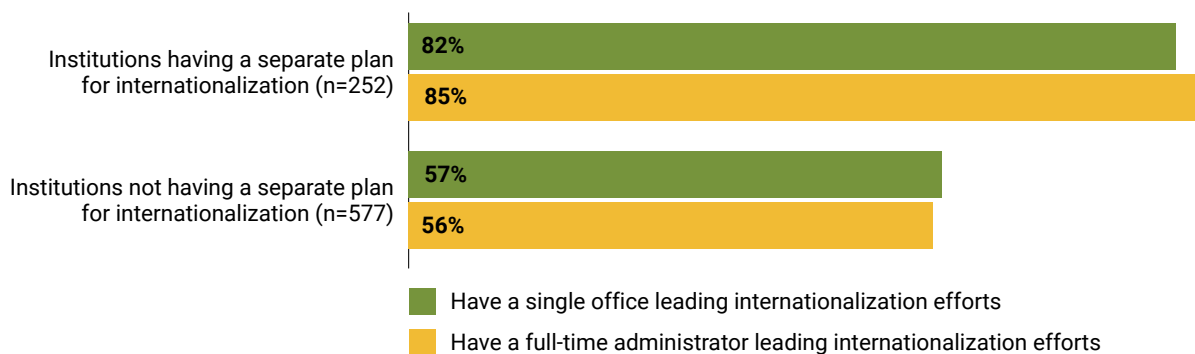


Figure 14. Institutions with internationalization-dedicated administrator or office, by separate internationalization plan status (2021)



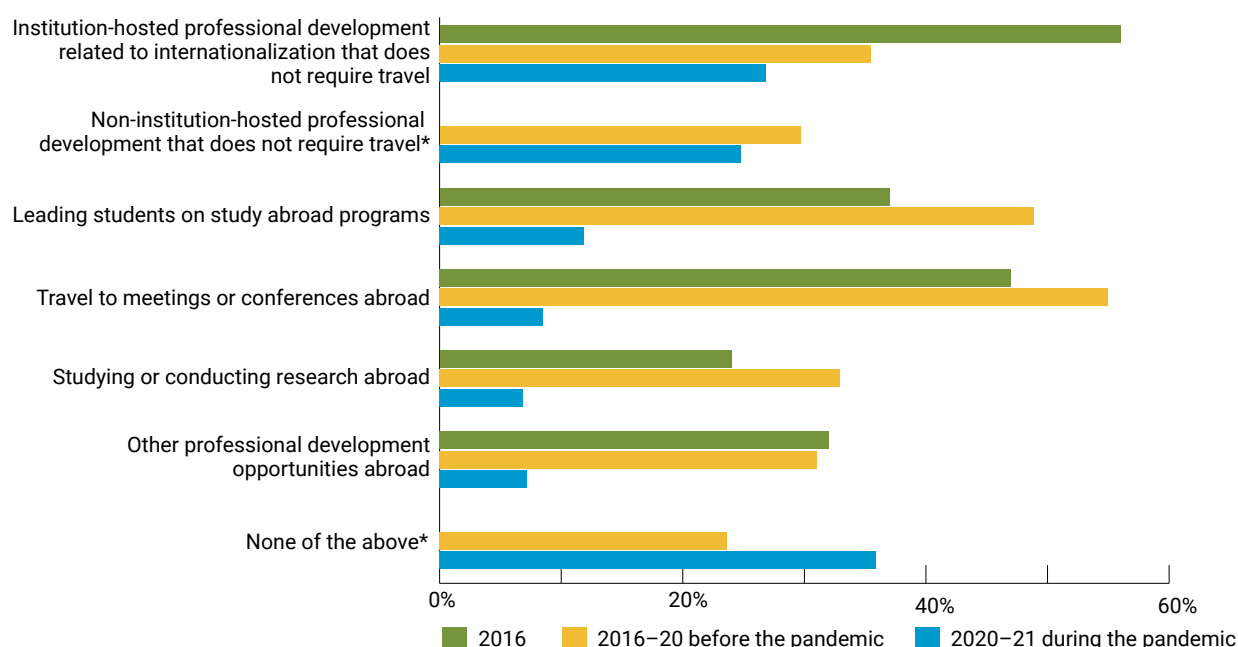
Staff Development

The 2021 survey showed that university and college leaders are increasingly aware of the value that professional development provides for their administrative staff in advancing institutional global engagement. Even staff outside an international program office are better equipped to work with students and colleagues unlike themselves, contribute strategically to a cohesive understanding of institutional mission, and generally expand the impact of their role—especially where there are international touchpoints and global components. As one SIO mentioned in the qualitative follow-up questionnaire, “adequate resources both financial and human” and “opportunities for staff to learn about other countries and cultures” are important for achieving more substantial internationalization and DEI goals.

For instance, when we asked institutions if they provided funding for professional development opportunities for administrative staff outside of the international programs office, results showed that the share of institutions providing funding for most types of activities had increased between 2016 and the beginning of the COVID-19 pandemic in 2020. The share of institutions providing such funding support then decreased significantly during the pandemic. Regarding the period between 2016 and before the pandemic, about half of the institutions reported that they provided funding for staff to participate in activities such as travel to meetings or conferences abroad (55 percent) and leading students in study abroad programs (49 percent). Even during the pandemic, when access to development opportunities that required travel was limited, some institutions remained active in hosting professional development that did not require travel (e.g., workshops, training sessions) (27 percent) and providing funding for externally hosted professional development opportunities that did not require travel (25 percent).

During the COVID-19 pandemic, the share of institutions providing funding for staff professional development requiring travel dropped significantly. Figure 15 shows that while the percentage of institutions funding travel to meetings or conferences abroad had increased from 47 percent in 2016 to 55 percent between 2016 and the beginning of the pandemic, it then decreased by 46 percentage points to 9 percent during the COVID-19 pandemic. Funding to lead students in study abroad programs showed a similar pattern (37 percent in 2016 to 49 percent between 2016 and the beginning of the pandemic and 12 percent during the COVID-19 pandemic).

Figure 15. Funding for staff professional development opportunities (2016, 2016–20, 2020–21)



* Denotes items available in the 2021 survey only.

Recommendations for Institutional Policy and Practice Around Leadership and Structure

Institutional leadership and administrative structures tend to go hand in hand with an institution's commitment to internationalization. The data presented in this section showed the important role that presidents, SIOs, and faculty play around internationalization efforts. Other results also indicated that institutional structures did not seem to be hugely impacted by the pandemic, but resource allocation for professional development opportunities for staff was; this suggested that institutions should take action to go back to pre-pandemic levels. Moving forward, we encourage institutions to consider the following:

- Build upon and strengthen existing support from presidents, faculty, and SIOs to provide momentum for internationalization efforts.** The 2021 data showed strong support from faculty, presidents, and SIOs for international activities and requirements (see figure 12). As the leadership structure around internationalization continues diversifying beyond unilateral guidance and with other senior leaders and students gaining relevance, institutions may build upon this foundation to expand interest and participation in their internationalization activities and programs. Examples of such activities include creating opportunities (e.g., committees, groups, or task forces) for interested individuals to work together on specific internationalization activities.

- **Elevate a culture in which all members of an institutional community are viewed as learners.** Understand that it is not only students, but also faculty, staff, and leaders who need opportunities to evolve encourages an ethos of cooperation and growth. Our data showed a decrease in the percentage of institutions funding internationalization-related professional development activities for staff outside of internationalization offices during COVID-19 (see figure 15). Encouraging personal and professional development across the spectrum of institutional stakeholders and beyond staff in internationalization offices increases their propensity to advance DEI, and it allows them to do so in a way that encompasses global dimensions and understanding. Further, an institution that sees all constituents as learners helps individuals identify the ways in which their professional and personal roles are part of a larger interconnected organization and a community that is global, not just national or local.

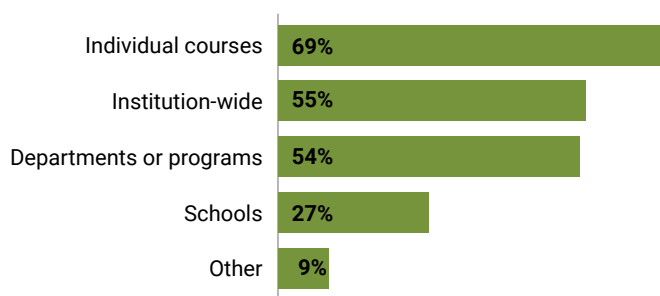
Curriculum and Co-curriculum

As the central pathway to learning for all students, curricular activities are essential for advancing equitable internationalization (Leask 2020). Regardless of financial means, acumen in navigating higher education, career aspirations, race, gender, and curriculum is a touchpoint that applies to all students. Internationalized curriculum and globally oriented activities expose students to culturally diverse contexts and develop their intercultural competencies, which prepares them to be competitive in a complex, evolving, diverse, and interconnected world. The 2021 data showed that institutional efforts to internationalize curriculum or co-curriculum increased in the midst of the COVID-19 pandemic. The share of respondents who reported that internationalization of the curriculum or co-curriculum was one of their top three institutional priorities to advance internationalization increased from 32 percent between 2016 and the beginning of the pandemic to 37 percent during the pandemic (see figure 6). Technology also allowed institutions to continue internationalizing their curriculum, despite the challenges brought by the pandemic. Institutions became more agile, increasing the use of technology to sustain different global engagement activities such as virtual internships, virtual college fairs, online information and advising sessions, virtual exchange, and collaborative online international learning (COIL). According to the SIOs in our qualitative follow-up survey, institutions expanded global engagement opportunities for students who otherwise would not have had access to such opportunities and experiences by increasing their use of technology.

Curriculum

Among institutions offering undergraduate degree programs, nearly half (48 percent) of respondents reported being engaged in initiatives to internationalize their undergraduate curriculum, with the largest percentage at doctoral institutions (64 percent). Among those institutions engaged in initiatives to internationalize their undergraduate curriculum, 69 percent reported using individual courses to do so. Institution-wide efforts such as committees or faculty senate followed with 55 percent, which is a positive finding as these types of efforts suggest a coordinated process and intentionality, as well as an opportunity to bring a broader spectrum of stakeholders (roles, departments, personal backgrounds, etc.) into the conversation. Following institution-wide efforts, other initiatives to internationalize the undergraduate curriculum occurred at the department or program level, with 54 percent.

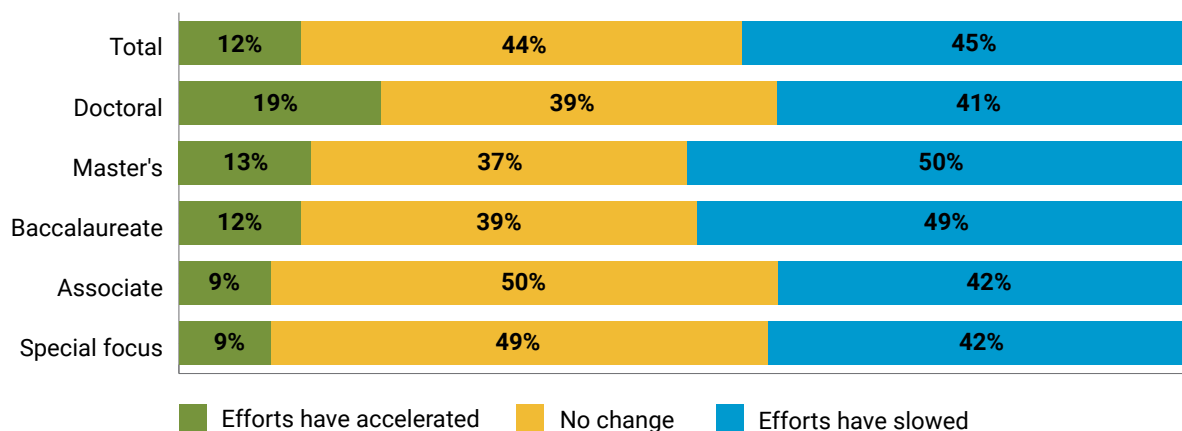
Figure 16. Levels of institutional engagement to internationalize undergraduate curriculum (2021)



Note: This question was only asked of respondents who reported that their institutions offer undergraduate degrees and engage in any initiatives to internationalize their undergraduate curriculum.

Twelve percent of respondents reported that their institutional efforts to internationalize the undergraduate or graduate curriculum accelerated even during the COVID-19 pandemic. Doctoral (19 percent) institutions were most likely to report accelerated efforts during the pandemic, compared with master's (13 percent), baccalaureate (12 percent), associate (9 percent), and special focus (9 percent) institutions. Nearly half of all respondents reported that curriculum internationalization efforts slowed (45 percent) or stayed the same (44 percent) during the same period.

Figure 17. COVID-19 effects on institutional efforts to internationalize curriculum, by institution type (2021)



Note: Due to rounding, totals might not equal 100.

To better understand internationalization by field of study, we asked if institutions offered global tracks, concentrations, or certificate options across eight fields. Business/management (33 percent) was the most commonly selected field in which international/global tracks, concentrations, or certificates were available to students in 2021, followed by social sciences (21 percent) and humanities (18 percent). Twelve percent of respondents reported that these focused curricular options were available to all students regardless of major, which represented a slight decrease of 5 percentage points since 2016.

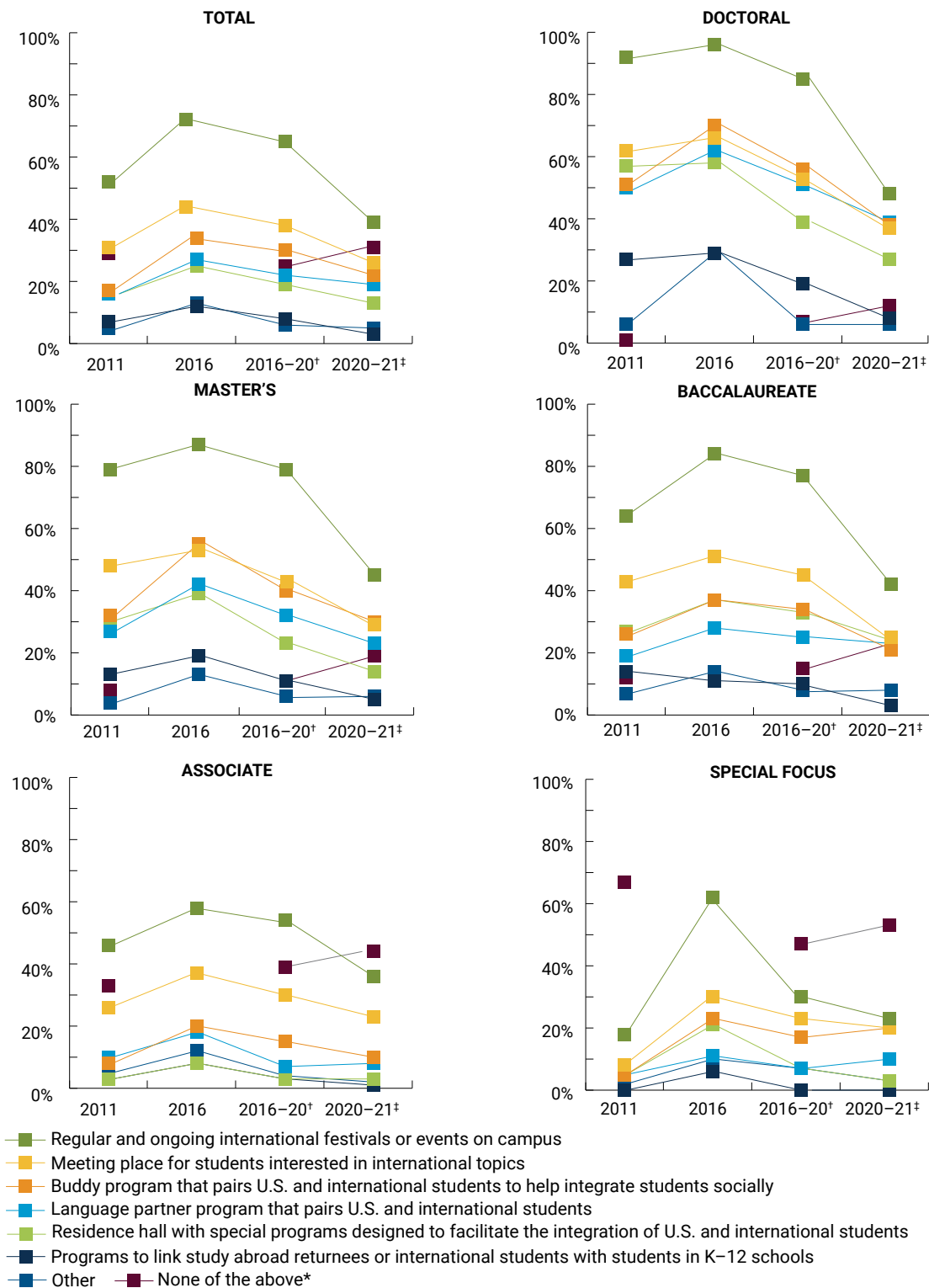
Co-curriculum

Co-curriculum refers to programs and activities offered by institutions that complement course-based instruction to develop students' competencies and skills in settings beyond the classroom. Globally oriented co-curricular programs and activities provide students with opportunities to enhance their international and intercultural competencies by addressing global issues and engaging with others from culturally diverse backgrounds. These programs and activities take place across campus, including classrooms, residence halls, and campus events.

Our data continue to illustrate that the most common co-curricular opportunities in the last decade are regular and ongoing on-campus international festivals or events. Doctoral (85 percent), master's (79 percent), and baccalaureate (77 percent) institutions were much more likely to offer these events between 2016 and the beginning of the pandemic in 2020, compared with associate (54 percent) and special focus (30 percent) institutions. Developing co-curricular programming around global learning outcomes is particularly important in terms of DEI, as these events often provide the opportunity for students to develop international perspectives and intercultural competencies that connect to career-level outcomes, capacity-building, and civic responsibility associated with creating a fair and equal society.

Our data also indicated that the types of co-curricular programs that institutions offer have varied over the last decade. Some examples of co-curricular programs include buddy or language programs that pair an international student with a U.S. student, a residence hall where a particular foreign language is spoken, or regular and ongoing international festivals or events on campus. Programs were affected by the COVID-19 pandemic, particularly among activities that relied heavily on in-person settings. For example, we saw the largest drop in the share of institutions offering international festivals or events on campus, which decreased from 65 percent to 39 percent during the pandemic. The percentage of institutions providing a meeting place for students interested in international topics, the second most commonly provided program, also decreased from 38 percent to 26 percent during the pandemic.

Figure 18. Globally oriented co-curricular programs or activities offered, by institution type (2011, 2016, 2016–20, 2020–21)



* Denotes item available in the 2011 and 2021 surveys only.

† 2016–20 before the pandemic | ‡ 2020–21 during the pandemic

Note: This question was only asked of respondents who reported that their institutions offer undergraduate degrees and engage in any initiatives to internationalize their undergraduate curriculum.

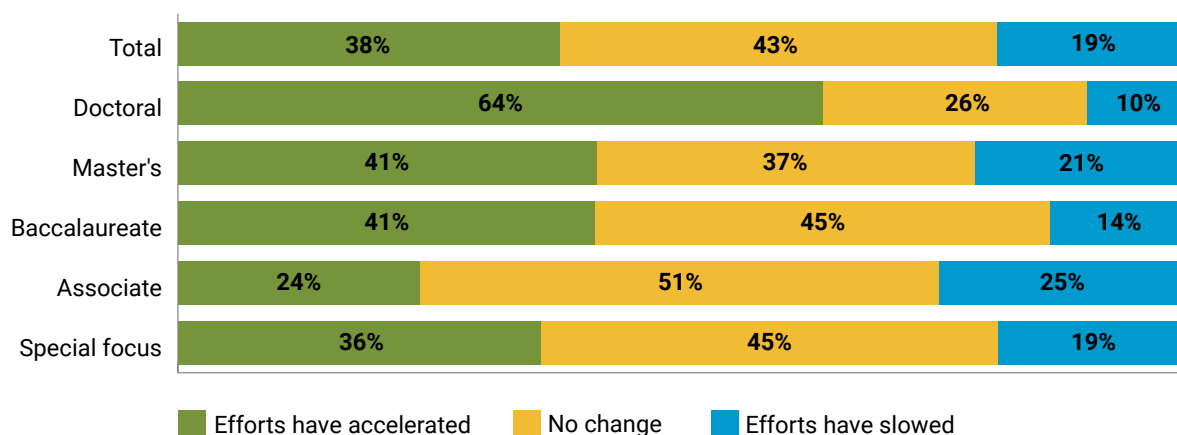
Technology Strategies

Technology was one of the most important mechanisms through which institutions internationalized their curriculum and persisted with their global engagement goals during the COVID-19 pandemic. The use of technology among most types of internationalization activities increased between 2016 and 2020, and it even accelerated during the pandemic. Technology enabled a quick pivot through which institutions moved to address accessibility and meet student and institutional needs.

Figure 20 shows that more than half (56 percent) of institutions offering undergraduate degrees indicated that they used technology strategies in recruiting international students (e.g., participating in virtual college fairs, delivering online information sessions) during the pandemic, with increases since 2016 (36 percent) and between 2016 and the beginning of the pandemic (40 percent). Also, about one-third of institutions used technology to facilitate course-level collaboration between home-campus faculty and students and their counterparts abroad (e.g., virtual exchange, collaborative online international learning (COIL)) (37 percent) and to support home-campus students studying abroad (e.g., virtual advising sessions) (32 percent) during the pandemic. Among all activities, we saw the largest percentage point increase in the use of technology for facilitating virtual internships during the pandemic (from 5 percent to 28 percent), most likely as a response to restricted travel. The use of technology in supporting internationalization activities was greater among doctoral, master's, and baccalaureate institutions, compared with associate and special focus institutions.

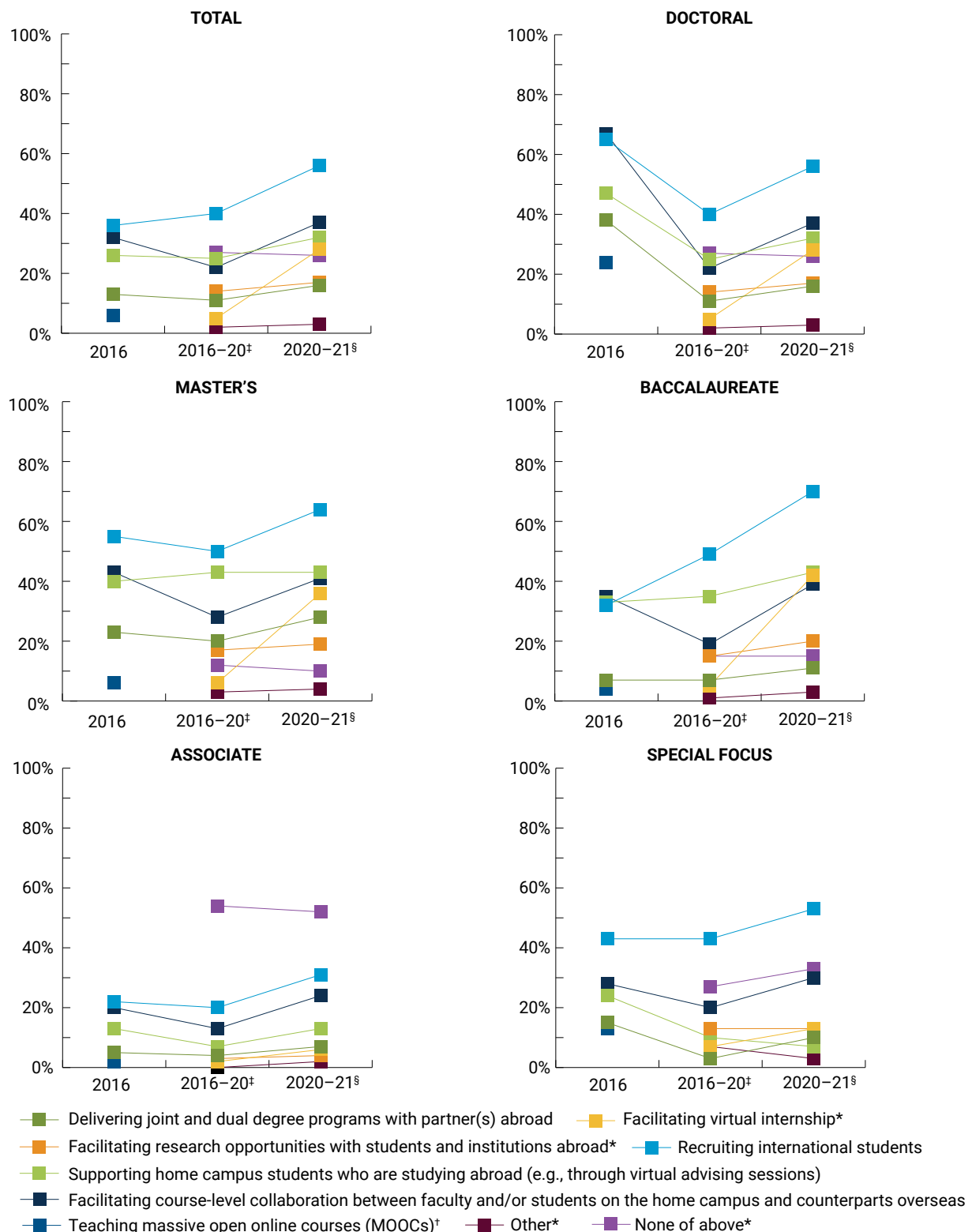
More than one-third (38 percent) of institutions also reported that efforts to expand virtual exchanges accelerated during the pandemic. Only one-fifth (19 percent) reported slowed efforts and 43 percent reported no change. Doctoral (64 percent) institutions were the most likely to report accelerated efforts, followed by master's and baccalaureate (41 percent), special focus (36 percent), and associate (24 percent) institutions.

Figure 19. COVID-19 effects on efforts to expand virtual exchanges for global learning opportunities, by institution type (2021)



Note: Due to rounding, totals might not equal 100.

Figure 20. Technology used for internationalization activities, by institution type (2016, 2016–20, 2020–21)



* Denotes items available in the 2021 survey only. † Denotes item available in the 2016 survey only.

‡ 2016–20 before the pandemic § 2020–21 during the pandemic

Note: This question was only asked of respondents who reported that their institution offers undergraduate degrees, and it reflects the use of technology other than email and web pages.

Voices from the Field: Technology and Internationalization

The increased use of technology across a myriad of internationalization activities was a key finding of this edition of *Mapping*. As a part of the qualitative follow-up portion of our survey, we wanted to deepen our understanding about the role that technology played in internationalization during the pandemic. Respondents were asked the following: “Our data indicated increased use of technology to continue internationalization activities (virtual internships, collaborative online international learning (COIL) programs, etc.) during COVID-19. In which ways do you think such trends allowed students to engage in international activities who otherwise would have not had the chance?”

Selected responses are included and grouped into thematic areas.

- **Technology as essential to maintain student learning:** Participants noted that technology was essential to offer any kind of student learning activities in the international realm, including COIL and virtual internship activities. Several participants noted that without technology, these programs would not have been possible. Virtual COIL and internship programs grew at many institutions during COVID-19.
- **Technology provides useful alternatives to in-person experiences, but not a replacement activity:** Several participants noted that while technology helped make up for the lack of mobility programs, many students were already exhausted with virtual instruction and by time in front of a screen. As such, some students who would have likely otherwise been interested in mobility programs were not interested in virtual opportunities.
- **Technology as an important factor for student services:** Participants noted a delineation between virtual mobility programs and virtual student services. While virtual mobility programs were at times challenging, there was general consensus that virtual student services (e.g., academic advising, mental health services, legal support) played an important role in providing continuity of support for international students.
- **Technology helps to make mobility programs more accessible:** Education abroad in its traditional form can be inaccessible for students for several reasons, including cost, time involved, and structure. Participants recognized the value that virtual programs had for opening access to mobility programs for students who otherwise may have been historically excluded. Virtual programs decreased costs and allowed for flexible scheduling, creating opportunities for students to participate in ways not previously offered. One participant noted “technology expanded the diversity of both international locations and the diversity of participants [in virtual programs].”
- **A need to determine the role of technology in the future:** As international education moves beyond the COVID-19 pandemic, responses indicated that internationalization activities will continue to use technology moving forward. However, respondents referenced the need for virtual programs to be “purposeful and designed to facilitate interaction to be more thoroughly sincere and successful” in the future.

Learning Outcomes and Academic Requirements

Our data indicated that a significant portion of institutions have implemented academic policies (e.g., general education requirements) that included international/global components and continued to articulate broad-based global learning outcomes. Institutions expanded these requirements for all students, regardless of their major or study focus.

More than half (58 percent) of institutions reported having specified any type of international or global student learning outcomes. Twenty-eight percent of institutions specified such outcomes for all students and 30 percent had such outcomes for students in some schools, departments, or programs. This finding was most frequently seen among doctoral (78 percent) and master's (72 percent) institutions.

The percentage of institutions with foreign language requirements for undergraduate programs continued to rise (44 percent in 2011, 46 percent in 2016, and 50 percent in 2021). In 2021, half (50 percent) of institutions reported having a foreign language graduation requirement for undergraduate students—21 percent for all students and 29 percent for some students. The percentage of institutions with these requirements for all students increased, compared with previous years (14 percent in 2011, 17 percent in 2016, and 21 percent in 2021), while the percentage of institutions with requirements for students in some programs remained about the same. A foreign language requirement was more common among baccalaureate (75 percent) and doctoral (74 percent) institutions. Half of those institutions (51 percent) with such a requirement wanted students to fulfill one year of study or equivalent. These requirements for foreign language learning promote the importance of global citizenship, understanding the perspectives of others, and work to promote institutional DEI goals within a student's collegiate experience.

Table 1. Institutions with specific international learning outcomes or foreign language requirements, by institution type (2011, 2016, 2021)

		Specified international or global learning outcomes		Foreign language requirements*	
		For all students	For students in some schools, departments, or programs	For all baccalaureate/associate degree students	For some baccalaureate/associate degree students
Total	2011	26%	29%	14%	30%
	2016	34%	30%	17%	29%
	2021	28%	30%	21%	29%
Doctoral	2011	27%	53%	17%	59%
	2016	29%	55%	16%	66%
	2021	27%	52%	20%	54%
Master's	2011	32%	39%	20%	45%
	2016	38%	38%	24%	45%
	2021	30%	41%	19%	39%
Baccalaureate	2011	37%	31%	41%	27%
	2016	41%	28%	43%	28%
	2021	40%	24%	48%	26%
Associate	2011	21%	25%	0.4%	23%
	2016	28%	29%	4%	22%
	2021	25%	19%	7%	22%
Special focus	2011	20%	17%	6%	16%
	2016	36%	18%	6%	9%
	2021	20%	27%	12%	12%

* This question was only asked of respondents who reported that their institutions offer undergraduate degrees.

Finally, nearly half (47 percent) of institutions offering undergraduate degrees indicated that their general education requirements included international or global components. In terms of content, 49 percent of institutions offering undergraduate degrees allowed students to fulfill this requirement with either a course that focuses on global trends/issues (e.g., health, environment, or peace studies), or courses that feature perspectives, issues, or events from specific countries or areas abroad.

Recommendations for Institutional Policy and Practice Around Curriculum and Co-curriculum

While previous editions of *Mapping* noted the challenges involved in changing the curriculum, the 2021 survey captured an important shift toward internationalization in the curriculum compared with previous years. The COVID-19 pandemic provided institutions with opportunities to use technology as a lever to redesign class formats for international exchanges and global learning. Along with quantitative findings that showed greater use of technology in activities such as virtual exchanges, our qualitative findings recognized the value that virtual programs had for opening access to mobility programs for students who otherwise may have been historically excluded. Virtual programs decreased costs and allowed for flexible scheduling, which created opportunities for students to participate in previously unavailable ways and thereby increased the diversity of participants and the inclusiveness of international education. While the impact of virtual exchanges in broadening student participation is yet to be fully realized and studied, we would not be surprised to see this area of curriculum internationalization to continue evolving in the coming years. With this in mind, we identify the following areas for institutions to consider moving forward:

- **Explore different strategies to use technology as ways to expand and also to ensure the continuity of curricular and co-curricular internationalization experience.** Despite the many challenges of the last five years, our data revealed a silver lining—technology simultaneously served as a mitigator of physical restrictions during the pandemic and broadened accessibility to global learning opportunities (see figure 19 and figure 20). Institutions should continue experimenting with technology to internationalize the curriculum, as well as to advance faculty and staff development efforts (see figure 21). Moreover, incorporating the use of technology in the classroom may provide richer international learning opportunities for students who might have challenges physically relocating—whether due to a physical disability, inadequate financial means, course structure conflicts, or family and employment responsibilities.
- **Incentivize individual faculty to internationalize their course curricula as a first step when other curriculum internationalization initiatives are not doable in the short-term.** Survey results around leadership and structure indicated the important role that faculty play as catalysts of internationalization. Moreover, results from this chapter showed that the majority of respondents reported that their institutional engagement to internationalize curriculum occurred at individual courses (see figure 16). These results suggest that given the great opportunity that faculty have to internationalize the curriculum through individual courses, incentivizing faculty to create strategic, international content and intercultural perspectives in their course or department’s curriculum can be particularly strategic for institutions without centralized units around internationalization. This work also requires development opportunities like pedagogical training, prompts to include global connections to their own research, and time and resources. Doing so will provide opportunities for students to engage in current events, understand the cultural perspectives of others, and further contextualize the interconnected nature of people, places, and cultures.

Faculty Support

We have showcased several survey results that highlight the many ways in which faculty's efforts connect with internationalization efforts. In this section in particular, we focus on specific institutional policies around professional development, tenure, and promotion that impact how faculty can contribute to internationalization.

As the primary drivers of teaching and knowledge production (Lawson 1991), faculty play a pivotal role in campus internationalization. As a result, institutional policies and support mechanisms such as tenure requirements, funding, and professional development opportunities represent important steps toward developing and sustaining a campus culture around internationalization. Moreover, when faculty have opportunities to develop intercultural competence through experiences such as research and teaching opportunities abroad or international collaborations, they are better prepared to work with students from myriad cultural backgrounds.

The growth of technology in internationalization and the role of faculty in advancing internationalization during the COVID-19 pandemic were the most salient findings of this section. These findings speak to institutional agility and necessary transformation of internationalization. The 2021 survey indicated that institutions increased training and support for faculty with three aims: enhancing technology for their global engagement, internationalization of the curriculum, and support for international students. As a result, institutional support for professional development and growth across various areas of internationalization emerged as a priority.

Hiring, Tenure, and Recognition

Forty-three percent of institutions reported occasionally (38 percent) or frequently (5 percent) giving preference (compared with responses of never or rarely) to candidates with international teaching or research experience in hiring decisions. A closer look at the different types of institutions showed that more than half of baccalaureate (54 percent), doctoral (49 percent), master's (47 percent), and special focus (47 percent) institutions occasionally or frequently gave preference to candidates with international experience, while only 30 percent of associate institutions did so.

We also asked institutions if they had guidelines that specify international work or experience as a consideration in faculty promotion and tenure decisions. The 2021 data showed that the use of international work or experience as a metric for promotion and tenure decisions continued to increase slightly over the last 10 years (8 percent in 2011, 10 percent in 2016, and 12 percent in 2021). Doctoral and master's institutions led in specifying international work or experience as a consideration in tenure decisions (24 percent and 17 percent, respectively). Among doctoral institutions, 6 percent had guidelines for all faculty, while 17 percent had guidelines for faculty in some schools, departments, or programs that specify consideration of international work or experience in tenure and promotion.

Faculty Use of Technology

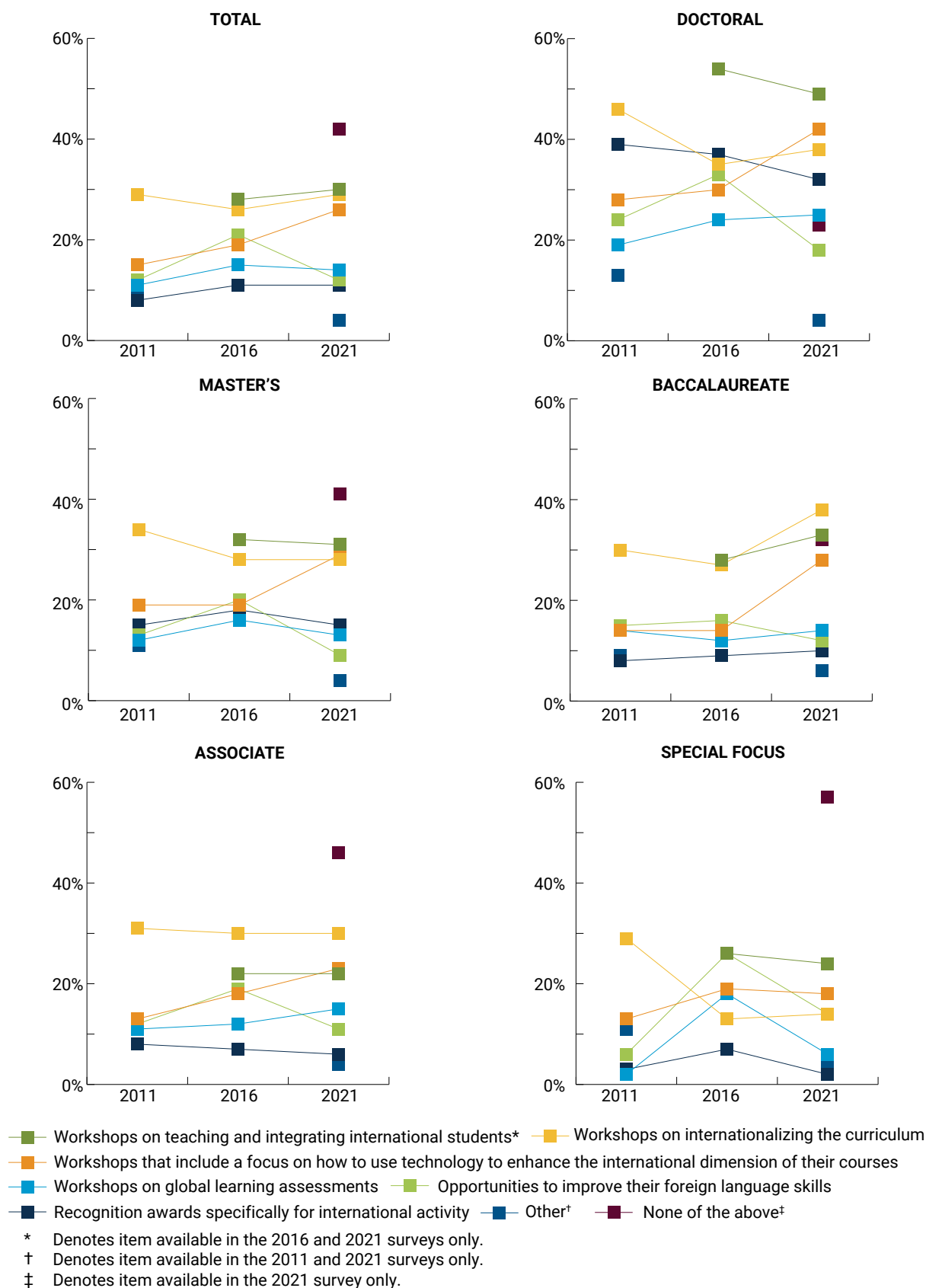
Some institutions adapted and continued advancing internationalization initiatives even amid COVID-19 disruptions. The 2021 data indicated a generally increased focus on faculty as catalysts of internationalization and their professional development needs since 2016.

The greatest increase was in offering workshops on using technology to enhance the international dimensions of courses. Twenty-six percent of respondents indicated that their institution offered such workshops

in 2021, compared with 19 percent in 2016. This finding is consistent with others noted across this report, showing that faculty and curricular internationalization enhanced by technology played a key role in continuity of internationalization during COVID-19. While these data are not predictive, many of these technology and faculty trends may persist in internationalization following COVID-19 to complement existing efforts and increase student access and equity to participate in internationalization activities.

In our follow-up qualitative questionnaire, we asked SIOs how faculty played an increased or decreased role in internationalization, specifically during the COVID-19 pandemic. Some respondents affirmed that faculty were key players in driving internationalization forward during the pandemic when internationalization needed to be reimagined in a virtual space. In particular, respondents highlighted the role of faculty in establishing and executing collaborative online international learning (COIL) exchange programs and maintaining and/or expanding international partnerships. These findings suggest that many of the ways that institutions maintained internationalization stemmed from coursework or through other initiatives, such as COIL programs within classrooms.

Figure 21. Professional development opportunities offered for faculty, by institution type (2011, 2016, 2021)



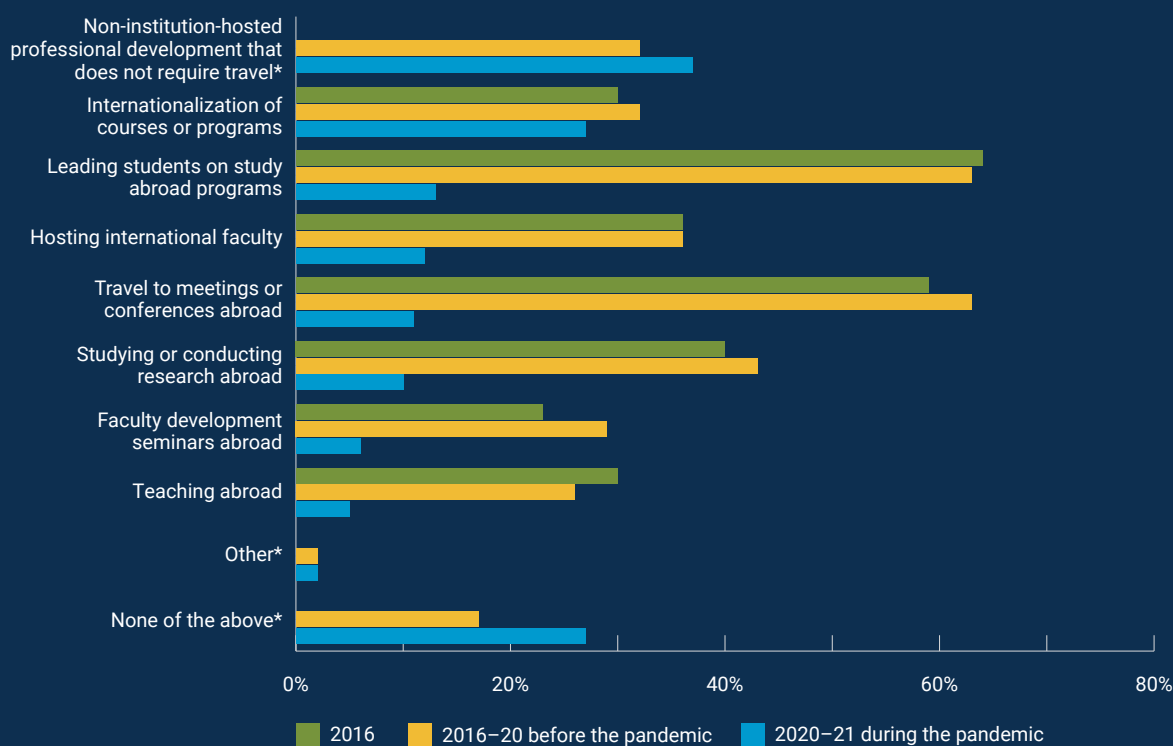
Faculty Professional Development

Other areas of change in professional development from 2016 to 2021 included workshops on curricular internationalization and teaching and integrating international students into U.S. campuses; respectively, these areas showed 3 and 2 percentage point increases from 2016 to 2021. These are critical practices that support a more holistic approach to international student support and, just as importantly, help domestic faculty, staff, and students evolve their intercultural competence. All of these changes contribute to a more equitable institutional environment.

Data Drill-Down: Funding for Professional Development Related to Internationalization

Keeping faculty engaged in internationalization and global initiatives requires human and financial resources and a proactive effort by institutions to support professional development and learning. The data in figure C5 highlight how funding for such experiences changed from 2016 to 2021, both prior to and during the COVID-19 pandemic and across all institutional types. Though institutions increased funding between 2016 and the beginning of the pandemic, the drops we see during the pandemic are particularly concerning if they do not rebound in the coming years. As higher education moves beyond the pandemic and learns from its challenges, it is important that institutions consider ongoing funding structures that support faculty development, research, and participation in global engagement initiatives.

Figure C5. Faculty activities funded by institutions (2016, 2016–20, 2020–21)



* Denotes items available in the 2021 survey only.

Recommendations for Institutional Policy and Practice Around Faculty Support

While the faculty were identified as among the top catalysts for internationalization by survey respondents, we also found that faculty hiring and professional development policies still have room to further incentivize faculty participation and leadership in internationalization efforts. This is particularly pertinent if we are to continue strengthening internationalization efforts in the COVID-19 era. Moving forward, we recommend the following for institutions to consider:

- **Review hiring and promotion policies to consider and reward international experiences and interests.** Survey results showed that only 12 percent of institutions have guidelines for considering international experience of faculty in their promotion or tenure decisions. Also, more than half (57 percent) of institutions never or rarely gave preference to candidates with international experience in hiring, making this an area in need of improvement. Even with well-organized leadership and administrative structures in place, efforts to implement institution-wide internationalization are unlikely to come to fruition without faculty involvement. Faculty play a pivotal role in learning, research, and service. Therefore, ensuring that faculty have opportunities to develop and apply their competencies is essential. By incorporating international activity into promotion and tenure considerations, institutions send a clear message about the standards by which they measure success, the importance of a broad understanding of DEI and the distributed responsibility of DEI work across all members of an institutional community, and the value of faculty and staff work beyond a domestic orientation.
- **Continue to expand internationalization learning opportunities among faculty—and make efforts to include staff in the process.** Faculty and staff require continued professional development and learning opportunities for global engagement. These opportunities are essential to support international students, faculty, and staff. Their potential benefits include secure and flourishing research collaboration and partnerships (both local and international); greater awareness of current events impacting higher education in the U.S. and abroad; and development of the campus community at home. Institutions must make professional development a priority while also providing human and financial resources to ensure that these opportunities are effective.
- **Hold budget conversations around faculty professional development.** The pandemic certainly impacted opportunities for faculty to engage in experiences abroad to conduct research, receive training, or lead student exchanges. While some of these opportunities were discontinued because of the travel disruptions caused by COVID-19, discussion within departments and colleges regarding how funding will be allocated or reinstalled to give continuity to development opportunities abroad for faculty is recommended.

Mobility

Following the [ACE Model for Comprehensive Internationalization](#), mobility refers to both the outward and inward physical movement of people (students, faculty, and staff), programs, projects, and policies to and from off-campus communities and other countries to engage in learning, research, and collaboration. The use of technology has expanded these opportunities to include academic engagement beyond borders. This expansion can be seen in opportunities such as collaborative online international learning (COIL) or virtual exchange, research cooperation, faculty and staff exchanges, and expertise shared virtually, among others. To achieve equitable and intentional mobility, it is important to consider accessibility from a technical and financial perspective, provide orientation and reentry programs, and offer ongoing support for international students.

Our data showed that institutions prioritized increasing education abroad opportunities for U.S. students (outbound mobility) and recruiting international students (inbound mobility) across all types of institutions. Even during the pandemic, the 2021 survey data showed higher percentages of institutions providing financial resources and support for international students, compared with the 2016 survey. Technology infrastructure expanded opportunities for virtual engagement that extends beyond geographic barriers.

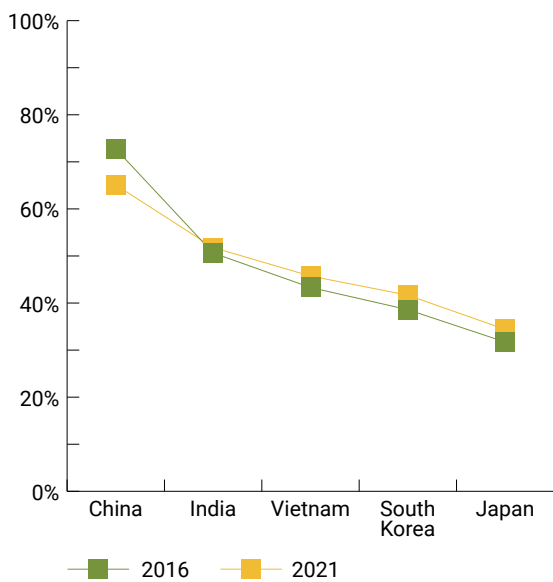
International Student Recruiting

International student recruitment is a mechanism to diversify student populations on campus and to develop global perspectives. Despite pandemic-related challenges, recruiting international students was still the most commonly selected priority for institutional internationalization ([see figure 6](#)). This finding is good news for higher education, and it further calls upon institutions to center the critical tenets of a new compact for U.S. higher education focused on international students (Glass, Godwin, and Helms 2021) as international education and student mobility play a key role in internationalization efforts across campuses.

In 2021, nearly half (48 percent) of institutions had an international student recruiting plan, at the same level as the 2016 survey. The share of institutions that had these plans was much higher among doctoral (69 percent), baccalaureate (63 percent), and master's (62 percent) institutions than among special focus (34 percent) and associate (29 percent) institutions. Among the share of institutions that have recruitment plans, more than three-quarters specified numerical enrollment targets (79 percent), and about half specified geographic targets in 2021 (51 percent).

To gain further information about specific geographic targets for international student recruitment, we then asked a follow-up question to those institutions that had geographic targets for international student recruitment. Respondents could select countries from a list of 30 where their institution specifically targeted international student recruitment. The top target country was China (65 percent), followed by India (52 percent), Vietnam (46 percent), and South Korea (42 percent). Those top four countries remained the same as in the 2016 survey. Japan (34 percent) was newly included as the fifth most targeted country in 2021, overtaking Brazil (31 percent). As shown in figure 22, the percentage of institutions targeting China decreased between 2016 (73 percent) and 2021 (65 percent), while other Asian countries rose during the same period, including Vietnam (43 percent to 46 percent), South Korea (39 percent to 42 percent), and Japan (32 percent to 34 percent).

Figure 22. Top geographic targets for international student recruitment (2016, 2021)



Note: This question was asked only of respondents who reported that their institutions had an international student recruitment plan with geographic targets.

The percentage of institutions that provided funding to recruit full-time, degree-seeking international students increased between 2016 and 2020. On average across different types of funding support, 40 percent of institutions provided some type of funding to recruit undergraduate students, and 22 percent of institutions provided funding to recruit graduate students. These results were an increase from the corresponding numbers in 2016 (33 percent for undergraduate and 18 percent for graduate students). In terms of the type of funding support to recruit international students, respondents reported “scholarships or other financial aid” as the most commonly funded area in student recruitment, followed by “engagement of overseas student recruiters” and “travel for recruitment officers.”

The impact of the pandemic on institutional funding to recruit international students varied by funding type. Scholarships and other financial aid were the least impacted. The share of institutions providing scholarships and other financial aid for recruiting international students showed substantial gains since 2016, but slight drops during the pandemic for both undergraduate (49 percent in 2016, 63 percent between 2016 and the beginning of the COVID-19 pandemic, and 60 percent during COVID-19) and graduate levels (30 percent in 2016, 39 percent between 2016 and the beginning of the COVID-19 pandemic, and 37 percent during COVID-19). Not surprisingly, funding of travel for recruitment officers was most disrupted by the pandemic at both undergraduate (51 percent to 12 percent) and graduate levels (24 percent to 7 percent) between 2020 and 2021.

International Students in the United States: Overview of Mobility Trends

by Mirka Martel, Head of Research, Evaluation, and Learning, Institute for International Education

For more than 70 years, the Institute for International Education's (IIE) *Open Doors Report on International Educational Exchange* (Martel et al. 2021) has tracked the inbound mobility of international students at colleges and universities in the United States. Throughout this time, the total number of international students coming to the United States for academic degrees and on optional practical training has steadily increased from an initial total of 25,464 students in 1949 to over 1 million international students in the United States each year between the years of 2016 and 2020 (Martel et al. 2021).

In the 2020–21 academic year, there were 914,095 international students studying at U.S. colleges and universities, a 15 percent decrease from the previous year. This decrease was primarily due to the effects of the COVID-19 pandemic and the lower numbers of new international students—those studying at a U.S. college or university for the first time. As higher education institutions worldwide grappled with continuing higher education in a largely virtual space, U.S. colleges and universities also pivoted to offer many international students the opportunity to begin their studies online, with the option to travel to the United States when possible. Many students took advantage of the opportunity, and over half of students in the 2020–21 academic year pursued their studies primarily online. Despite this, there were many international students who chose to pause their studies for a year, with the hope that in-person exchange would reopen (Martel et al. 2021).

Interest in inbound mobility to the United States has not wavered, and initial findings from the *Fall 2021 International Student Enrollment Snapshot* (Martel 2021) indicated that international student enrollment in the 2021–22 academic year increased by as much as 4 percent. Most of these international students were studying in the United States for their degree, meaning that in-person educational exchange has become more readily available since the 2020 closures. With the expansion of COVID-19 vaccinations and most U.S. colleges and universities offering vaccinations to all students, including international students, a larger proportion of international students were able to begin and continue their studies on campus in the past academic year (Martel 2021).

Application numbers for international students in the 2022–23 academic year were strong. In spring 2022, 65 percent of U.S. colleges and universities indicated that their international student applications were up from one year ago. Further, over half of these institutions (55 percent) indicated that all of their international students attended classes in person in spring 2022 (Martel and Baer 2022). While competition for international students worldwide continues to grow and some international students may choose to pursue their studies closer to home due to public health concerns, our studies showed that inbound study to the United States, among international students from over 200 countries of origin, has remained steadfast despite the challenges in the last two years.

U.S. colleges and universities continue to prioritize international students on their campuses. Preliminary trends indicate that despite the COVID-19 pandemic, students are both interested in pursuing their academic studies in the United States and committed to visiting campuses in person for their educational experience.

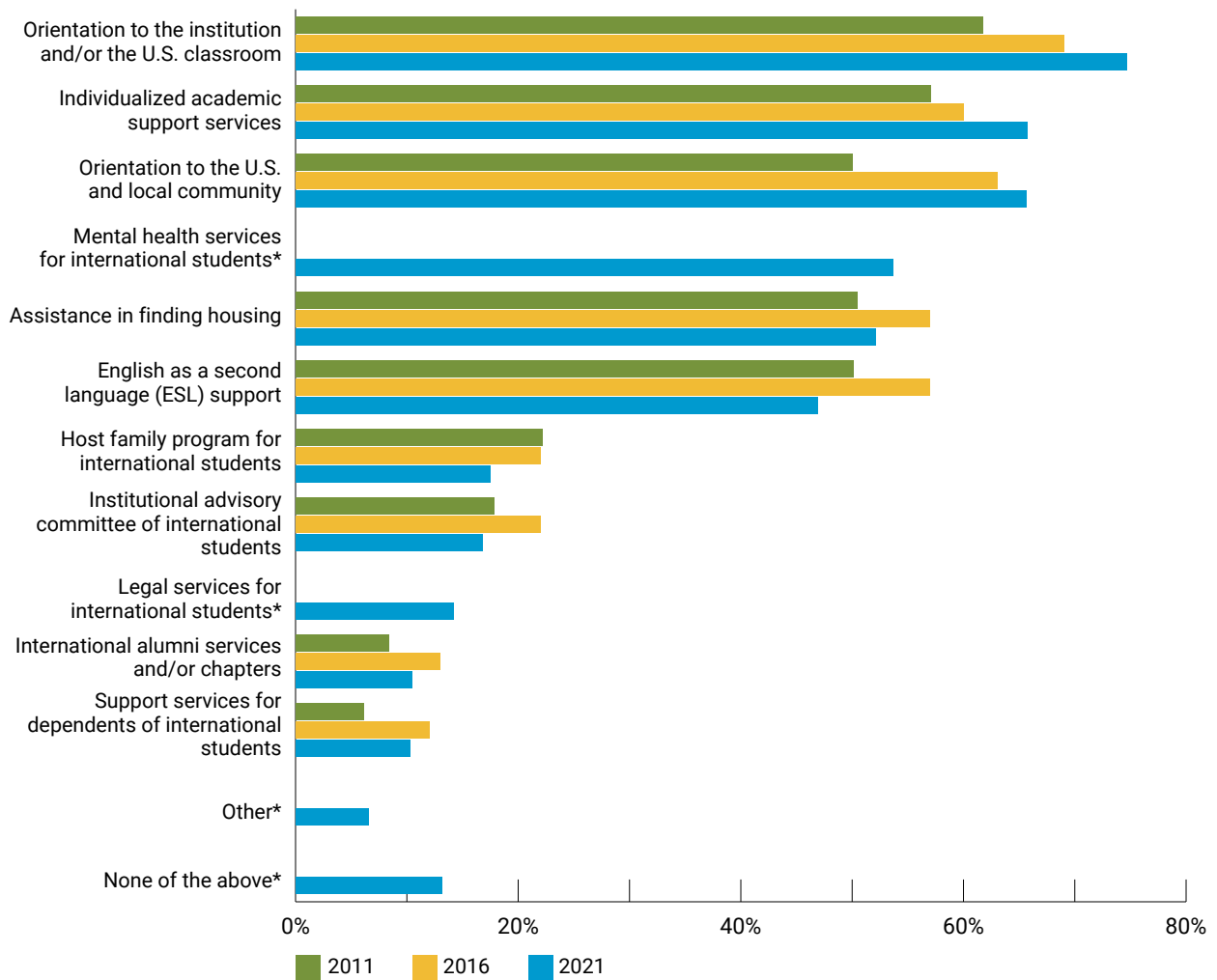
International Student Support

After international students pass the recruiting stage, providing comprehensive and ongoing support services for them is essential not just to their academic success, but also to their overall well-being. Our data suggested a steady expansion of institution-provided support services for international students in the past 10 years. These services are critical for international students as they integrate their own perspectives and cultural backgrounds into a new environment on campus in the U.S. In addition, comprehensive support services for international students are a key element of supporting DEI efforts on campuses today. In a similar way that institutions may provide support services to students of other minoritized populations, these services for international students aid in making connections on campus, alleviate the stress of adapting to a new culture, and assist with many of the unique tasks and challenges international students face upon matriculation in the U.S.

In 2021, among 11 different types of support services for international students, the most commonly provided service was an “orientation to the institution or the U.S. classroom” (75 percent). “Individualized academic support services” (66 percent), “orientation to the U.S. and the local community” (66 percent), “mental health services” (54 percent), and “assistance in finding housing” (52 percent) were also reported by more than half of the respondents.

Similar to the 2016 survey, the data suggested an upward trend in the share of institutions offering several types of support services for international students, including an orientation to the institution or the U.S. classroom (69 percent to 75 percent), individualized academic support services (60 percent to 66 percent), and an orientation to the U.S. and the local community (63 percent to 66 percent). Notably, more than half (54 percent) of institutions offered mental health services for their international students in 2021, a newly included option in the 2021 survey. This emphasis on mental health support for students aligned with ACE’s [2021 Fall Term Pulse Point survey results](#), which highlighted mental health of students as the most commonly selected pressing issue among U.S. college and university presidents.

Figure 23. Support services offered for international students (2011, 2016, 2021)



* Denotes items available in the 2021 survey only.

Voices from the Field: International Student Support During COVID-19

One of the most significant challenges facing international educators in recent memory was the abrupt pivot to virtual instruction and the rapid onset of changing travel, immigration, and regulatory requirements for international students in the United States in spring 2020. In this changing environment, international educators were called upon to provide new and additional forms of support to international students on their campuses, as well as mechanisms for programmatic continuity with a reimagining of study abroad programs. These support mechanisms were of particular importance due to international students' visa status and restrictions, as well as their lack of family-based support in the U.S.

Aware of the challenges that the COVID-19 pandemic has posed for many international students, we asked senior international officers (SIOs) how their institutions provided support for these students between February 2020 and spring 2021. More than half of qualitative respondents answered the question and we summarized responses by thematic areas.

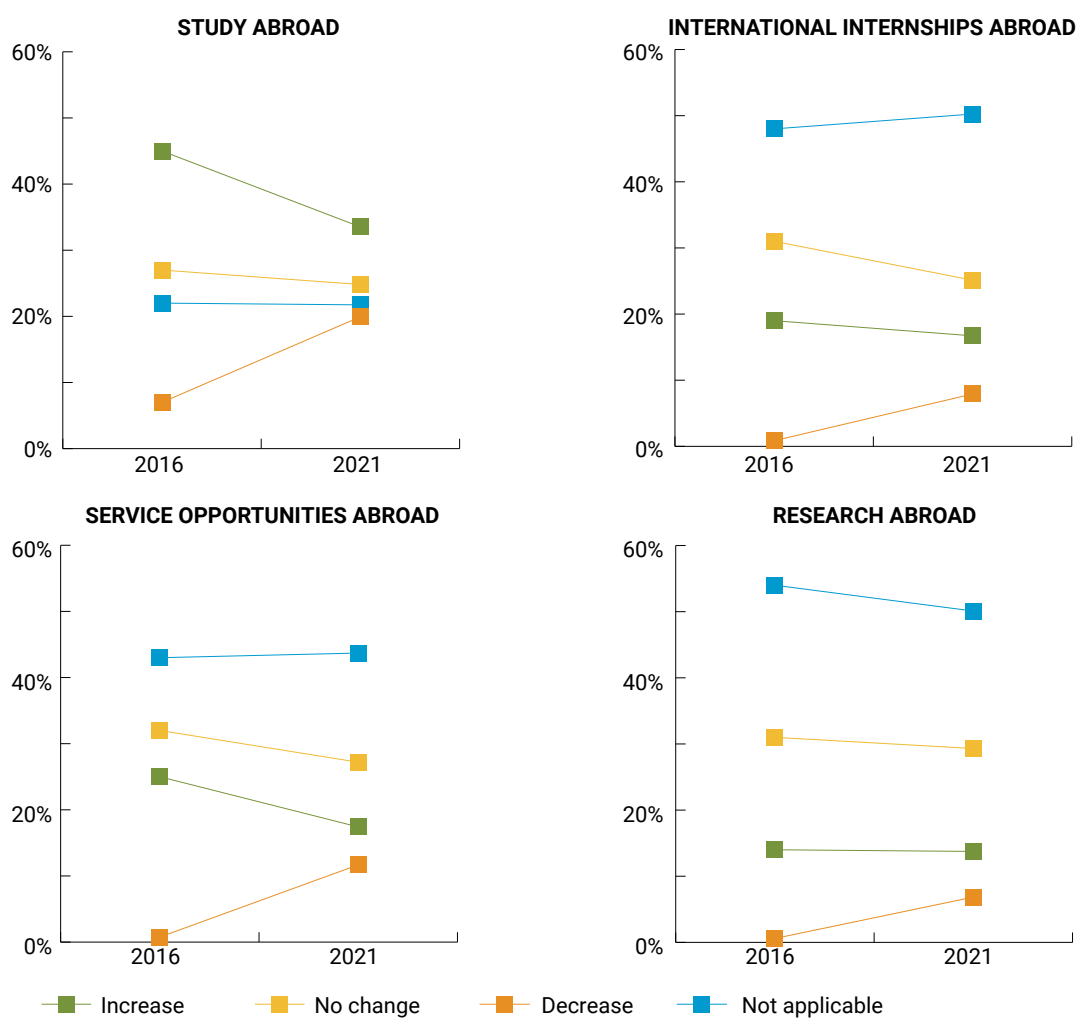
- **Established emergency funds for international students:** Respondents noted that financial difficulties among international students often appeared suddenly and were more severe than those of their U.S. counterparts. To address these challenges, respondents reported that their institutions created emergency student support funds for international students. These funds were often available to assist with tuition payments and living expenses for international students who remained in the U.S.
- **Increased mental health support:** While several respondents noted expanding access to virtual mental health services for their entire campus population, other respondents described specific and dedicated efforts to promote and provide these services to international students to address feelings of isolation, financial stress, homesickness, and other health concerns.
- **Added academic supports:** Many respondents placed an emphasis on flexibility for international students during the pandemic, such as extending course deadlines or being accommodating to students participating in virtual learning from outside of the United States.
- **Situated support mechanisms within cultural contexts:** A few participants mentioned the importance of situating any student support mechanisms for international students within the cultural context of each particular student, if possible. For instance, a couple of SIOs talked about offering mental health support in line with a student's cultural background and their understanding of help-seeking behavior.
- **Reimagined forms of basic needs support:** Many respondents noted the need to focus on quick, reactive forms of providing basic needs support to international students and the necessity of relying on campus partners to do so. Respondents also reported that their institutions were implementing creative options to address needs for students with limited mobility or those who were not able to travel to their home countries at all. Examples of these strategies included extending campus housing leases, providing additional on-campus living spaces for students, increasing campus dining hours and availability, and ensuring that students were able to access campus support resources virtually. In addition, respondents indicated a need to establish and maintain positive partnerships in the community to ensure holistic international student support.

Education Abroad

Education abroad is a very common model for outbound mobility. This survey asked about participation in four different types of education abroad experiences such as study abroad, international internships, service opportunities, and research (for credit or not for credit). The 2021 data showed that a significant portion of institutions continued to offer their students opportunities for education abroad despite challenges due to the pandemic.

As shown in **figure 24**, our data captured a downward trend in the number of students participating in all types of education abroad opportunities. For instance, 34 percent of institutions reported increased student participation in study abroad programs in 2021, compared with 45 percent of institutions that reported an increase in student participation in 2016. Also, 17 percent of the institutions reported that the number of students who participated in service opportunities abroad increased, while 25 percent reported an increase in student participation in 2016.

Figure 24. Changes in education abroad participation in the last three years (2016, 2021)



Given how prevalent education abroad is across institutions, we also asked about how programs were administered and who led them. The list of options included individual faculty, student abroad offices, consortium or consortia of institutions, state higher education systems, third-party providers, and

institutions abroad; selecting more than one option was possible. More than half of institutions (55 percent) reported that study abroad offices run their institution's education abroad programs. The next most frequently cited was individual faculty (43 percent), followed by a third-party provider (28 percent) and then a partnership with an institution abroad (25 percent). By type of institution, the study abroad office oversaw education abroad programs at doctoral (87 percent), master's (75 percent), and baccalaureate (73 percent) institutions, while individual faculty were the most commonly selected option at associate (47 percent) and special focus (45 percent) institutions.

More than half of institutions (51 percent) provided institutional funds as a format of student scholarships for education abroad in addition to traditional institutional financial aid, stable relative to the 2016 survey (51 percent). One-third (34 percent) provided the funds only for undergraduate students, 14 percent provided for both undergraduate and graduate students, and 3 percent provided only for graduate students. Doctoral institutions were the most likely to provide these funds (83 percent), followed by baccalaureate (68 percent), master's (65 percent), special focus (32 percent), and associate (28 percent) institutions.

Lastly, 16 percent of the respondents said that their institutions set study abroad targets—and of that percentage, these targets were mostly set for undergraduate students (14 percent)—which was slightly more than in 2016 (11 percent). Doctoral (28 percent), baccalaureate (28 percent), and master's (24 percent) institutions were much more likely to have such targets, compared with special focus (6 percent) and associate (5 percent) institutions. The average target was to have about one-third of undergraduate and graduate students participating in education abroad programs.

U.S. Study Abroad: Overview of Mobility Trends

By Julie Baer, Research Specialist, Institute for International Education

For the past 35 years, the Institute for International Education's (IIE) *Open Doors* study has collected data on U.S. students studying abroad for academic credit. Over this time, the total number of U.S. students studying abroad increased from just over 48,000 in 1986–87 to nearly 350,000 in 2018–19. Europe has continued to be the predominant destination for U.S. study abroad, with most students pursuing short-term study abroad experiences for a summer term or for eight weeks or fewer during the academic year (Martel et al. 2021).

The COVID-19 pandemic significantly impacted the landscape of students traveling abroad for academic study during the 2019–20 academic year. According to *Open Doors* data, 162,633 U.S. students studied abroad in 2019–20, which represented a 53 percent decline from the prior year (Martel et al. 2021). This reflects students who were able to travel abroad in fall 2019 and spring 2020 before widespread cancellations of spring break and summer 2020 programs. Based on data from IIE's COVID-19 Snapshot Survey Series (Martel and Baer 2021), the number of U.S. students studying abroad was expected to fall further in the 2020–21 academic year, as 97 percent of institutions anticipated declines due to study abroad cancellations.

Yet amid the COVID-19 pandemic, U.S. higher education institutions have been resilient and steadfast in their support of study abroad. More than 800 institutions reported to *Open Doors* on emergency efforts to quickly and safely bring over 55,000 students who were studying abroad home during the initial COVID-19 outbreak in the spring of 2020 (Martel et al. 2021). Despite a

pause in traditional study abroad programs in 2020–21, nearly all study abroad offices (94 percent) continued to promote future study abroad opportunities, according to data from the COVID-19 Snapshot Survey Series (Martel and Baer 2021).

COVID-19 also resulted in many U.S. colleges and universities revisiting study abroad policies and implementing innovations that will have lasting impacts on the management of study abroad, such as a focus on expanding the diversity of study abroad students and pivoting to provide online global learning opportunities. Institutions developed many different types of virtual exchange programs, including online programs through study abroad providers and partner institutions, remote internships, and collaborative project-based learning programs, such as collaborative online international learning (COIL). Initial data indicated that many colleges and universities that invested in the creation of online global learning programs plan to continue to offer these opportunities. According to IIE's *Spring 2022 Snapshot on International Educational Exchange* (Martel and Baer 2022), nearly one-third of colleges and universities offered online global learning as a complement to traditional in-person study abroad as of summer 2022.

Despite new opportunities for global experiences in a virtual environment, many colleges and universities anticipate a strong rebound in traditional study abroad programs. According to the *Spring 2022 Snapshot* (Martel and Baer 2022), the vast majority of institutions have returned or anticipate returning to in-person study abroad in 2022–23. To support the reopening of study abroad, U.S. colleges and universities have implemented a range of protocols to ensure that students, faculty, and staff have a safe experience, such as instituting vaccine requirements, providing resources related to health care, and modifying the structure of study abroad programs. As a result, most U.S. colleges and universities (83 percent) were optimistic and anticipated increased student participation in study abroad in 2022–23, compared with the prior year.

Over the past several years, the study abroad field has faced immense challenges amid the COVID-19 pandemic, but U.S. colleges and universities have remained resilient and committed to providing students with opportunities to engage in our interconnected world.

Voices from the Field: Experiences and Lessons Learned from Pandemic-Related Challenges to Education Abroad

The COVID-19 pandemic disrupted many areas of higher education, and internationalization was no exception. In order to compensate for limitations around education abroad programs, institutions across the country began implementing diverse strategies; this creativity and resilience shown by higher education institutions of all kinds has been a powerful force in the recovery process. We asked respondents what lessons they have learned from their institution's experiences around restricted education abroad during the pandemic and how those lessons might inform their institution's operations for the next academic year. The following themes emerged from this qualitative inquiry:

- **Reevaluated partnerships and networks of providers:** When mobility came to a halt in early 2020, many institutions had challenges in adapting to collaborative online international learning (COIL) or other virtual programs quickly and realized that assistance may be needed from partners to support such virtual initiatives. Some respondents shared that these experiences led them to reevaluate their portfolio of partnerships. For instance, some participants mentioned efforts to increase partnerships with other educational institutions as opposed to third-party education abroad providers; it is their perspective that these partnerships have proven to be vital in the reestablishment of mobility programs in recent months and have allowed them to diversify their offerings to students.
- **Increased emphasis on virtual learning and experiences:** The majority of respondents indicated a movement toward virtual experiences (such as COIL programs), or course-based international experiences (such as team-based assignments). While some respondents noted that students often did not feel that this was an equivalent replacement for mobility experiences, others referenced how virtual programs and experiences created access for students who may have otherwise not been able to participate in education abroad. One respondent noted, "virtual programming is going to be a part of our future. But virtual options are no substitute for in-person experiences abroad." Overall, respondents expressed a feeling of still learning and understanding how these experiences will complement each other in the future—with some respondents who indicated an increase in virtual programs at their institution, while others noted students' lack of interest in virtual exchange or mobility experiences.
- **Promoted intercultural learning through campus-based events:** Some respondents highlighted the great role that virtual or in-person campus-based events had in recreating the experience of intercultural learning experienced through education abroad programs. Often referred to as "internationalization at home" experiences by respondents, these programs have become a more critical component of internationalization efforts at many institutions.

Recommendations for Institutional Policy and Practice Around Mobility

Despite the fact that the pandemic posed several challenges for institutions in recruiting international students and maintaining education abroad programs, research partnerships, and networked collaborations, institutions have started to look toward the future. According to recent findings from the Institute for International Education (Martel 2021), fall enrollment numbers of international students in the United States increased by 4 percent, compared with spring 2021. The Mapping Survey data revealed that institutions continue to identify mobility as a steadfast top priority in the years ahead (see **The Future of Internationalization**).

As mobility continues to be a cornerstone of internationalization efforts within the U.S. higher education sector, we recommend that institutions consider the following for international student recruitment and support:

- **Strategically expand institutional and financial support to recruit international students.** Our 2021 survey indicated that institutions prioritize international student recruitment above all other internationalization activities (see **The Future of Internationalization**). While recruitment is a priority, however, institutions also need to consider more effective and generous financial packages to recruit and sustain international students, particularly in this challenging time due to both the pandemic and changes to the geopolitical landscape. As financial burden is one of the most important factors influencing international students' decisions, generous financial support can contribute to sustainably attracting international students. Support for international students (as well as faculty and staff) means prioritizing their success and belonging on par with U.S. domestic students.
- **Provide comprehensive support for international students from recruitment to completion to alumni relations.** After strategic recruitment, ongoing support is needed to help an increasingly diverse population of international students successfully complete their studies and to do so with a sense of belonging on campus. Many institutions stepped up to support international students during the COVID-19 pandemic and also took on historic efforts to support displaced students and scholars from Afghanistan and Ukraine (or students from those countries already in the U.S.). New input of our 2021 survey revealed that more than half of the responding institutions offered mental health services for their international students, in addition to academic and living support (see figure 23). This finding shows that many senior campus leaders in internationalization are recognizing the need for multifaceted international student support, including mental health and legal services that are in line with students' cultural backgrounds.
- **Increase awareness about study abroad opportunities, including virtual experiences and course-based international experiences.** Our findings suggest that mobility experiences might include partnerships with external programs, as well as offering of virtual programs and experiences. While encouraging students to participate in study abroad opportunities available is recommended to increase participation, we also encourage institutions to experiment with virtual experiences (such as collaborative online international learning (COIL) programs) or course-based international experiences (such as team-based assignments) that can benefit students who may have otherwise not been able to participate in education abroad.

Partnerships

U.S. higher education institutions, as well as institutions throughout the world, increasingly use international partnerships to pursue opportunities to expand their global reach and engagement (Lacy et al. 2022). These partnerships allow for intercultural experiences, widen research capacity, enhance the curriculum, generate revenue, expand knowledge production, and increase the visibility of institutions domestically and globally (NAFSA 2019). While global engagement sometimes occurs spontaneously through activities such as faculty and student exchanges, faculty-to-faculty research partnerships, or industry and academic cooperation agreements, comprehensive internationalization best practices encourage institutions to be strategic, intentional, and equity minded in their collaborations. As we saw in the survey's results, while some institutions committed staff to work on partnership development, over 80 percent of institutions in the 2021 survey indicated that they either did not have a formal strategy for partnership development or were currently developing such a strategy that had not yet been formalized.

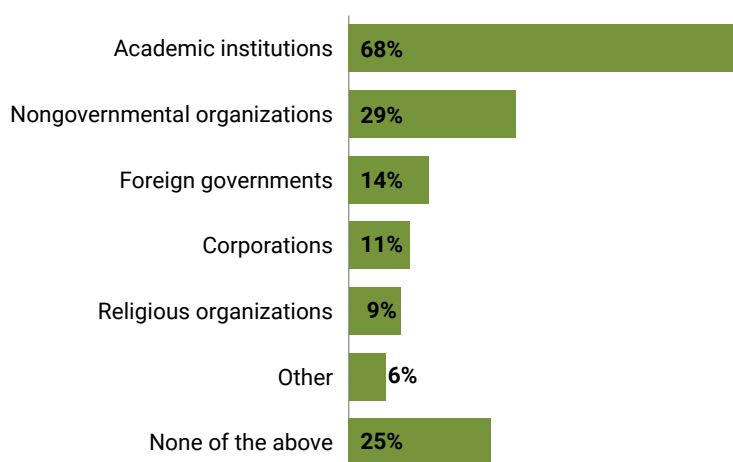
Partnership Development and Strategy

In the 2021 survey, the share of institutions that reported that their number of international partnerships had remained about the same in the last three years (30 percent) was only slightly larger than the share of institutions that indicated an expansion of partnerships in the same time frame (28 percent). Forty-two percent of doctoral institutions and 41 percent of master's institutions expanded their number of international partnerships. A small share of institutions reported beginning partnerships for the first time (7 percent). Special focus institutions were the most likely to report they had begun international partnerships for the first time (13 percent).

Even with institutional efforts to expand partnerships, only 18 percent of institutions reported having a formalized strategy in place for doing so. In addition, 23 percent of institutions reported being in the process of developing such a strategy. Thirty-one percent of institutions reported having specific and campus-wide guidelines for developing and approving new partnerships or assessing existing partnerships, which was similar to 2016 (32 percent). The share of institutions reporting that some departments or programs had such policies, rather than a campus-wide policy, increased from 8 percent in 2016 to 12 percent in 2021. Finally, 28 percent of institutions in 2021 had at least one staff member whose primary responsibility was developing international partnerships. This number, however, decreased across all institutional types from 2016, with the largest decrease coming from associate-level institutions, which revealed a 6 percentage point drop from 24 percent in 2016 to 18 percent in 2021. Considered holistically, these numbers may indicate that the process of formalizing strategies and guidelines for partnership development and assessment could be improved.

Regarding types of partners abroad, the large majority of institutions (68 percent) worked with academic institutions, followed by those working with some other types of partners such as nongovernmental organizations (29 percent), foreign governments (14 percent), corporations (11 percent), and religious organizations (9 percent).

Figure 25. Types of partners abroad for institutions (2021)



International Collaborative Degree Programs

Collaborative degree programs provide a structured path for student mobility between international partner institutions. Such programs take two primary forms: dual or double degree programs, where students take courses and receive a degree or diploma from each participating institution, and joint degree programs, where students receive a single diploma or degree endorsed by both participating institutions.

Regarding these types of degree programs, we asked institutions if they operated any international dual or double degree programs with at least one partner institution abroad. Only 17 percent of the institutions responded affirmatively. However, differences emerged by institution type. Fifty-two percent of doctoral institutions and 35 percent of master's institutions responded affirmatively. Baccalaureate (16 percent), special focus (4 percent), and associate institutions (3 percent) followed.

Geographic Focus for Partnership Development

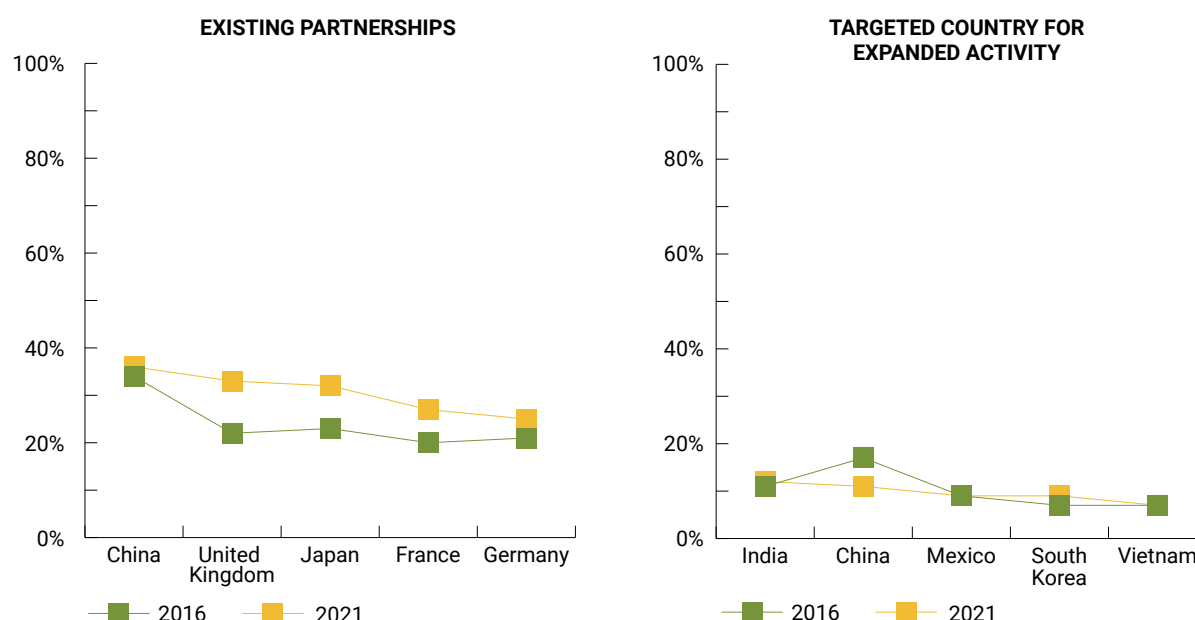
Many institutions target international partnerships in specific geographic areas. Similar to the 2016 survey, the 2021 survey showed that China occupies the top spot for existing partnerships. India, however, has emerged as the top target for expanded partnership activity.

Respondents reported active partnerships with different countries across various regions and continents. The top three areas included China (36 percent), the United Kingdom (33 percent), and Japan (32 percent). Other countries where institutions had active collaborations were France (27 percent), Germany (25 percent), Spain (24 percent), Italy (22 percent), South Korea (22 percent), India (20 percent), Mexico (20 percent), Ireland (18 percent), Australia (17 percent), Brazil (15 percent), and Vietnam (11 percent).

Institutions also reported on their aspirations and regions where they wanted to expand partnerships. The top countries that institutions reported targeting were India (12 percent), China (11 percent), Mexico (9 percent), South Korea (9 percent), Vietnam (7 percent), Japan (7 percent), Brazil (6 percent), and Nigeria (6 percent). Seventeen percent of institutions selected "other" for areas of potential partnership development or interest, and 58 percent indicated no specific countries or geographic targets in 2021.

Given the high overlap between countries with existing partnerships and those targeted for expanded activity and the top countries identified for international student recruitment in the chapter on mobility (China, India, South Korea, and Japan), further investigation is required to better understand how prospective students contribute to partnership development in these territories.

Figure 26. Top countries where institutions have existing partnerships and target for expanded activity (2016, 2021)



U.S.-Based Institutional Presence Abroad

The growth of international mobility and increased presence of global partnerships has led some U.S.-based institutions to open physical operations in other countries, including research centers, administrative offices, or study abroad centers or residences for U.S.-based students or faculty.

The percentage of institutions that maintained a physical presence abroad with at least one staff member remained relatively small and consistent in 2021, compared with 2016. Three percent of institutions reported having a branch campus abroad, 4 percent had an administrative office, 6 percent had a study abroad center for U.S. students, 4 percent had a teaching site for programs offered to non-U.S. students, and 2 percent reported having an international research center. When considering institutional differences, most institutions with a physical presence abroad were doctoral institutions, followed by master's, and then baccalaureate.

Our data also showed that all types of institutions decreased their physical presence abroad between 2016 and 2021. Administrative offices, research centers, and teaching sites for non-U.S. students saw the largest declines among doctoral, master's, baccalaureate, and special focus institutions.

Offshore Programs for Non-U.S. Students

The study also examined the format of instructional delivery for students residing outside of the U.S. who do not intend to study at a campus in the U.S. We asked the following question: For students residing outside of the U.S. who do not intend to study at a campus located in the U.S., did your institution offer any of the following programs between 2016–17 and January 2020 (prior to COVID-19)? We asked about instruction delivered entirely face-to-face at a location outside the U.S.; instruction delivered entirely via technology (online videoconferencing, etc.); and a combination of in person instruction outside the U.S. and technology

for full degree programs, non-degree programs (e.g., certificates), and individual courses. Five percent of institutions reported that they offer full degree programs in an entirely face-to-face format at a location outside of the U.S.

Interestingly, there was an increase in the share of institutions that delivered full degree program instruction entirely via technology for students outside of the U.S. (who have no intention of studying on a U.S. campus), from 9 percent in 2016 to 21 percent in 2021. This finding solidifies the important role technology played across areas of internationalization during the pandemic. For full degree programs offered outside of the U.S., the most frequent mode of instruction was fully online (21 percent), followed by the use of a hybrid approach (7 percent) and face-to-face instruction at a location outside the U.S. (5 percent).

Recommendations for Institutional Policy and Practice Around Partnerships

While mobility and technology in curriculum internationalization and students support played a key role in the story of internationalization we narrated in this report, our results suggest that institutions upheld their commitment to expand or maintain partnerships during the pandemic. In fact, partnerships were one of the least affected areas during this period in our data. Many of these partnerships played a key role in sustaining internationalization and providing support during COVID-19, as noted by the qualitative component of the survey. Looking into the future, respondents ranked partnerships as the fourth internationalization priority in the upcoming years (see **The Future of Internationalization**), indicating that we should anticipate continuous efforts in this area. Focusing our attention on the unique ways in which institutions collaborate to establish partnerships, as well as on the quality of such collaborations, will help us understand the complexity behind different types of partnerships.

As international education forges ahead from the COVID-19 pandemic, partnerships will continue to play an important role in institutional internationalization efforts. Moving forward, we identify the following recommendations for strategic partnership development:

- **Exercise greater discernment and strategy in international partnership development.** As internationalization emerges from the COVID-19 pandemic, it will be important for institutions to determine when, how, and under what circumstances to consider partnership development and maintenance moving forward given administrative and staffing considerations. Partnerships that involve financial support or placement of foreign researchers in the U.S. will likely face greater scrutiny and the additional possibility for greater federal oversight remains.
- **Provide support to increase partnership strategy and development.** Respondents of the 2021 Mapping Survey indicated some areas of potential partnership development (see **figure 26**), but many also indicated a lack of formal strategy to develop international partnerships and agreements. Data-informed decision-making related to international partnerships is an important step moving forward. Therefore, we encourage institutions to incorporate international student recruitment into data-informed enrollment management strategies that provide a foundation from which to begin this process. This process allows the creation of partnerships that are based in institutional mission and benefit and align with determined internationalization goals is an important step. Much like ACE's 2021 recommendation to incorporate international student recruiting into data-informed enrollment management strategies (Glass, Godwin, and Helms 2021), the same process should be applied to international partnerships. Setting up partnerships that are based on institutional mission and benefit and that align with determined internationalization goals is important.

- **Determine how to infuse technology into partnership development and maintenance.** There is an opportunity to further develop partnerships in a meaningful way through increased collaborative online international learning (COIL) or other virtual collaborations to expand access for students. Providing such opportunities for students creates access points to intercultural learning for students who may otherwise not be able to participate in an international mobility experience such as education abroad.

Changing Global Politics and Impact of Federal Policy

By Sarah Spreitzer, Assistant Vice President and Chief of Staff, Government Relations, ACE

U.S. institutions of higher education have started to see a slowdown following the 10-year historic growth in international enrollment, including from countries such as China and India that typically send larger cohorts of students. Some of this is related to changes in the sending countries, such as encouraging highly competitive students to remain at domestic institutions, or the changing financial situations of families who send a member to study in another country, especially following the economic downturn of COVID-19. But there is also concern that changes and issues with federal immigration policy, particularly during the Trump administration, contributed to this decline in international student enrollment. Since 2020, the Biden administration has tried to reverse those policy decisions that discouraged international students from traveling to the U.S. and to send a more welcoming message to prospective students. However, ongoing visa processing slowdowns due to closed consulates and staffing issues following the COVID-19 pandemic have continued to discourage international applicants from studying in the U.S. This also follows proactive actions by competitor countries, such as Canada and the United Kingdom, that have passed laws to make it easier for international students to remain in those countries while they work and get practical experience. ACE continues to **advocate for immigration legislation** that would make it easier for U.S. educated individuals and students from foreign institutions who have earned higher degrees to work and remain in the U.S.

In addition, the United States' relationships with China and Russia have undergone historic shifts. While the Biden administration has retired the problematic China Initiative, it is still aggressively addressing concerns around research security; for example, it is implementing **National Security Presidential Memorandum 33 (NPSM-33)**, which was proposed under the previous administration. Advocates are concerned that broad policy changes will discourage international students, researchers, and research collaborations from other countries, including China. In addition, Congress continues to propose and pass legislation to address research security and research and development competitiveness. The **CHIPS and Science Act** of 2022 includes research security provisions, such as a new requirement that institutions receiving National Science Foundation (NSF) funding must disclose foreign gifts and contracts over \$50,000 to NSF. This follows proposals to lower the **Department of Education's Section 117 of the Higher Education Act of 1965** foreign gift and contract reporting threshold from \$250,000 to \$50,000. In the upcoming 118th Congress, policymakers are likely to continue to focus on greater transparency for institutions of higher education and agreements with foreign entities. Recommendations for policy and practice include:

- **Continue to expect federal policymakers to have increased interest in transparency regarding international partnerships.** It is clear that federal interest in foreign partnerships, gifts, and contracts with U.S. institutions of higher education is bipartisan, as well as bicameral.

This is demonstrated by the ongoing work of the Biden administration to continue certain efforts started under the Trump administration, such as the implementation of NSPM-33. In addition, in the next Congress, policymakers will likely continue to seek to lower the Section 117 reporting threshold or put further conditions on funding from foreign entities, especially from China and Russia.

- **Prepare for possible changes in international enrollment.** There have already been early indications that applications and enrollments from China will continue to decline following COVID-19. In addition, it is unclear if the changing relationship with Russia and the current sanctions will impact enrollment of Russian students at U.S. institutions in 2022–23 academic year.
- **Understand policy implications and requirements for international partnerships.** Utilize best practice documents and regulatory guidance, such as the Council on Governmental Relations' *Framework for Review of Individual Global Engagements in Academic Research*, Texas A&M's Academic Security and Counter Exploitation program resources, and best practices recommended ACE in a May 2019 letter to its members regarding foreign influence and interference efforts.

Looking Forward

Progress with internationalization efforts made by U.S. colleges and universities was defined by the upheaval of the COVID-19 pandemic and the geopolitical events impacting mobility since 2017. While institutions reported disruptions and declines in certain areas, they also revealed notable resilience and agility, making those areas that showed recovery and growth in the 2021 Mapping Survey even more noteworthy.

This 2021 Mapping Survey captured both successes and opportunities for improvement in internationalization across U.S. colleges and universities. Many institutions continued to highlight internationalization with the purpose of preparing students for a global era. A secondary goal was diversification of students, faculty, and staff, demonstrating an interest in global learning opportunities in a more diverse and inclusive community. Institutions have also been successful at empowering a more diverse pool of stakeholders as catalysts of internationalization. With the expanded use of technology during the pandemic, faculty had a pivotal role in curriculum internationalization like never before. Finally, institutions showed creativity and resiliency while they expanded support for international students at the same time that they maintained their commitment to partnership development. In brief, the last few years of internationalization allowed us to see institutions displaying agility and transformation in impressive ways.

While this progress was encouraging, the survey data also highlighted areas where improvement is still needed. Implementing ongoing assessment to achieve data-informed decision-making in internationalization is an example of an area around which institutions still need to do more work. Likewise, increasing funding for internationalization is also relevant in order to improve services, programs, strategic and intentional decision-making, and training for faculty and staff.

Perhaps the biggest lesson to be learned from this iteration of *Mapping* is that internationalization continues to be a nonlinear process of growth and development. The COVID-19 pandemic presented institutions with new challenges, but it also allowed us to see resiliency and the opportunities continually emerging for internationalization. Furthermore, our Mapping Survey data also provide ideas for areas where additional research and practice are needed. Some of these will be explored further in ACE publications and dialogue. Based on our findings, we suggest several questions for institutions, practitioners, other organizations, policymakers, federal government individuals, and scholars working in the internationalization field, including:

- With more attention to the institution-wide engagement for internationalization, how can those campus-wide collaborations and efforts help advance internationalization work effectively? What strategies can institutions develop to enhance communication and participation from emerging drivers of internationalization such as faculty, senior leaders, and students?
- Considering the increased emphasis on technology in internationalization, how can institutions continue innovating to enhance mobility; industry and social development partnerships; research to address grand challenges; global engagement with national policy; and intercultural learning—for students, faculty, and staff? How can institutions leverage technology to advance DEI goals in international education and social, political, and economic equity more generally? How are international collaborative research efforts amplified or hampered by digital innovation? How can the federal government play a role in accelerating technology improvement to facilitate implementation at the institution level?
- How effective are the support services for international students and faculty in maximizing the quality of their work, sense of belonging, and opportunities to meet their goals in the U.S. higher education system? What culture shifts are required on U.S. campuses? How can we evaluate and

elevate the quality of those support services for international students beyond the delivery of services? What are the next practical steps to manifest the new compact with international students (Glass, Godwin, and Helms 2021)?

- Based on the lessons from their experience during the pandemic, how are institutions updating their plans and strategies for recruiting international students and developing institutional partnerships? How are they preparing strategies to ensure uninterrupted learning opportunities for students during unexpected external circumstances? How are they supporting and empowering faculty and staff to be effective agents in these endeavors?
- How are institutions revising funding models to support internationalization? How do institutions identify and secure outside funding? Who at an institution spearheads internationalization-focused fundraising initiatives, and how can they tap the resources and expertise of other offices, faculty, and staff? How do those funding mechanisms align with overall institutional strategic goals?

Finally, while this report acknowledges the role that geopolitical events such as the COVID-19 pandemic have had in internationalization in higher education, we cannot disregard other local, national, and global events that impact internationalization. The challenges facing the U.S.—including a sense of instability (Altbach, Wan, and de Wit 2022)—will continue to affect higher education. The way institutions respond to the current challenges and prepare for the future ones will determine the course of internationalization in the years to come.

Appendix: Methodology

A total of 3,901 colleges and universities were invited to participate in ACE's 2021 Mapping Internationalization on U.S. Campuses Survey. They included accredited, degree-granting institutions and those listed in Higher Education Publications, Inc.'s Higher Education Directory database.

Data collection took place between March 2021 and February 2022. ACE implemented survey waves that focused on different types of individuals in each round; we initially sent survey invitations to the provosts at these institutions, then followed up with senior international officers (SIOs), institutional research officers, presidents, and diversity and student affairs officers. Upon conclusion of those waves, we reached out to individuals and institutions who completed the survey in 2016 as well as individuals and institutions from an internal higher education directory database. Our goal was to capture only one response per institution. Therefore, we did not reach out to an institution that had already completed the survey in a previous wave. Respondents had the option to complete the survey online or submit a paper version.

Despite the pandemic, a total of 903 valid responses were submitted for a response rate of 23 percent. Since this survey is a cross-sectional study, not a longitudinal study, we have not tracked the previous survey respondents across our five iterations of the survey since 2001. Therefore, trends over time described in the report cannot be attributed to a specific set of institutions.

Data analysis was conducted following the same methods used in the 2016 survey in order to provide a more accurate comparison over time. We analyzed the data by institutional type following the 2021 Basic Carnegie Classification of Institutions of Higher Education. Respondents were classified into five groups—doctoral, master's, baccalaureate, associate, and special focus institutions. Our sample included five tribal colleges and 26 institutions that were not listed in the 2021 Carnegie Basic Classification. We reclassified those institutions into the five types of institutions, considering the level of the degrees they primarily offer.

Maintaining the same style implemented in the 2011 and 2016 surveys, we included special focus institutions to provide a more comprehensive overview of the national higher education landscape. Special focus institutions are defined as institutions awarding baccalaureate or higher-level degrees where a high concentration of degrees (more than 75 percent) is in a single field or set of related fields (excludes tribal colleges). Therefore, the national averages across different institution types reported in 2011, 2016, and 2021 studies are comparable, while not comparable with those numbers from the 2001 and 2006 data that do not include special focus institutions.

After data collection, we weighted the data to represent the overall makeup of U.S. higher education by Carnegie Classification and to maintain consistency with our previous surveys. This was necessary for a meaningful comparison of trends over time given the cross-sectional nature of the survey. As in the 2016 survey, we applied post-stratification weights to our 2021 data that considered the population for those five types of institutions, based on an algorithm called iterative proportional fitting (IPF). IPF aims to create a weight that reduces the difference between observed and expected values, where the expected values are the actual population distribution of the institutional types. This approach allowed the representation of each institutional type to mirror the distribution of the population of all accredited, degree-granting institutions in the U.S. as closely as possible. The data from the 2011 and 2016 surveys appearing in this report were also weighted using the IPF approach.

Qualitative Feedback and Methods

Following the conclusion of quantitative data collection for the 2021 survey, our team sought additional context as a part of the overall data analysis process. The impacts of COVID-19, political forces working against internationalization, and the challenges of institutional responses to both led us to seek additional information and context surrounding our quantitative data.

In April 2022, we reached out to a representative sample of SIOs at a variety of institutional types in the U.S. Overall, we contacted 63 SIOs who met the parameters of participation in either the 2021 Mapping Survey or the ACE Internationalization Lab, or both. Over the course of two weeks, we received 19 responses (31 percent response rate) for six questions sent via email. The questions were:

1. What do you consider key element(s) and/or characteristics of institutions that experience high levels of internationalization?
2. Looking back on your time working around a variety of internationalization issues since the beginning of the pandemic, what lessons did you learn during this time? What worked well during COVID-19? What could have your institution done differently?
3. In what way did faculty play an increased or decreased role in internationalization during COVID-19 specifically?
4. Our data indicated increased use of technology to continue internationalization activities (virtual internships, collaborative online international learning (COIL) programs, etc.) during COVID-19. In which ways do you think such trends allowed students to engage in international activities who otherwise would not have had the chance?
5. What was your institution's experience around sustaining and developing partnerships during COVID-19?
6. What do you anticipate will be your institution's top priorities for internationalization moving forward (beyond the 2020–21 academic year)? Has COVID-19 influenced your way of thinking about such priorities?

Given the manageable response size, responses were aggregated in Microsoft Excel and coded using an inductive approach, meaning codes and themes were created based on the responses provided. A priori codes based on previous quantitative responses or theoretical perspectives were not created in advance; however, the questions were guided by quantitative responses to the 2021 survey. Throughout this report, we highlighted qualitative responses collected through this process to further contextualize, challenge, and support the findings from the quantitative survey.

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