

**Note: This draft is available for public comment. The committee will complete its report in early February. Please feel free to contact committee members or post a comment on this website.**

## **DRAFT**

In Fall 2008 an ad-hoc committee of faculty, staff and students continued the work of the 2020 Globalization task force of the Board of Trustees. The 21 members of that committee divided their work into four sub committees: curriculum, international students, study abroad and initiatives. This draft summarizes the recommendations of those four subcommittees; combining the work of the curriculum and initiatives subcommittees and then study abroad and student services. We list at the outset the recommendations we are currently considering. This is a draft for community review and input before it is finalized on February 9 is essential. We welcome and look forward to all criticism, reactions and suggestions.

As reported to the Faculty on December 10, 2008 there are four large issues that require extensive community discussion and faculty action:

articulating our expectations of what a Williams graduate must have in the areas of international literacy and global citizenship; a full discussion of the role of study abroad within our curriculum and the four year careers of our students; consideration of moving to a credit hour system of calculation to provide better student advising and easier curricular innovations; and finally appropriate structures of college governance to nurture our international initiatives here and abroad.

The long term and capital intensive proposals being considered are:

An International Center  
Credit Hour System  
Global Scholars Program  
Curricular Needs  
Foreign Language Requirement  
Increased ESL resources  
Standing Committee on International Education  
Increased fellowship funding for international internships and post graduate opportunities  
Financial Aid for Language Study

Expand faculty development and research support targeted toward international topics and opportunities

Develop new summer programs

Increased funding to support WSP travel courses

Increased funding to support WSP 99 projects

Williams Credit for Summer Courses

Dean for International Students

Continuing the level of need-blind admission for International Students

Increased support for international recruitment

Employ a Visa Specialist

Dedicated Funds for Health Center for International Student Needs

Space for the Muslim Student Union

Funding for Extracurricular Activities for International Students

Existing Institutional Resources and initiatives already underway:

Development of informational websites

Center for Development Economics

Williams College Museum of Art

International Studies Concentration

Center for Foreign Languages, Literatures and Cultures

Development of International Networks

Williams in Oxford Division III offerings

Clarify departmental expectations about study abroad

Simplify preregistration for students abroad

Redesign International Student orientation and JA training programs

## **CURRICULAR AND INSTITUTIONAL STRUCTURE**

Our considerations all were founded on the premise that the "key goal of the Williams educational mission is to inculcate students with the desire and the tools to be fully engaged citizens of the world." This first section summarizes the conclusions of the Curriculum and Initiatives subcommittees.

### **An International Center at Williams College**

The current financial climate prohibits any large-scale venture of this sort, but the discussion of it continues to be important.

If this were to be a standalone building dedicated to all matters international, this Center might consist of four offices, one classroom, one or two meeting rooms. There will be no permanent faculty offices here but the classroom would be used throughout the day for regular courses. The administrative structure of such a space provides support for all that is related to international experience at Williams; ideally the building would be staffed fulltime by at least two professional staff members. Its directorship would rotate every three (or so) years à la Oakley Center, CFLLC, or the MCC. This body would provide support for programming, Study Abroad, visiting scholars, Winter Studies abroad, speakers from other countries, the logistics of group travel, establishing networks within and outside campus with all activities and entities that have an international focus. Ideally the offices for Study Abroad and Fellowships would be housed here as well.

Inasmuch as one of our main points is to promote study abroad along new models, and to add to the opportunities available to Williams beyond the traditional winter study and junior year abroad settings, such a Center would play a key role in working out the logistics and forms of new systems to send our faculty and students abroad and to bring international scholars here.

Most of our comparison schools already have a Center for International Understanding or Global Studies. We studied the cases of Yale, Grinnell, Middlebury, as well as the the Macalester Institute for Global Citizenship (to open in May 2009) and the Haverford Center for Peace and Global Citizenship. In some form or other, all these Centers focus on fostering interdisciplinarity and bringing a global perspective to the classroom, as well as community service at the local and international levels. Macalester brings three international visiting professors to campus each year, provides annual faculty exchanges with Miyagi University in Japan, and funds faculty participants in one designated annual conference abroad on themes of global significance. These are just some examples of what could be done based on the strengths of our own College.

One particular goal of this center, not presently being addressed elsewhere would be to serve as a clearing house for information and initiatives concerning the interface between liberal arts education and international education.

If we do not build an actual Center, another choice is to dedicate three to four offices in NAB or SAB to a smaller Center, create staff positions for these, and focus on activities and programming that require fewer resources.

## **Web Site**

Given the need to make international resources and activities much more visible at Williams, we are creating a virtual space by means of a new Web site, which we hope will create a sense of community and international presence on campus.

### **Credit Hour System**

The Committee feels strongly that the current system needs to be revised to allow for more flexibility, particularly in terms of granting credit for WSP, language study, and summer programs abroad. Related to this is the recommendation that all Williams students be required to have at least one international experience in order to graduate. Moving to a credit-hour system would facilitate flexible and equitable opportunities for each student to meet the proposed requirement in the way that best suits his/her academic path.

### **Global Scholars**

Provide mentoring and funding for a number of students, identified as of their sophomore year, whose career at Williams centers upon a consistent focus on international issues in the discipline of their choice. We have two detailed proposals available on the shape and cost of this initiative.

### **CDE**

Time and again our Committee (and the 2020 group before that) emphasized the need for the College to work much more closely with the CDE. An International Center would be the ideal place to help forge connections by keeping Williams' members informed and connected regarding CDE's activities and vice versa. Recent development efforts to extend endowment support of financial aid for CDE fellows is welcome and should continue to secure the ongoing program of the CDE.

There is a need to raise endowment funds for the CDE specifically with regards to financial aid for students. In the meantime, given the current financial climate, we must have discussions on how to maintain the program's strengths until suitable endowment funds are raised.

CDE 50th Anniversary. We recommend that the College at large be involved in this exciting event. It is an invaluable opportunity to increase the visibility of Williams' international presence and to generate support for future programs.

Williams' families should be invited to host alumni who will be arriving from all over the globe, and Williams members can attend events and seek productive connections based on the disciplines and countries of interest.

## **WCMA**

WCMA is another one of Williams' unique assets as regards international presence and initiatives. It can and does truly help create a vibrant international presence for Williams through its shows and events. As with the CDE, if the International Center were to be created, an ongoing part of its work and programming could be to make constant connections WCMA and to keep all parties aware of opportunities to collaborate.

## **The International Studies (IS) Program**

Still very young, this program has nonetheless had a positive impact on academic life at the College thus far. Currently, there are around 30 IS concentrators in the senior class and it is probable that this number will grow in the near future. The weekly international studies colloquium has a regularized presence on campus and the integration of curricular resources under its track system provides for student advising and curricular innovation.

## **The Center for Foreign Languages, Literatures and Cultures**

In 2007-2008, members of the CFLLC created a series of proposals related specifically to the Center's role in promoting internationalization at Williams. Several ideas generated at that time continue to be reflected in the discussions by the Committee on International Education: flexible options for study abroad, financial aid for language study during WS, better promotion of student fellowships (especially with NGOs), recruitment of international students, quality control for study abroad, to name a few. These proposals were included in the reading material for our Committee, and shared with Trustees and Senior Staff.

The Center is by definition an international space, with foreign languages and cultures at the core of its identity. It is important to return to the proposals made in 07-08 and implement as many of the short-term ones as possible in the near future. It is also important to think of the ways in which CFLLC can work with the proposed International Center and, in fact, act as a substantial advisory body in its creation.

## **Specific Areas to Address in the Curriculum**

(i) In the long term, there are a number of areas of the world that are not sufficiently covered in the Curriculum and that the College should seek to develop. These include: A) South Asia, B) Contemporary Europe and the European Union, C) Canada, D) South East Asia (e.g. Indonesia and Malaysia), and E) Korea. Related to this is the question of language study for Study Abroad destinations where languages currently offered at Williams are not spoken. The first week of WSP before departure for a country ought to include daily tutoring in rudimentary spoken language.

(ii) New interdisciplinary concentrations that would promote international study. Currently, we have tracks in (1) global health, (2) economic development, (3) borders, exile and diaspora studies. International Studies is proposing five new ones: transnational justice, food culture and security, and global cities as well as European integration and Caribbean studies. Tracks are a modest method to highlight areas of study to undergraduate to integrate faculty working in collateral fields. These will make Williams' offerings distinctive, and forge new links between international studies and all Divisions so that students will not feel limited in their choices. Note that such concentrations also promote useful and relatively easy partnerships with foreign Universities who are very eager and willing to enter into relationships with places like Williams. As these programs grow, however, the breadth of possible topics may diminish the likelihood that each path through the IS program provides an equally rigorous intellectual synthesis. Given the limited number of faculty at the College, we should be constantly aware of the delicate balance required in being open and diverse, yet also academically coherent.

(iii) Williams should offer ESL courses. ESL could be added under the rubric of Linguistics (or English). We might begin to offer it through a Bolin Fellow.

(iv) Some Departments strongly encourage their students to study away. Others do not mention study abroad. Given the number of students opting to study aboard, each department should ensure that it states explicitly what their majors need to consider in terms of studying abroad.

(v) In coming years, there will be increased demand for EDI courses as the old Peoples and Cultures requirement is phased out. Any Department that notices a relative dearth of such courses in its curriculum must consider how their courses fit with this College wide requirement and if their number of courses is sufficient for students to be able to satisfy this requirement.

(v) Arabic is still too small at Williams and must grow given the serious interest in the language.

### **Foreign Language Requirement**

The College should work towards instituting a language requirement by 2020.

The COFHE survey from 2006 showed that 51% of Williams students surveyed did not think studying a foreign language was a worthwhile goal during their college career. We recommend every effort to change that perception, not least because more international job opportunities are open to those who can demonstrate proficiency. In the current worsening economic climate, we should continue to extend ourselves outward and promote more international experiential opportunities, rather than focusing inward. Advanced proficiency sooner, i.e. starting in one's freshman year, will also mean more research projects and internships, not only in the social sciences and humanities, but also in the natural sciences and in Economics, where we can network more effectively with the alumni of the CDE to create internship opportunities.

For international students, this requirement would have to be thought out carefully: for example, if the College were to offer ESL courses (which we recommend) then this will qualify as an international student's "language requirement." However if an international student arrives at Williams with a near-native or native command of English, then s/he is not exempt from the language requirement.

### **International Collaborative Networks**

The Williams in Africa as well as Williams in Georgia examples show us that faculty connections can provide sound networks around the globe. We want to encourage the development of similar networks using already existing contacts among Williams faculty and alumni/ae. We would expect these networks to develop opportunities for summer, WS, junior year, and post graduate internships in places where we know we have good contacts and where faculty have serious expertise. As a general rule we would expect that these networks would involve more than one Williams faculty member to ensure continuity and to ease the burdens of establishing and maintaining these.

These networks will involve faculty in all three divisions, but could have an especially transformative consequence for Division III students and faculty.

Enhanced funding for WS99, travel courses, or internships would allow students to spend time at a field station as part or all of a winter-study course, a summer, or a post-grad year. There is also substantial interest among Division III departments in increasing funding for faculty and students to travel abroad to conferences or short-term courses, as well as to bring international speakers for seminars; both initiatives would significantly enhance the scholarly climate we provide for our students and faculty members. In the longer term, one model would entail Williams students and faculty traveling for a semester or a year to a field station where they could focus on one or two particular themes or interests. Examples might include a semester abroad at the University of Madagascar with geological field study involving Williams and local students, led jointly by Ronadh Cox and local faculty; or a semester focusing on evolution and conservation biology as exemplified by the natural history of Namibia, led by Joan Edwards and local experts, and including students from both Williams College and local institutions. A third model might focus on the environmental and social justice issues resulting from urbanization in any of several regions in Latin America, Asia, or Africa. There is also significant potential in such a model to leverage and complement the incipient growth in Environmental Studies at Williams.

Even with multiple faculty commitment to these networks, we recognize that they may ebb and flow with changes of personnel. The downside to a dynamic rather than a static "Williams abroad" model is that it would not build up the connections and structures that come with a long-term presence in a particular location. The upside is that a dynamic network strategy, not tied to a permanent connection to a particular locality, could allow students and faculty at Williams to engage directly with active research areas of faculty in a wide range of areas including ecological, policy, and cultural areas.

### **Williams in Oxford and the Question of Div III Students**

Williams in Oxford offers countless and valuable opportunities for students to take courses in subjects that are not offered at Williams, and students almost always return with reports on a very positive experience. In recent years, the Directors have made particular efforts to broaden the appeal of the program to a more diverse group of students. That said, very few of the tutorials taken at Oxford would be considered Division III courses at Williams. The Oxford Program needs to consider how to enable Division III students to take better advantage of what Oxford has to offer. It would, for example, be most effective if the next Director come from Division III.



## **WSP, Summer Study: Languages**

The College should also enable students to pursue research in foreign settings, during Winter Study or over the summer. We should make full financial aid (at present limited to \$500) for language study available for the January term. This is as viable a 99 as any, and currently many students do use WS to study languages.

## **Faculty Development**

Standard research funds, the generous World Fellowship, the many grants available outside Williams provide admirable resources for faculty whose scholarly work does not take place within the US. That said, it would be ideal to further promote faculty development abroad (through participation in activities such as the Salzburg Global Seminar), and to facilitate faculty members' efforts to establish ties with research centers abroad. Perhaps the Development Office might explore the establishment of a(nother) restricted gift for this purpose.

## **Mission Statement**

We would like the Williams College Mission Statement to reflect better our engagement with international education. To that end, we have suggested some changes to the language of the statement.

## **Admissions and Marketing**

There is consensus about the need to continue need-blind admissions for international students. There is also agreement on the desirability of highlighting the existing international strengths of Williams in recruitment and marketing by the Admissions Office. At the same time, we should all remain aware of successful, ongoing programs already available at or through Williams in terms of recruiting. We would highlight these in the Web site to promote better communication about them.

## **Standing Committee on International Education**

We recommend that a standing committee of 12 members be created to advise on, oversee, and discuss issues related to international education at Williams. This committee would have four faculty members, one of whom would be the director of the CFLLC and the other the Chair of IS. Four staff members -- a representative

from the Dean's Office<sup>1</sup> the Administrator for CFLLC, a rep from Admissions, and rep from CDE would also be on this committee, as well as four students, one of whom should be a member of the International Club.

## **STUDY ABROAD**

### General Trends

The National Association of International Educators reports that more than 200,000 American college students go abroad each year in such a context. Nationally that is double the number a decade ago and in November 2005 a federal commission called to increase that number to a million by 2016-2017. Such a call is driven by a laudable, but ill defined goal of increasing the 'international competence' of American college graduates. More precise definitions and measurement of outcomes has accompanied this explosion and a set of best practices. A study conducted by Michael Vande Berg, vice president for academic affairs at the Council of Educational Exchange examined students at Georgetown, Rice, Dickinson and the University of Minnesota "made more progress than a group of peers who stayed on their own campuses in terms of second-language development and on a measure of "intercultural development." Differences, however, depended on the type of program.

...students who developed the most were those who spent a moderate amount of time with their host families and with other American students. Those who were completely immersed in another culture (often individual students enrolled directly in a foreign institution) or those who spent most of their time abroad "hanging out with other U.S. students" suffered drops in intercultural development...

The most significant development in recent years has been the development of shorter programs, especially in the summer for those who aren't able to take a semester off and driven by the emerging consensus that study abroad is good for everyone.

### Williams

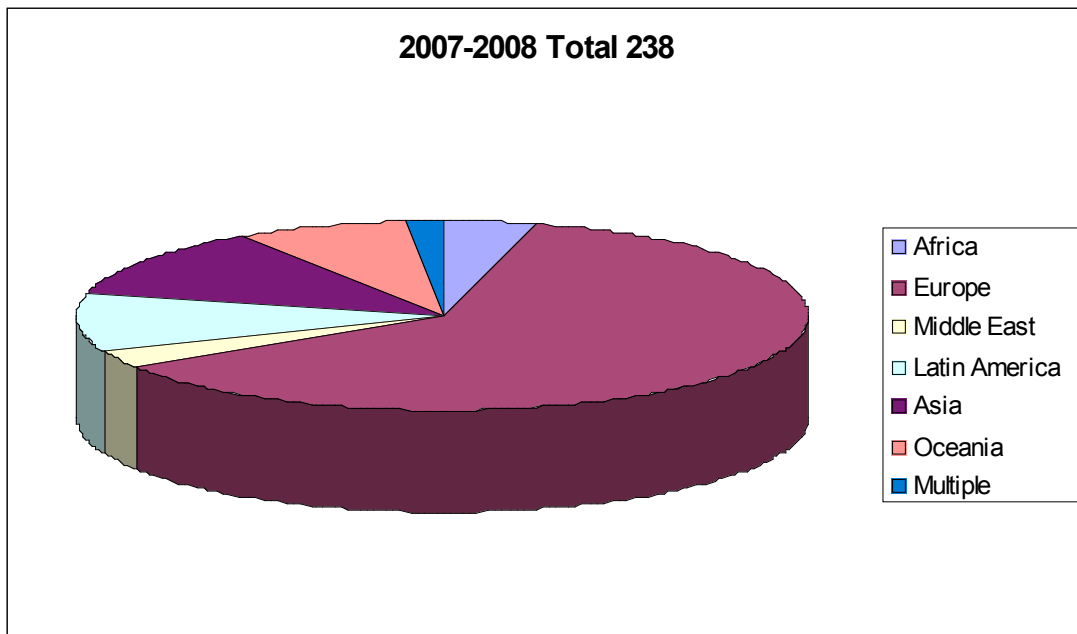
In 2007-2008 43% of the junior class at Williams studied abroad, 62 for a full year and 165 for one semester. Approximately twice as many women did so as men, reflecting national patterns. The bulk of our students participate in programs in

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<sup>1</sup> If we have a Dean in charge of International affairs, this would be the logical choice. Otherwise the Dean in charge of Study Abroad would sit on this committee.

developed English speaking countries, but about 30% participate in programs outside of the developed world. The range of fields of studies has broaden and students in most departments are represented though it is the case that some fields of study cannot be pursued in study abroad and may constitute a barrier to students in those fields. It is difficult to know for certain if there is much likelihood of further growth in percentages of juniors on traditional study abroad is likely. In addition to the global economic and political barriers, it is clear that many juniors are attracted to remaining on campus as Junior Advisors, as participants in sports teams or in majors with significant sequential requirements. We would judge that there may be some modest potential for growth in percentages, but not a great deal.

The destination of our students in 2007-2008 is indicated in the following pie chart.



The Study Abroad Dean oversees the advising of students wishing to study abroad, granting Williams credit to those who do and assessing the programs that are eligible for Williams credit. In consultation with the CAS and individual faculty and departments, programs are monitored and new programs assessed. At present we have 270 approved programs. The Study Abroad Dean actively solicits reports from participants in programs and maintains an extensive library of informational materials and individual reports from past participants.

Involvement by departments in the study abroad experience is mandated by the procedures of approval. Every student who studies abroad must receive approval from their potential major departments and departments then grant credit, if any, toward the major for study abroad. These two checks constitute the bureaucratic involvement by departments in the study abroad experience. Many individual faculty members engage extensively in advising students on their study abroad choices. Taking advantage and building on the study abroad experience during senior year is more haphazard and an area that merits considerably more coordinated effort. This could be achieved by more widely dispersed information on where incoming seniors have studied and what they have done.

Williams has so far done little to encourage students to consider shorter term programs since the resources of the Study Abroad Advisor are already stretched to their limit and no Williams credit would be granted for participation in such programs. If we were to institute an expectation of study abroad for all our students this would have to change.

### **Expanding and Integrating the Experience of Study Abroad**

We propose to expand access to study abroad while enhancing its integration with the Williams curriculum. Some of our recommendations involve expanding financial support or curricular recognition of study abroad during Winter Study or summer. Others suggest ways to improve study abroad during the semesters and connect these experiences more fully to departmental curricula and priorities.

#### Longer Term Initiatives

##### **1. New summer programs on the Williams-in-Africa model.**

These might involve six weeks in the field, led by a faculty member. The idea would be to achieve some of the benefits of study away (cultural immersion, experiential learning, a chance to practice doing fieldwork) in a way that is better integrated into the Williams curriculum. This could also involve the use of a foreign language in instruction as part of a “language across the curriculum” effort.

##### **2. An increase in the financial aid budget for WSP travel courses.**

When enrolled in these courses, students on financial aid now get between 50 and 90 percent of their costs covered. But since the total financial aid budget for WSP

is so limited, the number of travel courses ends up limited too. In our opinion, travel courses are one of the most pedagogically successful uses of Winter Study. We recognize that times are hard and there are many other worthy uses of funds, but we can think of few other places in which a relatively small expenditure can have a greater educational effect. Because of this budget's small size, many good courses have to be denied approval every year, and the number of individual travel courses frequently must be restricted also, reducing educational opportunity for all students.

**3. Funding for financial-aid students to attend intensive language programs off campus in January and during the summer. Awards could be merit selective.**

These intensive programs typically produce gains in language proficiency well above those from sustaining courses on campus. Good summer programs are already recognized and granted credit by many language departments, but access depends on student income.

**4. Competitive funding for Winter Study independent projects (99's) by financial-aid students.**

This has a similar justification to item 1, above. At present, financial aid for WSP 99's is limited to \$500, so many financial-aid students do not even propose them. A competitive award might be given to only a handful of submissions each year.

Low Cost Initiatives

**1. Greater participation by and guidance from departments in students' choices of study-away programs.**

Many students report in post-study-away surveys that their programs had easy courses or (especially in English-speaking countries) were significantly easier overall than a typical Williams semester. But it is not universally or even largely true that programs in English-speaking countries are sub-par. In particular, programs in Australia and New Zealand are sometimes tarred with this broad brush. Department chairs or department study-abroad advisors can help with quality control. They can learn more about where their majors are going, what their courses were like, and how these fit in to the department's curriculum. We recommend:

- a. detailed recommendations and advising by all language departments, before and after students go abroad;
- b. lists of recommended programs by other departments; note also that good programs in non-English-speaking countries might be appropriate for some majors outside the languages, and should not be left off the lists;
- c. that departments request of their majors syllabi for all courses taken abroad, beginning with those counted toward the major; these can be used in turn to inform recommendations for future students.

We understand that many departments do this already. We do see a benefit to implementing this universally, as students would come to expect that all Williams departments care about what courses they take abroad and where they take them.

## **2. Credit toward graduation for intensive summer courses.**

Currently, language departments offer credit toward the major for these programs but the College does not grant credit toward graduation for them. Assuming that only a small number of top-notch programs would qualify for graduation credit, granting it would make these programs even more attractive. Summer research and experiential programs (item 4) might also fit here. We do recognize that such steps would be easier if the College adopted a credit-hour system, under which such programs could receive fractional course credit.

## **3. Early registration options for students leaving campus for programs with poor internet access.**

Although we welcome the recent move to facilitate registration via email, some study-away destinations lack good email connectivity. Even if such students cannot register early, to avoid having to register late they might be invited to leave written course lists with the Registrar's Office, to be entered into FACSIS during the registration period.

## **STUDENT SERVICES**

The increase in the percentage of international students, achieved by the decision to admit international students on a need blind has fundamentally transformed the Williams community. It is a very expensive program but well worth it in the transformations that it has brought to the classrooms and life of the

College. It has also created a new constituency, curiously parallel to the other increased constituency on campus—first generation students. Both groups come with less familiarity with the milieu and culture of the place and require us to rethink a number of practices and policies. Student services are thoughtfully addressing the particular challenges these two groups have brought to campus and we hope this report will facilitate continuing evolution.

There are three fields in particular that have been the focus of our conversation.

- 1) Legal and policy issues surrounding visas, employment, and health care
- 2) Academic preferences
- 3) The definition and needs of the International Student population

1) Legal and Policy interface: The amount of work involved with arranging visas and in consulting with International Students about the restrictions on them has become very time consuming. Since much of the paperwork and the details are simply complicated this requires a lot of individual time. To this are then added specific issues regarding health care and other interfaces with U.S. institutions, including such things as driver's licenses (especially for CDE students.) Our professional staff is doing superb, but labor intensive, work in this area. We find that institutionally we have not recognized this or provided those professionals with the opportunity to formally share their experiences or achieve some possible economies scale with better coordination and centralization.

2) Academic careers: Appendix 2 makes clear that there are differences in the academic choices of international and domestic students. International students mirror first generation students in this. As with any aggregate data, of course, the tyranny of norm disguises the wonderful variety of the specific, but we do need to recognize that the difference is there. There are two specific issues in academic resources that arise. The first is English language training. International students are significant consumers of English 150 and efforts to reconfigure that course are underway as well as strategies for better coordinating our college wide approach to writing. Second, reforms to the student visa system to encourage and reward work in Division III subjects will certainly further concentrate international student interest in those areas.

3) The International Student Population: Appendix I contrasts domestic and international student attitudes about a number of issues in the student experience. In this, interestingly, there is a parallel with the attitudes of first generation

students in a number of areas, understandable among students new to the milieu of an elitist liberal college. The conceptualization of the category of International student, beyond the crude measure of non-U.S. citizen, is still evolving. There is much merit to thinking of them as a coherent group, though also much that is anomalous in doing so. Seeing them on the model of American minorities is understandable, but also in some ways comical. In addition the interface in many cases between international students and those American students whose cultural heritages connect them to international students make for a rich and complicated mixture of identities. In all this the college, the country and the world are evolving in directions we don't entirely yet see. Finding ways to better coordinate the perceptions of students, faculty and staff on this has led us to propose the establishment of a new standing committee that would regularly monitor the range of issues we perceive and ensure better communication and coordination.

The guiding vision of the Student Services Subcommittee is of a Williams that has an enduring commitment to recruiting and admitting students from all parts of the world regardless of financial need, and does all it can to help international students feel comfortable and thrive as members of the College community. To determine how close the College is to realizing this vision, the Subcommittee examined the current state of international student recruitment and admission as well as various aspects of students' academic and extracurricular lives. Over the course of the fall semester, we had conversations with the following people and examined a good deal of data. The two appendices to this report give a portrait of recent international student attitudes towards their experience at William and their curricular tracks.

## Longer Term Initiatives

### **1. Dean of International Students**

At present, there is one dean who splits her time between two constituencies: first-generation college students, and international students. Meeting the needs of both groups has left the dean overworked. And while international students have voiced appreciation for the effort that goes into their first-year orientation (and the generosity of the College in providing them with sheets and bed linens), many sought the sustained attention of a dean dedicated solely to their support.

We strongly urge the hiring of a dean who would be devoted not only to international students, but also to international affairs more broadly. The responsibilities of the Dean of International Students would include the following:



- handling the visa issues of international students and faculty;
- organizing orientation for first-year international students;
- providing on-going support to international students beyond first-year orientation (e.g., dissemination of information about health insurance and OPT);
- advising international students about fellowship opportunities;
- helping the associate dean in charge of in charge of study abroad with the administration of study abroad.

The Dean of International Students would thus be valuable in several ways. First, a dean focused on international students would address concerns about the overextension of the dean who currently serves as the international student advisor. Second, visa issues are currently being handled by those without specialized training or expertise in this area and are incredibly time-consuming. Centralizing the responsibility for visas in one position would be helpful not only to the Dean of the College, but also to the Offices of the Dean of the Faculty, Fellowships, Career Counseling, and Study Abroad. Third, because the Fellowships Office is understaffed, there is only limited cataloging of fellowships open to international students, no advertisement of these opportunities, and no one on the staff specializing in this area. Fourth, the associate dean in charge of international study now handles all of study abroad and could use additional support.

If it is not possible to hire a Dean of International Students in the near future, we suggest an alternative for the short-term below. Please see Item I one under “Low-Cost Initiatives.”

## **2. Recruitment and Need-Blind Admission of International Students**

We urge Williams to maintain its current policy of need-based financial aid and need-blind admission for international students. Since the inception of this policy in 2001, we have seen significant increases in both international applicants and matriculants.

International students comprise 7.2% of the student body for the current academic year 2008-2009, compared to 5.6% in 2004-2005. More than 8.5% of first year students in the classes of 2011 and 2012 are international students, an increase of 2.5% since the fall of 2004.

Largely because of our need-based financial aid policy, applications from international students have increased from 938 for the class of 2008 to over 1500

for the class of 2012. The 42% increase in international applicants this past year is mainly due to the increased number of Chinese and Korean applicants, an increase reported by most of our peer institutions as well. Our matriculation rates have likewise increased: we matriculated 38% of the accepted international students for the class of 2008, while 45% of those accepted to the class of 2012 matriculated. International students not matriculating at Williams have chosen mostly the Ivies or institutions that award merit aid.

To continue to attract and matriculate international students from a wide range of economic, educational and geographic backgrounds, we need an ongoing commitment to current need-based aid and need-blind admission policies as well as increased funding for international recruiting trips. Though international travel is expensive, it is crucial to maintain contacts with counselors and quality educational organizations; provide and enhance name recognition for Williams; increase understanding about liberal arts education; and highlight the College's strengths in a variety of disciplines. (See Appendix II for CIRP Freshmen Survey data on students' probable majors, to get some sense of which departments attract the attention of incoming international students.)

We feel that our international students contribute significantly to campus life. Citizens of over 50 countries, they bring unique perspectives to both classroom discussions and dorm and community activities. Because of our generous financial aid policy, we have been able to select international students of many different backgrounds from a large and talented pool of applicants with the benefit of an increased international presence on campus.

## Low Cost Initiatives

### **1. Visa Specialist**

If it is too costly in the short term to commit to a Dean of International Affairs, we strongly recommend the hiring of a staff member, perhaps part-time, who is trained in and has expertise on visa matters for the reasons given above.

### **2. Communication / Dissemination of Information**

More could be done to ease communication between the College and non-English speaking parents of international students, recognizing that the burden of translation falls on the shoulders of the students. We recommend the following:

- downloadable versions of forms (e.g., financial aid documents) should be made available online;
- international students should be sent duplicate copies of bills so they know to get in touch with their parents about these important pieces of mail.

Also, the Dean of the College's website that provides information for international students (<http://www.williams.edu/dean/intlhndb.php>) could be improved in these ways:

- include the name and contact information of specific people who international students can approach with questions (about health insurance, for example);
- include information about how to get a cell phone, with an explanation of the deposit requirement for students with no credit history;
- highlight the availability of peer tutoring in spoken and written English through the Academic Resource Center;
- place the link to this page in a more prominent place, because many international students do not seem to know that this valuable resource exists;
- keep the site updated and fully functioning.

### **3. Dedicated Funds for Health Center**

In recent years, there has been a rise in the number of students who have not received adequate health care before their arrival on campus and are referred outside of the College's Health Center for expensive care. Cases of students who have not received the necessary vaccines, and cannot afford to pay for them, have also increased. International students account for at least part of these trends. Currently, the Director of Health Services assesses the financial need of the student needing care on a case-by-case basis through ad hoc conversations with the Financial Aid Office, and is spending around 10-15% of the Health Center's budget on these expenses. We recommend that the process of determining financial need be institutionalized, and that the Director of Health Services has a fund dedicated to these costs with a set amount on which she can count every year. This should not require an increase in funding for the Health Center, but simply a streamlining of the process and a commitment to the level of funds currently being used for this purpose. There are further special needs connected with the CDE fellows that fall into this category.

#### **4. Space for the Muslim Student Union**

The current space in the basement of Thompson Chapel is not large enough to accommodate the number of practicing Muslims in the community, and the current kitchen is insufficient to cook enough food for everyone who attends services. As of this year, 37 undergraduates self-identified on the pre-matriculation survey as Muslim and some students who did not self-identify participate in the MSU's activities. A large majority of these students are international. In addition, over half of the students at the CDE are Muslim. The Advisor to Muslim Students has also reached out to international high school exchange students in the area. In total, about 55-60 people gathered for Ramadan this year and attendance at the regular Friday service is about 30 students.

The location of this space may also make it more difficult to hire an imam, because the imam would have to be willing to conduct services in the basement of a chapel, especially in proximity to human remains.

We recommend that the MSU be given a space on campus that is large enough for a prayer room, meeting room, and dining room, and is also equipped with a kitchen and a bathroom. In the long term, if the MSU is able to raise enough funds to build a mosque, the Subcommittee suggests that the College dedicate land for its construction.

#### **5. Funding for Extracurricular Activities**

Although international students are generally more satisfied than domestic students with various aspects of their experience at Williams, one notable exception is social life. According to the Senior Survey (Appendix 1), one-third of international students are either "generally dissatisfied" or "very dissatisfied" with the "social life on campus." To address this issue, we recommend that the College Council, Multicultural Center, and Office of the Dean of the College come together and discuss increasing the funding for extracurricular activities that highlight the international character of the College. This should include the granting of a larger budget to the International Club, which currently operates on \$600 a year. Support for certain sports (e.g., cricket) is also encouraged, especially considering the lack of diversity and internationalization on our intercollegiate athletic teams.

#### **6. First-Year Orientation for International Students**

In November, the Subcommittee sent a memo to Dean Merrill and Dean Coleman with suggestions regarding international student orientation. We would simply like to reiterate the importance of creating a Williams-specific orientation video, revising the handbook given to first-year international students, and completely revamping the handout on international students given to JAs.

### OTHER SUGGESTIONS

The following are miscellaneous suggestions and ideas to consider.

- Keep a dorm and dining hall open during winter break for those students who cannot return home.

When assigning first-year students to dorms, do not place only one international student in any given entry. Having more than one international student in an entry helps create a support network, and also makes the students feel more comfortable.

### Ad Hoc Committee on International Educational Initiatives Members

Sara Ahmed

Lois Banta

Magnus Bernhardsson

Andrei Baiu

Rhonda Carr

William Darrow (co-chair)

Helga Druxes

Jonathan Earle

Darra Goldstein

Kiaran Honderich

Neil Kubler

James Mahon

Laura McKeon

Karen Parkinson

Katarzyna Pieprzak

Thomas Powers

Leyla Rouhi (co-chair)

Eiko Maruko Siniawer

Jody Spooner

William Wagner

Zhaoning Wang

## APPENDIX I: Senior Survey Data comparing Domestic and International Students' Experiences

The Williams senior survey offers a large and reliable data set which can help us better understand several important questions:

- How do the economic and family backgrounds of international students compare to domestic students?
- What do international students value in their educations?
- To what extent do international students feel Williams has met their expectations and helped them to achieve their goals?
- How do international students spend their time?
- What do international students do after they graduate?

We hope the results from the Senior Survey summarized below will help us to generate the most needed and efficient solutions by focusing our community on the most pressing issues with concrete data.

On the whole, the data indicate international students are equally or more satisfied with most aspects of their Williams experience compared to their domestic peers. Both international and domestic students tend to be dissatisfied by the same things—social life (Q2), financial aid for non-paying research/internships (Q20), and career services (Q2) to name a few. The data show a divergence between the two groups in financial backgrounds (international students rely much more heavily on financial aid), post-graduation plans (international students go immediately to graduate school in much higher percentages), and skills which they deem important (international students value a range of quantitative and non-quantitative skills equally or more highly than their domestic peers).

Areas of highest dissatisfaction among international students in order of percent “generally dissatisfied” or “very dissatisfied” (Q2):

- Career Services: 40% (Domestic Students: 48%)
- Academic advising before declaring major: 33% (DS: 52%)
- Social life on campus: 33% (DS: 28%)
- Student government: 26% (DS: 42%)
- Sense of community on campus: 25% (DS: 23%)
- Climate for minority students on campus: 24% (DS: 29%)
- Psychological counseling services: 24% (DS 20%)
- Administration's responsiveness to students: 24% (DS: 46%)
- Course availability: 23% (DS: 19%)

- Sense of community where you live: 23% (DS: 23%)
- Athletic Facilities: 20% (DS: 41%).

Other interesting points:

- Overall: 87% of international students and 91% of domestic students reported being “generally satisfied” or “very satisfied” with their Williams experience overall (Q1). (not significant difference)
- Admissions
  - 39% of domestic students applied early decision, compared to 15% of international students (Q33).
- Community and Work/Life
  - Only 50% of domestic students reported having substantial interaction with international students; 80% of international students reported having substantial interaction with other international students (Q4B).
- Financial Considerations
  - 84% of international students reported that financial aid was a major source of funding for their education. DS: 38% (Q15). At the same time, perhaps to the credit of the college's financial aid policies, international students actually report that paying for college is less of a burden for them than it is for domestic students (Q19).
  - 60% of international students estimated their family's yearly income to be below \$25,000 per year. 3% estimated their family's yearly income to be above \$300,000. (DS: 5% <\$25,000; 20% >\$300,000) (Q35).
  - Over half of Williams students (both domestic and international) reported that financial constraints forced them to forgo non-paying research or internships (Q20).
- Foreign Languages
  - Roughly one-third of domestic students reported that their ability to read or speak a foreign language weakened during their time at Williams. International students: 7% (Q5).
- Post-Graduation Plans
  - 43% of international students plan to go to graduate or professional school the fall after graduating from Williams (DS: 17%) (Q6A).

How do international students and domestic students spend their time?\* (Q23, Q26)

- 31% of international students “disagreed” or “strongly disagreed” with the statement, "I feel I have been able to find a balance between my academic work and extracurricular activities." (DS: 16%) (Q27).
- Overall: International students spend less time socializing, playing sports, and watching TV, and more time studying and volunteering than their domestic peers.
  - The median international student reports spending five more hours per week on scheduled classes or labs (13 hours) and five more hours per week on homework (18 hours) compared to the median domestic student (8 hours and 13 hours). This is not, however, a significant statistically.
  - The median domestic student reports spending about twice as much time partying and twice as much time socializing than the median domestic student. The median international student reports spending just 5½ hours a week on these activities combined.
  - The median international student reports spending 1½ hours per week on clubs/organized groups (other than sports) and ½ hour watching TV. For the median domestic student, the figures are reversed.
  - The median international student reports spending 5 more hours using computers for academic work than their domestic peer (13 hours to 8 hours).
  - The median international student reports spending twice as much time as their domestic peer working for pay (8 hours to 4 hours).
  - International students, on average, reports spending more time on volunteer work than their domestic peers (1.16 hours to .82 hours), not statistically significant. In both groups, the median student does not participate in any volunteer work.

\*Chris Winters provided the means, medians, and standard deviations for Q26.



APPENDIX II: Data on Majors

**What do incoming students anticipate their majors will be?**

**CIRP Freshman Survey Results, 2006-2008 Aggregated:**

Probable Majors (in order of popularity)

International Students N=102	% of students	Domestic Students N=1316	% of students
1. Economics	25%	1. Undecided	14%
2. Political Science	10%	2. Biology	11%
3. Philosophy	6%	3. English	10%
3. Ethnic Studies	6%	4. Economics	8%
3. Biology	6%	5. Political Science	8%
3. Psychology	6%		
4. Mathematics	5%		
5. Physics	4%		

**What do graduating students actually major in?**

**Majors at Graduation, 2005-2008 Aggregated:**

Top Majors (in order of popularity)\*

International Students N=	% of students	Domestic Students N=	% of students
1. Economics	29%	1. Economics	13%
2. Math	17%	2. English	10%
3. Political Science	6%	3. Art (History and Studio)	9%
3. Art (History and Studio)	6%	4. Psychology	9%
4. Computer Science	6%	5. Political Science	9%
5. Chemistry	5%		

\*Includes double majors

Between 2005 and 2008, more than 10% of the majors in these departments were international students: Astrophysics, Computer Science, German, Japanese, Mathematics, Economics, Chinese, Physics. International students comprised just 6.2% of the overall students in these graduating classes.