

**Self-Study Report on
Internationalism at Dartmouth**

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Internationalism at Dartmouth

I. Introduction

“Internationalism” refers not just to the study of international topics, but to Dartmouth’s presence abroad, the international scholarship of the faculty, and to faculty and students at Dartmouth from countries other than the United States. In order to explore each part of this topic in depth, we have divided the report into seven sections: the first six examine specific aspects of internationalism, and the last offers conclusions and summarizes the major recommendations.

We would like to preface the report with three general observations:

- First, Dartmouth has genuine strength in all the areas that we have studied – which is not to say that there are not things that could be improved in virtually every area. Some of the recommendations, inevitably, will involve a financial commitment, but others require only a reorganization and greater focus of existing programs.
- Second, any institution that is striving to play a leading role in education must also make a major – and conscious – commitment to internationalism. A school’s reputation depends in part on having a faculty that is recognized not just nationally, but internationally. What is more, in order to prepare graduates to live and work at the outset of the next century, and especially for many types of careers in government, law and business – to name just a few broad areas – the curriculum must introduce students to international issues and enable them to understand the world community. The most prominent institutions are also those where students and faculty members are the most “international,” in terms of both interests and exposure.
- Third, the report marks an initial effort at providing an overview of Dartmouth’s efforts with regard to internationalism. We note the lack of such an overview in several of the areas that we examine below, and an important part of our recommendations is to put plans in place to ensure that in the future Dartmouth undertakes broad examinations of its endeavors.

II. Internationalism in the Undergraduate Curriculum

Description

When applied to Dartmouth’s curriculum, the term “international” has a number of more or less distinct meanings. “Nation” and “culture” are similarly complex terms, and in the following discussion the reader is requested to accept them as notational conveniences.

“International” shows up in Dartmouth’s curriculum in a variety of contexts:

Language Departments

In our language departments, internationalism is largely implied. Course offerings, even when they deal with a single national tradition, deserve the *inter-*, because the material is foreign to the students enrolled. Furthermore, many would argue, in any subject area, internationalism without a foreign language component is of dubious value.

Dartmouth currently offers instruction in Arabic, Chinese, French, German, Ancient and Modern Greek, Hebrew, Italian, Japanese, Latin, Portuguese, Russian, and Spanish. There is increasing student interest in adding Korean. One can, of course, always make a strong case for any single addition, but given finite resources, Dartmouth probably should not try to expand its language offerings significantly (which is not to say that we rule out adding Korean). As a

primarily undergraduate academic institution, we need to concentrate on those languages that support a significant portion of our academic offerings. At the same time, we would hasten to add that we do not advocate a steady state. The College clearly needs to recognize and respond to global realities. But such responses should not be fragmentary, and our offerings should not stop at basic language instruction. Students must also have the opportunity to use their linguistic skills – or at least complement them – by acquiring a knowledge of the historical and intellectual traditions associated with the language of study.¹ As we point out below, the College needs to pay greater attention to how its international offerings form meaningful programs of study.

Simultaneously, however, we acknowledge the importance of language learning in and of itself. Theoretical knowledge about any other culture, acquired within the context of one's mother tongue, does not replace competence in a second linguistic system, and monolingualism is inherently antithetical to a liberal arts education. This notion is implicit in Dartmouth's foreign language requirement, which permits any language other than English, even if not taught at the College, to satisfy the obligation.

Which particular language (or languages) one should learn is another question, one that includes a concern with practical application. Over the years, evolving fashions in foreign language pedagogy have reflected changing goals. Before World War II, colleges saw languages exclusively as an academic research tool and used the grammar-and-translation method to impart a reading knowledge. The audio-lingual approach of the 1950s and 1960s rebelled against this notion by stressing oral competence. Subsequent developments emphasize additional components, including the cultural context of communication, and current language programs try to accommodate a variety of learners' motivations, recognizing that while students are still acquiring an academic research tool, they may also wish to gain access to another culture (broadly-defined), improve their career opportunities, or talk with their immigrant grandmother. Dartmouth's eclectic method, which owes much to the innovative approaches worked out by John Rassias since the 1960s, addresses all these goals simultaneously, and it supports this approach with two traditions.

The first such tradition expects tenure-track faculty to teach at all levels. In many universities, graduate students or part-time lecturers with low status and no other role in teaching provide all language instruction. This demarcation often isolates the language teachers from and leads them to battle with "real faculty" not only about working conditions, but also about goals. Roughly speaking, the "practical linguists" who teach beginning courses tend to stress interpersonal communication, while those responsible for upper-level courses in a department care more about reading knowledge. At Dartmouth this rift is for the most part avoided. It is true that lecturers provide much of our beginning language instruction, but by and large they work alongside, not below, members of the tenure-track faculty. Students have in general no cause to distinguish between the instructors in lower-level language courses and those in upper-level literature seminars, while faculty tend to see a necessary connection between the beginning and advanced levels of the language departments' course offerings.

The second tradition, Dartmouth's language programs abroad (see the next section), also helps to integrate the goals of the College's language departments. Here students are necessarily exposed to all aspects of a language, being required to speak, read, and write it in their coursework, and to use it in negotiating all of their social relationships. (Of course, Dartmouth also offers Foreign Study Programs not associated with learning another language, and these, too, provide valuable international experiences in an academic context.)

¹ In the future, technological advances may make "distance learning" a more attractive way for institutions to augment their foreign-language instruction; courses in less frequently taught languages might originate at schools like the University of Pennsylvania and Columbia, which seek higher enrollments for their broader range of offerings.

In advanced courses – and, ideally, in the beginning ones as well – the language departments explore another culture. For previous generations, “culture” designated a national literary canon, but that concept has now broadened to embrace Cultural Studies. One new approach is in itself international (as opposed to merely “foreign”), and it manifests itself in topics such as Francophone literature in North Africa, the Caribbean, or Quebec; Spanish works by Latinos living in Los Angeles; or German writings by Turkish immigrants in Berlin. Extra-literary topics are also represented. And the Department of French and Italian and that of Spanish and Portuguese each offer majors that combine the pairs of languages they offer.

Finally, the language departments (like most others at Dartmouth) reach out beyond their own disciplinary borders to integrate their offerings with those from other departments. To give just a few examples, Russian offers a specific area studies major; one of the two options for majoring in German (“Major B”) includes courses from other departments to create a program of cultural studies; Spanish offers a major in Latino Studies; and all languages permit a modified major that includes courses in one or more departments like Art History, Film Studies, Government, History, Music, Philosophy, Sociology, etc. The introduction of the minor in the past few years has also enabled students to combine significant work in a language department with other disciplines.

Other Kinds of International Offerings

The College’s area studies programs have at their very core an international focus. They are, by their nature, interdisciplinary. While the specific structure of individual programs varies, all rely heavily on courses in the departments of Government and (especially) History to complement whatever core courses they offer:

- The Latin-American, Latino and Caribbean Studies (LALACS), one of the newest programs at the College, has already become well-established and gives Dartmouth strength in this area. It offers both a major and a minor in Latin American and Caribbean Studies that draw on a broad array of courses from four departments in particular (Anthropology, Government, History, and Spanish and Portuguese) that allow students a great deal of flexibility in constructing a course of study after fulfilling prerequisite requirements offered within the program.
- The African and African American Studies Program provides three tracks (African, African American, and Diaspora) within its major; each track has associated courses in the History Department along with a variety of courses from other departments as well.
- Asian and Middle Eastern Studies has few courses of its own, but over the years has attracted a substantial number of majors who specialize in one of four areas: East Asia, the Middle East, Central Asia, or South/Southeast Asia. This program counts among its cooperating faculty the entire Department of Asian and Middle Eastern Languages and Literatures, several members of the History Department, and other professors in Anthropology, Art History, English, Geography, Government, Music, Religion and Sociology.
- Still other area studies concentrations are administered through language departments, such as Russian Area Studies and Iberian Studies.

Other academic units at Dartmouth also treat subject matter that is supra-national (or seems that way because it is so thoroughly ingrained in the Western tradition), while at the same time to a greater or lesser degree investigating nationally-defined topics or even addressing directly what *national* and *international* imply: African and African-American Studies; Anthropology; Classics; Comparative Literature; Drama; Economics; English; Environmental Studies; Film Studies; Geography; Government; History; Jewish Studies; Latin-American, Latino and Caribbean Studies;

Linguistics; Music; Native American Studies; Philosophy; Religion; Sociology; and Women's Studies all at least occasionally deal specifically with questions that are shaped by national or cultural considerations, while they also seek to develop conceptual tools that extend beyond such a focus.

As the appended survey indicates (see Appendix 1.1), Dartmouth's departments and programs generally offer further kinds of internationalism: some, such as Biology, Chemistry, Earth Sciences, Engineering, Math, Physics, and Psychology treat largely "supra-national" subject matter. Research often involves international cooperation, including visits to international sites, but national or cultural considerations only minimally affect the object of study. If anything, the hegemony of English has caused other nations even to abandon their own languages when pursuing science or at least publishing their work. Ironically, this development, as well as the basic nature of science, has fostered considerable international collaboration. Scientists cross cultural and national borders easily because their disciplines ignore these barriers.

Assessment

After surveying the College's offerings, the committee concludes that Dartmouth's curriculum already contains much that is international in scope. The international exposure that many undergraduate students get stems not only from language departments and literature courses, but from the social sciences – either within departmental offerings or as part of an area studies focus. It is important that Dartmouth look at international issues both through the theoretically lens of globalization and also through the particular focus of area studies. There are some areas of the world that deserve more curricular attention on campus.

Some gaps result from department-centered staffing decisions, and urge the administration to make greater efforts to identify hiring needs that extend beyond departmental boundaries. When, for example, the Department of Art History faces a decision of whether to seek a specialist in Asian or in African art, the needs and interests of the Department of Asian and Middle Eastern Languages and Literatures and the African and African-American Studies Program should also figure into the deliberations. Joint appointments would be one way to meet specific needs that cross departmental and program boundaries. A decision about additional resources for such efforts would come from the Provost and Dean of the Faculty, with the relevant associate dean(s) and the Dean of the Faculty would have to play a key role both in identifying and encouraging possible joint appointments.

The goal of future hiring should be twofold. First, Dartmouth should build on its strengths. A few key hires in such fields as Far Eastern studies and international relations would create the critical mass necessary to make these already strong areas outstanding. As a relatively small institution, at least in comparison to those schools with major graduate programs in the social sciences and the humanities, the school needs to select the specific fields in which it wishes to excel. Second, Dartmouth has to be careful not to neglect other areas. Replacement hires need to be guided by the Dean of the Faculty Office so as to ensure that coverage of other important regions remains solid and that some positions are earmarked for international fields that need greater resources.

One way to encourage students to take better advantage of what already exists would be to provide a greater overview in the course catalogue (the ORC) of the College's offerings in cultural or area studies. Students often lack sufficient mechanisms to identify meaningful sets of courses. The ORC description of Latino and Caribbean Studies provides one notable exception by presenting a coordinated program of study that students can follow. "Asian and Middle Eastern Studies" is so broad that, despite the various major tracks, it is difficult to discern a coherent entity within it. More typically, the Government Department lists its own courses in "Comparative

Politics” and “International Relations,” but nowhere does the ORC tie them together with other, related topics.

Other schools approach this issue in a variety of ways. Most, like Swarthmore, also rely on a foreign language requirement to expose otherwise reluctant students to an international perspective. The Williams catalogue provides a listing of various departments’ courses in “International and Global Studies.” The Five Colleges issue certificates in International Relations and in Latin America and Caribbean Studies; by identifying a combination of course categories and providing a faculty advisor to monitor students’ choices, these certificate programs encourage students to develop a coherent, interdisciplinary approach to the various topics. And Harvard’s core requirements include “Foreign Cultures,” a set of courses specifically designed to introduce students to a variety of cultural assumptions and traditions.

A Dartmouth student initiative is currently promoting the introduction of an Ethnic Studies distributive requirement to replace the current “North American” category. Williams, in obligating students to study “Peoples and Cultures,” considers Ethnic Studies and International Studies equivalent to one another and allows its students to fulfill the requirement in one of two ways. One choice is to take a course either about Africa, Asia, Latin America, Oceania or the Caribbean; the alternative is to take a course about one or more ethnic groups in North America that are native or trace their origins to the same areas that can be studied in an international context. While we see much to recommend Ethnic Studies, we do not, however, consider them interchangeable with international topics and therefore would not want to see such options available at Dartmouth. As Maurice Harari states:

We submit that some of the goals of international studies and of ethnic studies [...] have their points of convergence. Both strands [...] contribute, directly or indirectly, to the struggle against ethnocentrism. Both contribute to cultural awareness and intercultural communication skills, both deal with cultural and ethnic diversity and tolerance in dealing with that diversity, both deal to a certain extent with the quality of life in a multicultural society. Basically, however, multiculturalism focuses on domestic pluralism while internationalization focuses on the global landscape.²

What we recommend is an effort to offer students greater guidance in their desire to study international topics, whether their focus be on area studies or, for instance, on the phenomenon of globalization. Within our committee we discussed various possibilities: an international studies major or minor, a “certificate” in international studies, or perhaps simply a committee of interested faculty members and a list of recommended courses (somewhat like the “Studies in History and Philosophy of Science and Technology” listing in the ORC). The latter possibilities would allow those students who concentrate in a discipline with an international focus to broaden their expertise by designing a set of courses that would complement their major, without the restrictions imposed by more conventional minors. Specifically, therefore, we ask that the Dean of the Faculty Office appoint a task force to consider these possibilities and then make a recommendation to the appropriate curricular committees.

Recommendations

We can point with pride to the effects of our present programs and policies, as indicated in part by the large number of Dartmouth alumni living and studying or working abroad and/or

² “The Internationalization of the Curriculum,” *Bridges to the Future: Strategies for Internationalizing Higher Education*, ed. Chales B. Klasek (Association of International Education Administrators, 1992), p. 67.

serving in international organizations like the Peace Corps. In order to maintain our strength in these areas, we make the following recommendations:

- ¶ The College should work to organize and, occasionally, augment what it already offers in terms of area studies and other international specializations. It could strengthen the opportunities for coherent international programs without necessarily adding a significant number of courses to the curriculum. In order to achieve these goals
 - the Provost and Dean of the Faculty Office should identify key areas in which focused hiring could lead to areas of excellence within the institution.
 - the Dean of the Faculty Office should convene a task force to consider various options by which students could be offered greater guidance in taking advantage of existing courses on international topics, whether by instituting a new major or by enabling students to complement existing majors in a coherent and academically rigorous fashion.
- ¶ Dartmouth should continue and even increase its commitment to language study and to its programs abroad (see as well the next section and its appendices for supporting data and elaboration).
- ¶ Dartmouth, like many institutions, has strong departmental boundaries, but more and more is trying to do things that cut across those traditional lines of authority. The Provost and the Dean of the Faculty Office should formulate a mechanism for dealing with initiatives that are interdepartmental or interdisciplinary.
- ¶ Although ethnic studies and internationalism are not identical, some of the future discussion on international aspects of the curriculum will inevitably involve issues of ethnicity and identity. Either an existing faculty committee (probably the Committee on Instruction) or an ad hoc committee should formulate recommendations for responding to specific proposals and should look at the question of ethnic studies on the campus as it intersects with area studies as well as with individual departments, such as sociology, anthropology, and geography.

III. Study Abroad: The LSA/FSP Programs

Description

Since their start in the 1960s, Language Study Abroad (LSA) and Foreign Study Programs (FSP) have become prominent features of Dartmouth's curriculum. They attract a significant portion of the student body at Dartmouth; in most classes, over 50% of the students participate in at least one of these programs during their undergraduate career. By comparison, roughly 25% of the students at Penn and Stanford participate in programs sponsored by their institutions; participation ranges between 20 and 25% at Cornell, and at Columbia is usually a little under 20%; at Princeton, Harvard and Yale, the figure is 10% or less.³ The programs catch the attention of applicants, both augmenting the College's reputation as a place where language study plays a prominent role and ensuring that many of those who matriculate at Dartmouth will have an interest in spending at least one term abroad.

Several features of the LSA and FSP offerings are distinctive. In the first place, while the LSAs, by definition, consist of language courses, many of the FSPs do not, or at least involve language-study only secondarily. Thus, three of the FSP programs are run by science

³ These figures were provided by those attending an "Ivy Plus" college deans' conference in April 1999. Princeton is in the process of increasing opportunities for its students, with the number of participants expected to double over the next five or six years. While some of these universities offer programs in fields other than languages, none have all the features mentioned in the following paragraphs.

departments: the Environmental Studies program, which for many years took place in Kenya and has just recently been relocated to Zimbabwe; the Earth Sciences program, which is run mostly in the Western United States and Hawaii, but concludes with a three-week period of field work in Mexico; and the Biological Sciences Department's Tropical Biology program, in which students study the plants and animals native to the Central American tropics and/or the Caribbean islands. (For fuller descriptions of these and the other programs mentioned here, see Appendix 2.1, "Dartmouth Off Campus programs 1998-99.") Several social science departments also have Foreign Study Programs: Government, History, Geography, and the Program in Asian and Middle Eastern Studies. Non-language programs in the humanities include those for Drama, Music, Philosophy, Religion, Classics (which runs art and archeology programs in both Greece and Italy), English, and Art History.

Second, the Romance languages, along with German, have designed a range of programs for students at various levels of language study. The LSAs were originally established at the initiative of John Rassias as a means for students to finish fulfilling the language requirement by studying abroad for one term. The language requirement at Dartmouth stipulates that students must study a language for the equivalent of one year (through the language course numbered "3"), or demonstrate comparable proficiency. By means of the LSA programs students can satisfy their language requirement while being immersed in a foreign culture – living with local families and studying the civilization and literature of a country while experiencing the society first hand. When the LSA programs were originally started, students would take "Language 1" on campus, and then go abroad, where they would receive three credits for language courses and complete the language requirement. Now departments instead require "Language 2" as a prerequisite. Because the LSA programs include "Language 3" as part of their offerings Beginning in 1999-2000 there will be a new "LSA+" program in French, which has a prerequisite of "3" and is aimed primarily (but not exclusively) at those students who already arrive at Dartmouth with the equivalent of three terms of college language study. An LSA+ program has recently also been approved for Portuguese, and it is possible that other languages with LSA programs will follow suit.

The FSPs in modern languages are for students at a more advanced level, and are offered in all the languages that have LSAs as well as in Chinese, Japanese and Russian; these programs typically include courses taught within the target language and devoted specifically to literature and civilization, as well as intermediate (for Chinese, Japanese and Russian) or advanced work in the language of the country. At least two of the three courses taken on the FSP normally count toward the major. Many of the students majoring in a modern foreign language would typically participate in both an LSA (if one is offered) and an FSP in that language, though in recent years the trend has been for more students to participate in just the FSP. Among the modern languages taught at Dartmouth, only Arabic, Hebrew and Modern Greek do not offer an FSP program.⁴

A third significant feature of the LSA/FSP programs is that all are directed by members of the Dartmouth faculty. While students typically take courses taught by local faculty as well as with the Dartmouth professor accompanying the program, the latter is ultimately responsible for the grades that students receive. Students receive regular Dartmouth (not transfer) credit for these courses, and therefore, as is not the case with transfer courses, grades for these courses appear on the transcripts and become part of a student's grade point average. (Note as well that students on Dartmouth LSA and FSP programs are eligible for the full array of the school's financial aid assistance.) The participation of Dartmouth faculty members helps in assuring the quality of the programs and of making them integral to the Dartmouth curriculum. At the same time, there are

⁴ Both Arabic and Hebrew are taught by only one faculty member, and so identifying a faculty member to run the program each year would be a serious problem for both; the Asian Studies program in Fez, though, includes an introduction to spoken Moroccan Arabic. Despite the existence of gift support, it proved impossible to attract a sufficient number of students to study Modern Greek.

significant budgetary implications. Dartmouth faculty receive credit for teaching two courses when they direct a program (i.e., half of a year's teaching load for tenure-track faculty); paying both the salary and expenses of a Dartmouth faculty member is generally more expensive than relying exclusively on local instruction abroad. The absence of regular faculty members from campus for extended periods can also cause difficulties for staffing a department's other courses.

Fourth, the FSPs, more so than the LSAs, are generally very much a part of the regular major. As already mentioned, two of the three courses taken on many of the language FSPs count toward the major; in the case of both Japanese and Chinese, the intermediate level of the language is offered *only* through the FSP. Non-language departments frequently count all three courses toward the major; such is the case for the major in Environmental and Evolutionary Biology (within Biological Sciences), Geography, History, Religion, and others. The Earth Sciences department actually *requires* both majors and minors to go on its off-campus program. Thus students who participate in the FSP programs do so under one track (or for Earth Sciences the only track) within the major; not just the language departments, but all those with FSPs have created mechanisms for combining foreign study and the academic goals of the major.

While most of the foreign study on the part of Dartmouth undergraduates takes place through the FSP/LSA programs, there are also other opportunities to take courses abroad. Each year a few students participate in exchange programs (Appendix 2.3, pp. 3-7). The McGill University Exchange enables up to five students from Dartmouth to spend the fall in Montreal. A new program with Keble College, Oxford University, allows four students each term to go to Oxford; this program is primarily intended for majors in Government and Economics. The German and Japanese exchange programs each run for a full year, with one student from Dartmouth going to the host country and one student coming to Dartmouth. Because the programs in Japan and Germany extend for a full year, interest in both is necessarily limited. The exchange with Keble, by contrast, has been consistently oversubscribed during its brief career, reflecting the pent-up demand among majors in both the Government and Economics departments.

Finally, students may take transfer terms at foreign institutions; in recent years, between 70 and 85 students each year have applied to study for a term abroad either on their own or through a non-Dartmouth program.

Assessment

The above description has already indicated key strengths of the programs: their variety, their penetration into many portions of the Dartmouth curriculum (including several of the science departments), the involvement of Dartmouth faculty members, the existence of language programs at the elementary (LSA) level as well as intermediate and advanced, and the integration of the FSP programs with the major. What is more, the programs have consistently evolved over the years in response to changing situations abroad. The last decade has seen numerous changes in venue (compare p. 38 in Appendix 2.1 ["Dartmouth Off Campus programs 1998-99"] with p. 24 of Appendix 2.2 ["Dartmouth Off Campus programs 1985-86"]). In one or two cases, safety was at issue, in others it was academics or logistical arrangements, in still others a new locale seemed to offer a richer cultural setting. It should be pointed out as well that the faculty Committee on Off-Campus Activities (COCA) provides close oversight for all Dartmouth LSA/FSP programs (see the annual reports in appendix 2.4). New offerings must first be approved by COCA and are then reviewed after the first year; even well-established programs are reviewed at least every five years.

For all their successes, the programs are not without their challenges: student interest does not always match the opportunities for foreign study, issues of both quality and safety have arisen on occasion (see the annual reports for the past ten years, Appendix 2.4), it is not always clear that experience abroad has carried over effectively after students have returned to campus, and the programs themselves, despite the changes of venue, have shown little evolution or increase in

variety over the past decade. The remainder of this section contains further remarks on each of these problems, along with recommendations for dealing with them.

At first glance the enrollments in LSA/FSP programs appear to have dropped sharply from a high of 800 to in 1982-83, to a low of 498 in 1996-97, followed by a significant recovery to 629 in 1997-98 (Appendix 2.3, pp. 1-2). Since year-to-year enrollments can fluctuate erratically, it is perhaps better to take a look at three sets of three-year groupings:

TABLE 2.1

	No. of LSAs	student totals	avge.	No. of FSPs	student totals	avge.	total # prgrms	student totals	avge.
1980-83:	53	1288	24.3	58	992	17.1	101	2280	22.6
1987-90:	50	922	18.4	70	1060	15.1	120	1982	16.5
1995-98:	44	650	14.7	69	1041	15.1	113	1691	14.9

In the early years of the LSA/FSP programs, enrollment limits were sometimes set higher than they are now; today, the great majority of the FSP programs do not accept more than 15 students. Thus the fall in the average number of students from 17.1 in the early 1980 to 15.1 at the end of that decade can be explained more by a decline in the maximum number of students allowed on each program than by any lessening of student interest; indeed, that 15.1 average, which has held steady for a decade, indicates virtually full enrollments for the FSPs: the problem is that there are not enough to meet the demand.

The decline has come rather in the LSAs; there, too, maximums have sometimes fallen (from 25-30 to 20-25), but average enrollments continued to fall even as some of the programs with the smallest enrollments were canceled (the total number of LSAs offered annually is about three fewer than it was during the early 1980s). Why this drop? The switch from a one- to a two-course prerequisite for participation on LSAs affected enrollments for some of the languages. In addition, even the more committed language students now tend to participate in just one program, rather than two, and that one is most often an FSP. This phenomenon in turn results from the growing pressures for students to remain on campus: participation in an intercollegiate sport now often spreads over two or even a three terms, making it more difficult to be away from campus; and majors have tended to require more courses, some of which are sequential, thereby limiting the number of terms when one can go on a program. Parents, meanwhile, express greater concerns about safety. Finally, participation in an LSA seems less novel now than it once did; travel has become relatively inexpensive, and increasing numbers of students have spent significant periods of time abroad before entering college.⁵

Meanwhile, as enrollments in LSA programs have declined, demand remains high for many of the FSPs, particularly in those departments (Government, Biological Sciences) which have the most majors. It is not unusual for some FSPs to have three or more applicants for every place on the program. In other words, there appears to be a pent-up demand for more programs in

⁵ One might think that more and more students are entering Dartmouth having already satisfied the language requirement, thereby reducing the demand for LSA, but such turns out not to be the case. In the mid-1980s, about 30% of the typical entering class had satisfied the language requirement (the equivalent of one year's college study) upon admission. Surprisingly, although the overall academic qualifications of each entering class rise each year, that percentage changes little: in the class of 2000, 29% satisfied the language requirement upon admission, for the class of 2001 the figure is 32%, and for 2002 it is just 27%.

the non-language areas, a demand which, given staffing and budgetary problems, is difficult to meet.⁶

Assuring both the quality of programs and the safety of students is an ongoing challenge. Most European cities, except in times of specific crises, do not present undue risk; still, COCA has reacted promptly to safety concerns in the past, and it must continue to do so. The committee has asked departments that sponsor programs to be vigilant about safety issues relating to the facilities in which the programs are held and in which students are housed. To assure quality COCA undertakes regularly-scheduled reviews and requires that any shortcomings be addressed. An ongoing challenge has been the reliance on foreign staffing for individual courses as well as the difficulties that students from the United States have in adjusting to the academic programs in other countries. Those directing programs have to make a genuine effort to ensure that the academic program meets a high standard and that students are prepared for studying in a different environment.

Students have responded favorably their terms abroad, and their evaluations frequently cite participation in an LSA or FSP as their best term “at Dartmouth.” What students seem to gain most from the programs is a sense of personal growth and broadening, which they come to see as a valuable part of their overall education. Some statistics may help illustrate this point. In 1998 the Environmental Studies Program (ENVS) sent out a questionnaire to 289 students who had participated on its FSP in Kenya. The 179 students who responded, found that the FSP contributed to their career development only slightly more effectively than their course work in ENVS as a whole (3.6 vs. 3.4, on a scale of 0 to 5). However, in terms of personal development, these same students rated the FSP much higher than their experience in the ENVS as a whole (4.7 vs. 3.8). The student evaluations for nearly all the programs cite living in a different culture and broadening their life experience as a critical part of the program; for instance, students on the Kenya program, gave “the value of living in a developing country” the highest possible rating: a perfect 5.0.

However, it is not always clear that students build on that experience once they are back on campus. Most FSP courses do count toward the major, but formal means to continue involvement with a foreign culture or to pursue the specific work done abroad are not always as well-developed as they could be, even within the foreign language departments. More could be done to promote interaction between international students and participants in programs located in the home countries of those students. At the same time, it needs to be recognized that for some students the one-time contact with a different culture is all that they have time for in their academic schedules (this is particularly true for many science and engineering students); some might argue that the LSA and FSP programs are especially important for these students, who otherwise would lack any experience in a foreign environment.

Finally, while it is true that the programs have been generally strong and that the model developed over the years has many advantages, that very success has made it difficult to go beyond the existing types of programs, perhaps limiting the range of possibilities available to Dartmouth students. A comparison of Appendices 2.1 and 2.2 shows that despite the changes in venue, for the most part the same departments and the same kinds of programs are in place as was the case a decade earlier. Other models might help meet the demand for more programs, especially in the

⁶ One other point about enrollments in off-campus programs should be noted: women account for a disproportionate percentage of the participants. In the early 1990s, about 54% of the participants each year were female (e.g., 323 women and 273 men in 1991-92), by the middle of the decade, the percentage had jumped to 59%, and that proportion has held steady (e.g., 373 women and 256 men in 1997-98). A recent LSA program in France had only female students; the spring 1999 Art History program had just one male student among the sixteen participants. We have not found any factors that fully account for such a large gender imbalance in off-campus enrollments.

Social Sciences, while placing fewer demands on resources (both in terms of staff and money) than existing programs.

Recommendations

- ¶ Dartmouth faculty already teach at least one course in nearly all the programs, but we would urge COCA to require that they do so on all the Dartmouth LSA/FSP programs. Furthermore, we would suggest that more teachers from abroad who regularly work with Dartmouth students be brought to the campus to teach for a term in order to forge closer ties between Dartmouth and the host institutions. If visitors are assigned to regularly scheduled courses, this expense could be met from the Arts & Sciences budget.
- ¶ Departments sponsoring LSA/FSP programs should have in place ways for students to extend their work once they have returned to campus. In the non-language departments it may well be possible to devote an advanced seminar to topics similar to those studied abroad; in the language departments further attention could be paid to augmenting affinity housing opportunities and to create programs that would involve both Dartmouth students and community members from the country in question.
- ¶ The College should do more to indicate to students and their parents that Dartmouth's LSA/FSP programs are an integral part of its educational offerings. In part this goal could be accomplished through a special mailing to newly accepted students and their families.
- ¶ The survey of the Environmental Studies Program in Kenya has provided valuable data; a similar survey of graduating seniors that covers all LSA / FSP programs would be useful. In addition, departments with LSA programs should track intermediate and advanced students in order to gather data as to whether participants in LSA programs perform more strongly in their subsequent language work than non-participants.
- ¶ While the existing model is likely to be used for most programs, we think it might also be possible to create mechanisms for programs with a shared responsibility among departments. For instance, a program in the Far East could alternate among language, art history, and government faculty; one in Eastern Europe could be staffed by members of the History and Russian Departments, as well as by the Jewish Studies Program. Shared programs could create slots that would attract many students with interests in such fields as political science, history, government and sociology (where demand for FSP participation is higher and the opportunities relatively limited), while spreading out the burden of staffing the programs.

IV. The Faculty's International Scholarship and Research

One of the most important challenges for faculty and administrators at colleges and universities is how to foster and participate in scholarship that has become increasingly international in nature. Dartmouth faculty, along with their peers at similar institutions, have a strong commitment to international scholarship, and are recognized internationally for their accomplishments. However, as the following report suggests, the meaning of international scholarship varies greatly from field to field, and administrative responses are most likely to succeed when they consider this range of variation.

Description

1. International Ph.D.s

The number of tenured or track-track faculty holding Ph.D.s granted outside the United States provides a simple but robust indicator of the "international" character of any faculty. In

many fields academic labor markets are international in scope, and looking at the proportion of faculty who have earned their advanced degrees from institutions outside the U.S. gives a sense of the comparative standing of Dartmouth.

Approximately one in 20 Dartmouth faculty hold an international Ph.D. (Table 3.1). This college-wide proportion is slightly higher in the humanities and slightly lower in the science division. DAMELL (Department of Asian and Middle Eastern Languages and Literatures) is typical of several humanities departments:

Of the 7 tenured or tenure-track faculty members, 3 are foreign nationals or former foreign nationals; and all but one of our 5 lecturers are foreign nationals. All but 3 of our 12 faculty members have earned the BA or the post-graduate academic degree at a foreign institute of higher education. DAMELL thus can truly be termed an "international" department as to its faculty members.

However, international faculty have been recruited in the sciences over the past decade, and Dartmouth has increased the number of international faculty members by almost 20% in this ten-year window.

Cross-institutional comparison of this measure of internationalism for 1998-99 show that Dartmouth's faculty is as international as the faculty at Princeton, Washington University, and Duke.⁷ Although the absolute numbers are small, Dartmouth's science faculty stands out as being particularly international in comparison to Duke and Washington University.

2. The Nature of International Scholarship at Dartmouth

Many, if not most faculty would claim that some element of their scholarship and research is "international." Physicist Professor David Montgomery writes:

... the international aspect of my existence is such a routine feature that it doesn't seem noteworthy...

This sense of pervasive "internationalism" presented the subcommittee with the significant challenge of defining what constituted "international scholarship" to faculty, and how best these activities could be benchmarked.

On the suggestions of a number of faculty colleagues we pursued two lines of inquiry. First, we canvassed chairs of departments and programs to see how the term "international" is differently construed across the divisions, and to provide us with some sense of the scope of their faculty's activities that might reasonably be considered international. This discussion follows below. Second, we developed one quantitative snapshot of the changing level of externally funded research that had an obvious international component (section B below).

As Appendix 3.1 attests, chairs of departments and programs presented wide-ranging opinions on the meaning of the concept "international scholarship". Some science department chairs indicated that research in their area was made inherently international by the international circulation of key publications outlets and the commitment of scholars world-wide to propagating truly global conversations. For different reasons, humanities faculty saw most if not all their activities as international (for example, German Studies, Asian and Middle Eastern Studies). In contradistinction to notions of internationally integrative discussions about knowledge, some

⁷ The three schools are among those with which Dartmouth traditionally compares itself. We selected one Ivy League school that is close to Dartmouth in size and the other two because they represent different regions in the United States.

humanities faculty felt that “international” connoted the ability to engage in nationally-specific (and variable) discourses on knowledge construction (for example, schools of thought on nature-society links vary from national academy to national academy). Social science faculty introduced yet another interpretation of “international” that is synonymous with quality: the more international a publication, the greater the impact by virtue of its ability to reach and influence a wider audience. The same, of course, holds true for publications in the humanities and the sciences.

In recognition of the multifaceted nature of the concept “international scholarship,” the subcommittee sought to describe the breadth and extent of activities Dartmouth faculty considered international. We highlight four endeavors which, when taken together, provide a nuanced view of how faculty scholarship at Dartmouth is international. These areas are: international research activities; international cooperation, collaboration, and publication; overseas appointments and leaves; organization of international conferences. (See also Section 4 of this report regarding international scholars at Dartmouth.)

a. International Research Activities.

Dartmouth faculty are engaged in research projects on every continent of the world, and indeed off the world as well (see Appendix 3.1). International research activities include the examination of phenomena in a non-US context (for example Professor Peart’s analysis of Indonesian rain forests or Professor Gaffney’s analysis of Irish theater), explicit cross-national comparison (for example the work of Sociology faculty on fiscal reform in post communist Hungary, Poland, and Czechoslovakia, gender stratification in Austria and Hungary, and revolutionary change in Iran, Nicaragua, and the Philippines), and research that explores global-scale processes including transnationalism and globalization. The Department of Spanish and Portuguese writes:

...some projects in which our faculty are engaged deal with basic issues of the contemporary intellectual agenda in the United States, globalization, for instance, or the relationship between the practices of Hispanism in the United States and in other countries in the world.

In humanities departments translation also comprises a major part of what is considered international. Dartmouth’s German Department provides an exemplar:

American Germanists and their colleagues in the German-speaking countries share the task of investigating topics defined by *Germanistik* in general. But American scholars have the added duty of mediating German culture in the English-speaking world and engaging in what has recently been subsumed under the heading ‘German Studies’. The most obvious example of the latter activity is translation: Duncan, Shookman, and Zantop have translated and/or edited translations of a number of German literary works into English (While Walter Arndt’s appointment was in Russian, he is of course a particularly distinguished translator of German). Another obvious effort in this direction is Irene Kacandes’s *A User’s Guide to German Cultural Studies* (Michigan UP, 1997), designed to provide approaches and inroads into German culture. Most of the scholarly work in the department undertakes both tasks simultaneously. Writing usually in English, but often in German, the members of the department normally publish in American journals and university presses while addressing both German and American specialists.

Most of these research activities are externally funded, although some Dartmouth support is available in limited amounts to seed such international work (for example, from the Dickey Center and the Rockefeller Center).

b. International Cooperation, Collaboration, and Publications

Many Dartmouth faculty have long-term relationships with collaborators and/or host institutions overseas which facilitate ongoing scholarship. Typical is the experience of Sinologist Professor Sarah Allan:

I publish extensively in China and in Chinese, as well as in European sinological journals. Almost everything I write is now translated or being translated into Chinese. My most recent book is also being translated into Korean. Recently, I contributed to a festschrift for a senior French scholar. I have also collaborated with Chinese scholars in the publication in China of ancient Chinese texts and inscriptions now in European collections. These projects are very high profile, especially the 14 volumes of Dunhuang manuscripts in the British Library. Currently, "Oracle bone collections at the Museum of Far Eastern Antiquities, Stockholm" is now in press with Zhonghua Shuju, Beijing, and I am writing a book on Chinese bronzes with Li Xueqin, head of the Institute of History, Chinese Academy of Social Sciences. This will be published by Yale University Press with Chinese (and possibly Japanese) editions, as well.

Professor Oran Young suggests a similar model from environmental sciences:

I am directing a project on "Mercosur and the Environment," by the Institute for Environmental Studies at the Vrije Universiteit Amsterdam (IVM), funded by the Interamerican Bank for Development. It involves cooperation among eight researchers from the Mercosur countries and the Netherlands and will culminate in a meeting with WG6 of Mercosur, the environment officials of the four countries, next June.

George Langford (Biology) lists a long-term collaboration with Deiter Weiss in Germany on organelle motility within cells.

Lawrence Kritzman (Department of French and Italian) edits the series "European Perspectives" for Columbia University Press. Among the nearly forty titles published since 1989 are works by such leading European intellectuals as Adorno, Kristeva, Ricoeur and Gramsci. He has also received two national honors from the French government: Chevalier de l'Ordre des Palmes Académiques in 1990, and Officier de l'Ordre des Palmes Académiques in 1994.

Faculty in Physics, Earth Sciences, Biology, Computer Science, Geography, Sociology, Economics, German, and Asian Studies all list publications co-authored with international colleagues (see Appendix 1).

c. Overseas Appointments and Leaves.

The international scholarship of Dartmouth faculty is enhanced by the initiative many faculty take to formalize long-term relationships with foreign institutions and collaborators in the form of visiting appointments. We also heard from many faculty who regularly spend research sabbaticals and leave terms overseas. Although routinized communications between Dartmouth and international locations are facilitated by the familiar slate of time-space compressing technologies, there is still a need – arguably a greater need – for faculty to spend time overseas, building and nurturing collaborative relationships.

It seemed to us that Dartmouth faculty were able to spend time overseas as a result of their own industry and initiative and as a result of innovative uses of the opportunities afforded by Dartmouth's sabbatical program and LSA/FSP obligations; however, we noted the absence of specific College-wide initiatives to sponsor such overseas effort. History Professor Marysa Navarro (who is also chair of Latino, Latin American, and Caribbean Studies) remarked:

Those of us who do research abroad do not get any special support. We get what everybody else gets, except that things cost much more and it is always much [more] complicated to do research in a country that is not the US.

Computer Scientist Professor Scott Drysdale was able to make research trips to the Max Planck Institute in Saarbrueken, Germany; the University of Graz (Graz, Austria); and the University of East Anglia (Norwich, England) during 1993-94. However, Drysdale had been awarded a Fulbright Scholarship, which freed him from Dartmouth obligations and enabled him to be based at the Freie Universität in Berlin.

Sociologist John Campbell, in another example, was recently appointed Adjunct Professor of Political Science, Copenhagen University, which entails annual teaching and lecturing in Denmark as well as conducting research. He formerly held positions as visiting professor at Copenhagen University and visiting scholar at Nuffield College, Oxford. Michael Mastanduno is an adjunct faculty member at the Postgraduate School of Economics and International Relations, in Milan, Italy. He teaches minicourses to graduate students there on a regular (annual) basis.

d. Organization of International Conferences.

With the consistent support of the Rockefeller Center, the Dickey Center, the Deans Office, and the Humanities Institute, and supplemented by outside grants (for example, the German Marshall Fund), Dartmouth faculty have been particularly successful at organizing and leading a number of high profile international conferences at Dartmouth. A recent example was the May 1998 conference on the Guodian Laozi:

The International Conference on the Guodian Laozi held here in May of 1998 was not only international in make-up (approx. one-half Chinese including Taiwan, one-quarter American, others mainly European with one Japanese scholar), but has also been reported in publications in a number of different countries and languages, both Asian and European. (The primary language of the conference was Chinese.)

Other examples include Sociology-initiated conferences on “Institutional analysis and the rise of neoliberalism in the 1970s and 1980s” and “Globalization and education”; and Native American Studies conferences that bring Canadian Natives to Dartmouth. In May 1999 the German Department and Native American Studies co-sponsored a conference on “Germans and Indians.”

At least two significant international conferences were held in summer 1999: Professor Oran Young hosted a meeting of European and U.S. climate researchers on the effectiveness of international environmental agreements; Professors Spitta and Bailey organized an interdisciplinary conference on “la frontera” that drew Mexican and U.S. scholars together to discuss varying interpretations of the US-Mexico border.

Assessment

What is apparent from the above account is that a large number of faculty are internationally known and esteemed for their scholarship. Anecdotal evidence of the international respect for Dartmouth faculty scholarship arises from the number of times Dartmouth faculty are invited, commissioned, or appointed to serve on influential research and policy initiatives. Economist Blanchflower “served on a panel of three international experts appointed by the Swedish Parliament to look into the workings of the Swedish labor market. Since 1995 he has been working as a consultant to the UK government on how to set pay in the public sector.” Professor Susanne Zantop (German) reports that the Erich Schmidt Verlag in Berlin has commissioned a translation of her *Colonial Fantasies*, originally published by Duke University Press. Sociologist

Deborah King was recently invited to edit a new journal entitled *Meridans*, an international and interdisciplinary outlet for scholarship on women of color. In Spanish and Portuguese:

The Chair of the Department has been Secretary General of the International Association of Hispanists from 1992-1998, and was elected President of the AIH in July 1998. While being Secretary she created and edited a Bulletin of the association, that was published yearly since 1995. She also devised a page in the WEB for the AIH, that is located at Dartmouth, and gave, and still is, giving the college great visibility among scholars dedicated to the study of Spanish and Latin American literature.

Dartmouth faculty are also recognized and honored for their explicit contribution to international scholarship. For example, last year, Geographer George Demko received the medal of excellence from Charles University, Czech Republic, for his contributions (over one hundred articles and numerous books) on European demography.

Although it is difficult to derive any one convenient statistical indicator that summarizes the overall “impact” of Dartmouth faculty’s international scholarship, we did quantify the level of external support for international research to demonstrate how such research activity has greatly increased at Dartmouth in the last twenty years. We obtained from the Office of Grants and Contracts a list of externally funded research grants awarded to Dartmouth faculty that feature “international” research, defined as meeting one or more of the following criteria: international field site; international collaborator; cross-national research design; focus on a global process (for example, global climate change). For the two periods 1980-1985 and 1993-1998 we received data on: name of principal investigator; amount awarded; awarding agency; and title of grant. From these data we compared funded international research across the time periods, across divisions, and by awarding agency. Although these data do not cover all funded research projects received by Dartmouth faculty (Projects not processed through the Office of Grants and Contracts are not included on this list), they do allow us to compare international research between the periods 1980-85 and 1993-98.

The level of external support for international research has risen dramatically between 1980 and 1998 (Table 3.2) In the six-year period between 1980 and 1985, Dartmouth faculty received \$2.7 million in grant support; in the six year period between 1993 and 1998, the amount awarded had risen five fold to \$14.2 million. Although some of this dramatic increase can be attributed to the activities in the professional schools, increases were seen in every division. Humanities faculty received approximately 12% more external funds for international research, science faculty received 100% more, and social science faculty received in excess of 1000% more. Surely, by any measure, more externally funded international research was being conducted by Dartmouth faculty.

Breaking grant support down by granting agency confirms that broader national trends in funding have affected Dartmouth faculty over the past twenty years (Table 3.3). For example, the National Endowment for the Humanities (NEH) was the leading funder for Dartmouth’s international research in the early 1980s but ranked eighth in the late 1990s. Dartmouth faculty received three times as many separate National Science Foundation (NSF) grants in the late 90s compared to the early 80s, and approximately four times as much support from NSF. International research activities by science and social science faculty increasingly drew on support from the Department of Defense (DOD), NASA, and NOAA.

Assessment Summary

- There is considerable international scholarship by Dartmouth faculty.

- The nature of international scholarship, what it means, and how best it can be supported, varies across divisions.
- Dartmouth faculty are responsible for much of the international exchange that takes place, through their efforts to raise external funds and juggle the demands of the D-plan.
- No explicit College-wide initiatives foster international scholarship, though the Dickey Center (see below under “Recommendations”) could serve as the focal point for such an initiative.
- The faculty professional development fund (currently \$1500) is an inadequate source of funding once expenses associated with attending one academic conference have been met, and considering the cost of international air travel and local per diems.

Recommendations

- ¶ Greater attention should be given to programs that bring international scholars to Dartmouth. These programs should be coordinated across the College to make them as competitive as possible.
- ¶ Travel and per diem funds, over and above existing Faculty Research and Personal Development Fund allocations, should be available for faculty traveling to international destinations for research and collaboration. The Dean of the Faculty Office could be given additional resources to grant individual requests for support of such activities.
- ¶ The College should make explicit the role of the Dickey Center (see section 5) as a crossroads for internationalism, and spell out the Center’s role in fostering international scholarship. This could include participation in the above two recommendations and broader initiatives.

Table 3.1
Faculty with International Degrees

(Non-U.S. Ph.D.)
Holders of tenured/tenure track positions

DIVISION	DARTMOUTH	DARTMOUTH	PRINCETON	WASHINGTON	DUKE
	1987- 88	1998-99	1998-99	1998-99	1998-99
Humanities	9	8	21	12	19
Social Sciences	4	5	22	6	10
Sciences (not including engineering)	3	6	8	2	3

Total Int'l Ph.D.s	16 (5.3%)	19 ‡(5.5%)	51 (4.7%)	20	32
Total Faculty	300	343	1082	?	?

Source: Divisional Councils, Affirmative Action Report

**Table 3.2 a: Externally Supported
International Research Activity by Division
1980- 1985**

DIVISION	NUMBER OF AWARDS	\$ SUPPORT
Humanities	13	\$730,000
Social Sciences	8	\$271,000
Sciences	20	\$1,069,000
Medical School/ Tuck/Thayer	12	\$634,000
Total	53	\$2,704,000

**Table 3.2 b: Externally Supported
International Research Activity by Division
1993 - 1998**

DIVISION	NUMBER OF AWARDS	\$ SUPPORT
Humanities	29	\$832,000
Social Sciences	63	\$3,105,000
Sciences	66	\$2,160,000
Medical School/ Tuck/Thayer	31	\$8,187,000
Total	189	\$14,284,000

Source: Office of Grants and Contracts

Table 3.3 a

**Externally Supported
International Research Activity by Agency
1980- 1985**

AGENCY	RANK	\$ SUPPORT	# OF AWARDS
NEH	1	\$736,000	10
NSF	2	\$713,000	16
DOD	3	\$275,000	3
NASA	4	\$240,000	3
DE	5	\$191,000	2
EPA	6	\$127,000	1
Others	7	\$422,000	18
Total		\$2,704,000	53

Source: Office of Grants and Contracts

Table 3.3 b

Externally Supported International Research Activity by Agency 1993-1998

AGENCY	RANK	\$ SUPPORT	# OF AWARDS
NIH	1	\$3,718,000	3
NSF	2	\$2,952,000	48
DOD	3	\$1,980,000	23
MMH*	4	\$890,000	2
NASA	5	\$785,000	6
NOAA	6	\$666,000	4
VA	7	\$339,000	1
NEH	8	\$260,000	4
NEA	9	\$157,000	7
Others		\$2,537,000	90
Total		\$14,284,000	189

Source: Office of Grants and Contracts, Manitoba Ministry of Health

V. International Students and Scholars at Dartmouth

Description

1. International Students

Dartmouth College first opened its door to international students in 1772, enrolling ten Native Americans from Canada. Since then, the College has watched its international student enrollment climb and has experienced an ever-increasing geographical diversity of its students. During the 1998-99 academic year, Dartmouth enrolled a record of 565 international students, representing 72 countries and constituting about 11% of Dartmouth's total student enrollment. Two other landmarks over the past ten years are also worth noting: the 56% increase in international undergraduate students, from 147 in 1989 to 230 in 1999; and the growth in international graduate students from the 144 of a mere ten years ago to this year's enrollment of 313.

The College's tradition of close relationships with Canada and our geographical proximity to the Canadian border skew the distribution of Dartmouth's undergraduate international students. Canadians, now 75-strong, continue to hold the number one position among all undergraduate students from outside the U.S.A. The second largest group is from India (21) and the third largest (12) comes from the People's Republic of China (now including the students from Hong Kong). Other countries with 5 or more students are (in descending order): Pakistan, the Republic of Korea, Japan, Singapore, United Kingdom, and Trinidad/Tobago. In terms of regions, Asia provides the greatest number of undergraduates (88), 38% of all undergraduate international students. North America is second at 86, with Europe third at 30 students.

With graduate students the story differs, depending significantly upon the professional school or graduate program with which the students are affiliated. Of the 375 students at the Amos Tuck School of Business Administration, 103, or 27%, are international students. Thayer School of Engineering has a total of 130 graduate students, and 59 of them, more than 45%, are international students. Arts and Sciences, with a total enrollment of 467, claims a smaller fraction – 26% – but nevertheless has 121 international students. And finally, the Medical School has the smallest number and percentage of international students – 30 out of a total of 300, or 10%. Not included in these data are postdocs. Since the numbers are small, the percentages of postdocs from abroad fluctuates widely from year to year and from department to department. For instance, in the spring of 1999, 66% of those at the Thayer School were from abroad, as were 83% of those in the Chemistry Department; at the other end of the spectrum, Biology had just 1 international postdoc out of 9 (or 11%).

The distribution by country of Dartmouth's graduate international students also varies considerably among the professional schools and Arts and Sciences, although the regional distributions show a pattern similar to that for Dartmouth's undergraduate international students. Specifically, Asia is most heavily represented with 152 students; Europe has 78 international graduate students, followed by North America (38), South American (25), and Africa (9). (See the appendices for details).

2. International Scholars/Visitors

International scholars—including visitors—are defined as those persons employed at Dartmouth as academic staff on a temporary or short-term basis, who while here teach courses or conduct research. As of January, 1999, the number of international scholars – not including those three who hold athletic and administrative positions – was 170 (compared to last year's record high of 198). The overall ten-year pattern shows a steady increase in the number of international

scholars, from 92 in 1989 to 170 in 1999 (see appendix). The bulk of these (145) have been connected to Arts and Sciences programs.

Physics Professor Montgomery is typical of the many Dartmouth faculty who take the initiative to host international scholars on campus:

I was responsible for two sabbatical visitors from the U.K. (T. J. M. Boyd and J. J. Sanderson)...one from Israel (Amiram Ron), two from Japan (Tadatsugu Hatori and Jiro Mizushima), one from the Netherlands (Leon Kamp), and one locally-funded visiting professor (Michael Kiessling) from Germany.

Some departments are able to sponsor foreign visitors by linking research trips to initiatives that arise through Foreign Study Programs. For example, Geography, with an FSP in Prague, funds one Czech faculty member to visit campus each year and discuss his/her research work.

Dartmouth has some mechanisms to encourage longer stays of international scholars on campus. Most notable among these is the Harris German-Dartmouth Visiting Professorship, which brings professionals from all academic fields and distinguished figures from public life to teach and conduct research at Dartmouth for varying lengths of time. This professorship, which is now fully endowed, has brought approximately fifty people to Dartmouth during the past decade; they have taught in various Arts and Sciences departments (ranging from English to Economics to Physics) as well as in the Medical School and the Engineering School.

Assessment

1. The Population of International Students and Scholars

In general, Dartmouth has kept abreast with national trends, with respect to both the increasing number of international students and scholars on campus, and to their geographical distributions. The current international population at Dartmouth is 738 persons, excluding spouses and children – a number almost twice as large as that of only ten years ago (387). That said, when compared with the ten other Ivy-Plus peer institutions, Dartmouth's proportion of international students, both undergraduate and graduate, ranked near the bottom, just above Stanford and Pennsylvania, for the academic year of 1997-98.

The number of foreign scholars at research institutions in the U.S. at large has been increasing by some 5% annually⁸. Dartmouth's efforts at attracting more of the world's best scholars to engage both in teaching and in research seem to have paid off, and it is worth noting that a growing number of scholars come from developing countries. Nonetheless, Dartmouth still has the smallest population of international scholars among its Ivy Plus peers.⁹

Should Dartmouth be concerned with trying to increase the international student- and scholar-population – and if so, then by how much, and over what period? Several factors argue in favor of an increase: Dartmouth's position vis-a-vis its peer institutions seems low; a greater proportion of undergraduates from different countries would enrich the experience of all, and Dartmouth faculty would benefit from greater contact with top scholars from abroad. However, there are also trade-offs to be considered, given the limits on total student enrollments, on facilities,

⁸ Institute of International Education.(1997-98).*Open Door: Report on International Educational Exchange*.

⁹ This refers to the absolute number of international scholars on each campus, not to the proportion of those scholars as a percentage of the total faculty.

on the size and space of academic programs, and on the budget. For instance, international students are just one of several categories of undergraduate students whose number might increase; goals for international student enrollment have to be set in the context of broader goals for the mix of entire undergraduate classes. And we should not focus on sheer numbers alone. Our paramount concern is attracting and enrolling the best students and employing the best scholars. The issues of maintaining balanced geographic distribution is also important. We may be over-represented in some regions (Canada, for example) and under-represented in others.

2. The Environment for International Students and Scholars

Guidelines from the National Association for International Educators (NAFSA) specify that certain basic, i.e., minimal, services should be provided to international students and scholars.¹⁰ These services include 1) prearrival information and assistance; 2) orientation activities (designed to introduce the new environment, any technical requirements and available support services); 3) ongoing advisory services (related to personal counseling, adjustment issues, academic support, emergencies, preparation for departure and return, etc.); 4) advocacy and intervention (to help resolve any problems the international students and scholars might encounter); 5) and last, but far from least, the development of programs that will work to enhance integration among the student-/scholar-/local-communities, and to enhance community sensitivity – both to cultural differences and to unique international student- and scholar-needs – in such a way as to further each visitor’s general and particular understanding of U.S. culture.

Dartmouth’s International Office has come to grips with most of the preceding areas since it became a centralized office in October of 1987. The promotion of two of the three part-time staff members to full-time in 1995 as well as the moderate budget increases over the years have been key to its doing so. By way of illustration, Dartmouth has for some time now made available an updated prearrival information booklet designed for international students; a two-day orientation is held specifically for new international undergraduates; Arts and Sciences and Thayer School have jointly organized the international graduate student orientations; and Tuck School runs a separate orientation for its international students. The International Office spends the bulk of its time in providing technical services to Dartmouth’s international students and scholars, including the issuance of documentation and forms related to visa applications, change of status, employment, extension of stay, travel, etc.

Aside from these matters, the International Office, in collaboration with other offices, works to help make the College a welcoming environment for its international residents. For instance, by matching them with local families via the International Friendship Program, the International Office creates opportunities for international students to learn about – to experience at first-hand – different aspects of “American culture.” The International Office also works with student organizations and with individual students to make the International House at Dartmouth a special place for both international and American students – a place where different cultures come together and mix through special housing arrangements, focused programs, and other activities. The International House, with 26 single rooms, is one of the most desirable undergraduate residences on campus and has a mixture of about half international students and half American students. With the assistance of a resident graduate student who serves as program coordinator, the International House offers a variety of activities open to all students.

The satisfaction of international undergraduates was measured in surveys of all graduating seniors in 1997 and again in 1998. The international students responded similarly to the rest of the campus in all the general areas that were surveyed, with differences appearing only on a few

¹⁰ National Association of International Educators, NAFSA. (1983). *Principles for International Educational Exchange*. Washington, D.C.: NAFSA. 8.

specific matters. Thus, in terms of overall satisfaction, international students were not significantly different from domestic students, but, most notably, in 1998, 42% of international students reported being dissatisfied with housing, as opposed to 24% of domestic students. International students were also more likely to work at least eight hours per week, more likely to do research with faculty that was not for credit, and far more likely to participate in an internship abroad. In regard to both social life and campus issues, there were no significant differences (see Appendix 4.2).

3. Contributions by International Students and Scholars

Dartmouth tries to enable international students and scholars to serve as educational and cultural resources. For example, the International Office has involved international students in developing programs through the International Program Advisory Committee and the Flash Points forum, which discusses current international crises or events. The office also supports the International House Culture Club and such organizations as the International Student Association, Dartmouth Chinese Association, AfriCaSo, and Milan (the South Asian student organization). These and other programs and activities help our international students facilitate interaction, mutual learning, and cultural understanding on campus. Examples of recent programs with active international students participation include "Africa in the Cross Roads," "Love and Relationships in the International Perspective," and "South Asia, 50 Years of Independence."

Because of their (often) narrowly defined assignments at Dartmouth, international scholars are sometimes overlooked as resources, which makes it all the more important that we create opportunities to highlight their presence. To this end, it would be helpful to create a campus publication – even something so simple as a “resource list” – to showcase contributions that international scholars can make to the community. An “Asian and Asian American Resource Guide” was published in 1997, but there is need for a more general guide as well.

Recommendations

- ¶ Add services stipulated by NAFSA: Although it is common practice in international student/scholar offices across the country to follow the NAFSA guidelines closely, certain items on the NAFSA basic service list need more attention at Dartmouth. (1) we should add what NAFSA terms “departure-and-return service.” That is, international students and scholars who return to their home countries should be given information that will help them to maintain contact both with their academic disciplines and with the College. (2) A challenging but important part of the pre-departure program should be discussion of the process of “cultural re-entry.” We need to assist students with identifying both employment opportunities in their home countries and the ways by which they will be able to stay in touch with the College. (3) We have an information booklet for incoming international students, but have not developed a similar publication for incoming international scholars, which would offer, for example, clear instructions on how visa documents are issued.
- ¶ Develop an institution-wide policy on international student/scholar recruitment: We should develop a clear purpose, a clear rationale, and a clear policy for attracting international students and scholars. The rationale should be directly related to the College’s mission statement, while recognizing 1) that to achieve a more geographically-balanced international student/scholar body, increased funding will be necessary to attract the best international students, and particularly scholars, to those disciplines where they are now underrepresented, and 2) that collaboration and awareness are the keys to achieving the ideal balance and mix.
- ¶ Evaluate the need and possible options for expanding English as a Second Language (ESL) offerings: International students are generally referred to the ESL program sponsored by the

Rassias Foundation; costs (in the case of Thayer and Arts & Sciences students) are covered by the graduate programs. Beginning in 1999, the Tuck School will also be offering instruction for its international students through the Rassias Foundation. However, international scholars, as well as spouses of both students and scholars, need to pay fees for ESL instruction. Some take courses offered by the Rassias Foundation; for the last couple of years, other Dartmouth international graduate students, scholars and their spouses have participated a free ESL program at a local church.

- ¶ Evaluate and address staffing issues: Dartmouth's International Office may be understaffed, a concern that warrants prompt examination. One-and-a-half professional staff plus a single support staff, handle the INS-related issues for all of Dartmouth's international students and scholars. The office reports having difficulty handling the daily technical demands (employment, visas, etc.) from international students and scholars, to say nothing of other services well within the NAFSA guidelines. We support plans within the Dean of the College Office to review staffing and other issues in the International Office. That review should also examine the question of where the office reports: it currently reports to the Dean of the College, who is responsible for undergraduate student affairs, but the office deals as well with graduate students and scholars, who are associated with all the professional schools as well as with the Arts and Sciences graduate programs.

VI Role of the Dickey Center in Contributing to Internationalism

Description

The John Sloan Dickey Center for International Understanding was established as the Dickey Endowment by the Board of Trustees in February 1982 to honor Dartmouth's 11th President, who served from 1945-1970. A high priority for President Dickey during his tenure was increasing the international awareness of Dartmouth students and the international character of the Dartmouth campus. In his first convocation address, in 1946, Dickey told Dartmouth students, "The world's troubles are your troubles," adding that "there is nothing wrong with the world that better human beings cannot fix." The Board of Trustees, in founding the Dickey Endowment, sought to sustain the international dimension of Dickey's legacy. In their words, the purpose of the Endowment was to "coordinate, sustain, and enrich the international dimension of liberal arts education at Dartmouth."

The founding director of the Endowment was Leonard Rieser, Dartmouth's Sherman Fairchild Professor of Physics and a former Dean of the Faculty of Arts and Sciences and Provost. Rieser directed the Center from 1982-1992. He was followed by historian Martin Sherwin, who served from 1993-1995. Gene Lyons, Professor emeritus of Government, served as interim director during 1996 and 1997. The current director, Professor of Government Michael Mastanduno, began his directorship in 1997.

During its first decade the Dickey Endowment focused its activities on President Dickey's most clearly articulated international interests. These included the role of the United Nations in international affairs and the relationship between the United States and its northern neighbor, Canada. Two institutes, one on the United Nations and one on the U.S.-Canada relationship, were established within the Endowment to reflect these concerns and to promote faculty and student programs in these areas. In 1989, a third institute, the Institute of Arctic Studies, was established in recognition of Dartmouth's commitment to and expertise in interdisciplinary studies of the circumpolar north.

In recent years the Dickey Center has maintained these original commitments but has expanded its agenda to encompass a broader range of faculty and student activities in international

affairs. The name “Dickey Endowment” was changed by the Board of Trustees to “Dickey Center” in 1995 to reflect this expansion and to emphasize that the Center should be a gathering place, or, in former President James O. Freedman’s words, a “crossroads,” for members of the Dartmouth community interested in international issues.

The Center currently initiates, supports and administers three overlapping types of programs: programs for students, programs for the public, and faculty research. First, Dickey Center *student programs* are intended to help prepare Dartmouth students for a world in which the link between what happens within national borders and what happens beyond them is stronger than ever. The Center’s War and Peace Fellows Program selects approximately fifteen students per academic year, from across the social sciences, humanities, and sciences, to engage each other and prominent outside speakers in an ongoing discussion of war and peace issues. During 1998-99, for example, Dickey student fellows met with, among others, U.S. National Security Advisor Sandy Berger and a former director of Soviet biological weapons programs, Dr. Kenneth Alibek. Each year the Center supports about 20-25 student internships. Students typically spend one term or more working outside the United States in a variety of settings including embassies, international organizations, scientific institutes, and hospitals or clinics. A listing of interns and their host organizations for recent years is attached as Appendix 5.1. The Center also sponsors and funds *World Outlook*, an international affairs journal edited by Dartmouth undergraduates. Other student groups sponsored by the Center include the World Affairs Council, which brings speakers to campus to address international issues, and Dartmouth’s Model United Nations club.

Second, the Center’s *faculty research programs* strive to support and foster scholarly research at Dartmouth devoted to international problems and issues, with emphasis on work that crosses disciplinary boundaries and stimulates fresh approaches. The Center supports conferences or workshops initiated by one or more Dartmouth faculty members. Each workshop brings together a group of U.S. and international scholars working to produce a book, a special issue of a journal, or some other form of academic publication. A typical workshop might last two or three days and involve between six and fifteen paper writers and discussants. Workshops hosted at the Center during the summer and fall of 1998 included one co-sponsored by the University of Pennsylvania on the prospects for economic and strategic stability in East Asia; one co-sponsored by Cambridge University on the evolution of human rights practice and law; and one on the comparative role of institutions in Europe and the United States. Research workshops may have public facets, such as conferences or panel presentations, or they may stand alone. A sample list of projects and their Dartmouth faculty organizers is attached as Appendix 5.2.

The Center also organizes and supports faculty research groups, which engage Dartmouth faculty members across disciplines and departments who are interested in a common set of theoretical or practical issues in international affairs. Groups currently sponsored include one on endangered languages and cultures; one on relations among Japan, Korea, and the United States; and one on the problem of war and conflict resolution. The Center supports the efforts of these groups to bring visiting scholars to campus, to develop collaborative research projects or grant proposals, or to initiate reading groups or discussion series. The members of each group determine which sets of activities best suit their professional needs. The overall purpose of this effort is to improve the productivity of individual faculty members by offering them the stimulation of interacting with others whose research interests overlap but from different disciplinary perspectives.

Third, the Center provides an array of *public programs*, designed to increase international awareness among Dartmouth students, faculty, and the larger campus community. These programs include luncheon seminars at which visiting faculty present research or a policy perspective, individual speakers, panel discussions, and public conferences that explore a particular issue or problem over the course of several days. A list of faculty seminars, panel presentations, and public lectures sponsored by the Center is attached as Appendix 5.3.

Assessment

Perhaps the greatest challenge faced by the Dickey Center during its first decade was its relative anonymity. Comparatively few Dartmouth students and faculty were sufficiently familiar with the Center's existence, mission, and potential for programming. This has changed gradually during the Center's second decade, as successive directors have broadened the substantive topics and issues of concern to the Center, promoted and publicized Center activities, and sought to reach out to greater numbers of faculty and students across campus.

The Dickey Center today is well-positioned to play a pivotal role in the promotion of internationalism at Dartmouth. This is true for several reasons. First, the Center's mandate reaches broadly across Dartmouth's schools and divisions. The Center can facilitate and coordinate international initiatives that involve all divisions of the undergraduate college, as well as the professional schools of business, medicine and engineering. The fact that the Center Director reports directly to the Provost both symbolizes and substantiates this campus-wide mission. Second, the Center possesses a strong endowment base and the potential to attract the additional funds needed for it to take on a more prominent role. John Sloan Dickey is a deeply respected figure in Dartmouth's recent history, and many Dartmouth graduates from the Dickey era have proven receptive to initiatives associated with his legacy and ideals. Third, although the Center has a relatively modest institutional presence (compared to, say, the Hopkins Center), its location on the east wing of Baker Library does place it at the intellectual and in some sense the geographical center of the Dartmouth campus.

Recommendations

- ¶ The Dickey Center should take a leading role in helping Dartmouth faculty and administrators articulate the goals of greater "internationalism" at Dartmouth. Dartmouth's commitment to internationalism, for example, may reflect the College's desire to assure that it continues to recruit the very best students and faculty in what is becoming an integrated global market.
- ¶ In academic matters related to international affairs, the Center should be the principal point of contact between Dartmouth's undergraduate college of arts and sciences and its professional schools of business, engineering and medicine. Currently, there is relatively little interaction between arts and sciences and the professional schools. There is potential, however, for joint programs orchestrated by the Dickey Center that would benefit faculty and students across the campus. One could imagine, for example, a joint program of the Tuck School and Dickey Center to bring a distinguished economic or financial journalist to campus for one or more terms each year to interact with both undergraduate and Tuck students and faculty. Similarly, both pre-medical undergraduates and Dartmouth Medical students undertake overseas internships to advance their understanding of international health issues. The Center may be able to coordinate these programs to the mutual benefit of all involved, for example by establishing the "mentoring" of undergraduates by medical students. Finally, there may be potential for faculty teaching and research collaboration across the professional schools and the college that is not currently being exploited.
- ¶ The Dickey Center can take on a greater role in the recruitment of international students. A College that aspires to be at the forefront of "internationalism" should strive to maximize, within reasonable limits, the size and diversity of its international student body. And, it should compete well for the very best international students from whichever country. The Dickey Center can contribute to these goals by assisting in the recruitment effort and in providing through its programs an opportunity for international students and U.S. students to interact and engage intellectually outside the classroom. One possibility is for the Center to sponsor a summer recruitment program for promising international students who are at the point of deciding which college to attend. A model for this effort might be the Tuck School's Bridge

Program, which seeks to attract to Dartmouth the very best international business students by bringing them to campus at the time they are making their enrollment decisions.

- ¶ The Dickey Center, working with the Dean of the Faculty Office, should play a role in reviews of those portions of the academic program that are most directly relevant for internationalism. The Dickey Center can assist by first, helping the Dartmouth community articulate the goals of its international programs; second, help to assess the extent to which current programs meet those goals; and third, develop recommendations for the possible establishment of new programs or the adjustment of existing ones. Thus the Dickey Center, together with the Committee on Off-Campus Activities (COCA), would review Dartmouth's existing international programs and help to identify opportunities for new offerings. COCA already oversees the quality of individual programs, but such a review could decide whether the current array of programs meets the College's needs. And there may be opportunities to create new programs that are currently underexploited. Similarly, the Dickey Center, in conjunction with the Committee on Instruction (COI), would review Dartmouth's area studies programs. For some areas there are well-developed, integrated programs involving the study of language, culture, and social relations. For others, offerings may be more limited or dispersed. The Dickey Center can help to initiate an assessment of the overall state of area programs and to stimulate a broader campus discussion of their merits.
- ¶ The Dickey Center should continue to support faculty research and scholarship in the international area. But it should place special emphasis on that international scholarship that crosses disciplinary and divisional boundaries. Dartmouth, like most of its peers, continues to maintain a department-based culture for the organization of faculty research and scholarship. Some of the best research takes place within disciplines, and some is interdisciplinary. The latter type of effort tends to "fall through the cracks" and arguably needs a stronger set of incentives, financial and institutional, in order to be maximized. The Dickey Center is well-situated to provide those incentives and to help facilitate interdisciplinary international research efforts that might otherwise fall off the agenda of the individual faculty member seeking appropriately to make his or her mark within an established discipline.
- ¶ The Dickey Center should take on the role as institutional host for international scholars, across the curriculum, who are visiting Dartmouth for one or more terms to teach Dartmouth students and interact with Dartmouth faculty. A steady flow of international scholars will both enrich the international dimension of intellectual life at Dartmouth and help create greater recognition for Dartmouth within the international academic community.

VII. Collaboration Between the Graduate Professional Schools and the Undergraduate College

Description

All three professional schools do offer international opportunities to their students but have little collaboration with the undergraduate college in these activities.

Thayer School offers dual degree programs with the University of Aachen in Germany and the Royal Institute of Technology in Sweden, but only occasionally sends or hosts students.

Tuck School offers study abroad opportunities in a half-dozen countries and has been expanding its international programs aggressively over the past several years. Between five and twelve second-year MBA students per year spend a term abroad on student exchange programs in London, Paris, Barcelona, Koblenz and Urasa, Japan. Tuck also offers a program of Field Study in International Business that takes teams of MBA students to do in-country consulting projects in developing countries for multinational and local businesses, and non-profit organizations. A total

of sixty-eight Tuck students have taken part in consulting projects in India, Vietnam or Indonesia in the first two years of this program. Latin American field projects are being planned for the coming year as well.

Another Tuck course, "Doing Business in Asia," offers a rare example of cross-campus faculty collaboration in that it is taught jointly by a Tuck professor (Massey) and a Government Department professor (Kang). It affords Tuck students the chance to travel to Korea, Japan, China and Hong Kong for two weeks during Spring break to visit factories and plants, meet with senior executives in boardroom briefings, and with senior officials at government and financial institutions in those countries. Twenty Tuck students have taken part in this study tour program as of this past spring.

Tuck's Bridge Program, offered during the summer, is designed and taught by Tuck faculty and provides college juniors, seniors and recent graduates with a rigorous introduction to global business and develops the practical analytic decision-making skills needed to transition to a business career. Admission to this program is by competitive application and open to college students from any college or university (not simply Dartmouth), who are not enrolled in undergraduate business majors at their home institutions.

Tuck also has several programs that bring young scholars from universities abroad to the school for postdoctoral research. Postdocs who are or will be in residence this year come from France, Norway, China and India. They work closely with Tuck faculty on mutual research interests and sit in on classes with Tuck MBA students.

Tuck offers numerous executive education courses that either bring international students to the Tuck campus or take Tuck faculty abroad. One such program has, over the past four years, trained more than one hundred Vietnamese managers in the fundamental business skills of a market economy in classes given both in Hanover and Hanoi, and has taken nearly half the Tuck faculty to Vietnam.

Another executive education program has had Tuck faculty collaborating with faculty at the business school of the International University of Japan (IUJ) in a global strategy training program for Japanese executives. The program was conducted in distance learning mode, with presentations by the Tuck professors being made over video conference lines from Hanover to Tokyo. Still another executive program, Global 2020, involves collaboration between faculty from Tuck, Oxford, and HEC in Paris teaching a group of executives from European and American companies at sites in the U.S. (Tuck), Europe (London), and Asia (Shanghai and Bangalore).

Tuck has taken the lead among major U.S. business schools in helping graduate business schools get established in Asia. Both the Graduate School of International Management at the International University of Japan and the Hanoi School of Business at the Vietnam National University in Hanoi were launched with substantial Tuck help, including Tuck faculty teaching, administering programs, and providing curricula and teaching materials.

Finally, Tuck has a collaborative joint-degree program that involves international studies, but it is extra-mural: a three-year joint MBA/MALD program with the Fletcher School of Law and Diplomacy at Tufts. A small number of Tuck students have also done similar joint programs on an individually-approved basis with other graduate schools of international affairs, including the School for Advanced International Studies at Johns Hopkins University. Tuck also has a one-term non-degree exchange program with Fletcher, on the same model as its exchange programs in Europe and Japan.

Dartmouth Medical School offers several opportunities for students to study abroad. There is a clinical clerkship in New Zealand and at least six international fellowships of \$1500 are

competitively awarded to DMS medical students each year. Opportunities are also offered with other medical schools. One is a joint program with Brown that facilitates research and fellowship opportunities abroad through Brown's International Health Institute. Another is the US- EU-MEE program, which offers exchange opportunities for two students each from DMS, Harvard, Cornell, Ludwig Maximilians University (Munich), the University of Copenhagen and the University of Lund (Denmark). Lastly, DMS students can participate in the Dartmouth International Health Group (DIHG), which promotes active participation by the Dartmouth medical community in the global arena and is jointly supported by the DMS Dean's Office and the Dickey Center. DIHG sponsors a speaker series, and this year hosted an international conference for medical students from the New England region.

While the three graduate professional schools do have underway a number of collaborative efforts, these are joint degree programs, none of which are related to international studies. Tuck and Thayer offer a joint MBA/ME degree, Tuck and DMS an MBA/MD and an MS/MBA, and a joint MD/Ph.D. degree in biomedical engineering may be obtained from DMS and an appropriate department.

Conclusions

While frequent public lectures, seminars, and panels are sponsored by the professional schools or by college departments that feature international speakers in events open to all at Dartmouth, and occasional teaching by professional school faculty in college courses or vice-versa, there is essentially no systematic or programmatic collaboration in international studies between the graduate professional schools and the undergraduate college. This is largely a function of the fact that two of the three graduate schools – the Amos Tuck School of Business Administration and Dartmouth Medical School – are exclusively graduate professional schools that do not enroll undergraduates or teach in areas that are taught at the undergraduate college. If greater collaboration between and among the various schools is to occur, it will need to be coordinated by a university-wide structure. The Dickey Center would seem to offer the most appropriate possibility, since it has a uniquely cross-campus role and mandate, broader in scope than that of any other vehicle at either the graduate or undergraduate levels.

VIII. The International Quality of the Institution: Conclusions and Recommendations

Summary Description

Dartmouth has done much to meet the challenges of creating a curriculum that introduces students to diverse areas of the world, of serving as a host to international scholars and students, and of involving its own students and faculty in international endeavors. In several regards the campus exhibits genuine strengths. The LSA/FSP programs offer undergraduates intense exposure to foreign cultures under the guidance of regular Dartmouth faculty members; what is more, although in the country as a whole well under 5% per cent of all students study abroad during their undergraduate career,¹¹ at Dartmouth the number is over 50%. The curriculum offers strong coverage of international topics, most obviously through its language departments, but other departments in both the humanities and social sciences deal with international topics in at least some – and frequently many – of their offerings. Faculty members have a significant presence abroad, and most see their work as international. The numbers of students and scholars from other countries have increased steadily over the past decade, constituting a greater presence on campus.

¹¹ Allen E. Goodman, "America Is Devaluing International Exchanges for Students and Scholars," *The Chronicle of Higher Education*, 12 March 1999, p. A56.

The Dickey Center has sponsored numerous international programs and has directly supported both students and faculty members in their efforts to work on international topics.

At the same time, there is more to be done. The infrastructure for supporting students and faculty from abroad needs strengthening. Dartmouth is still not well known in much of the world (a situation, we would note in passing, exacerbated by its name, since in most countries the word “college” refers to secondary school). It must continually look for and exploit opportunities to increase its visibility and reputation abroad. While each of the professional schools has programs for its own students, there is little collaboration between those schools and the undergraduate program. There are, as indicated in Sections 5 and 6, various initiatives that could be undertaken through the Dickey Center to strengthen international programs on campus. Resources to support faculty work abroad need to be increased. Existing resources are not always utilized as efficiently as they could be; for instance, more could be done to bring together existing courses into coherent programs of area and international studies. And, perhaps most strikingly, the campus does little in the way of overall planning in terms of international studies: no single body takes responsibility, for instance, to examine the overall curriculum in terms of its coverage of international topics.

Summary Assessment and Projection

Two general proposals have emerged as central themes of our discussions as a committee and inspire several of the specific suggestions in the body of the report:

- ¶ Most importantly, there is need for regular and thoughtful overviews of such matters as area studies offerings and the range of LSA and FSP programs. A review of the curriculum should also explore means by which students receive further guidance in creating coherent programs of study from the existing courses on international topics. The standing faculty committees generally spend the greater portion of their time dealing with day-to-day matters; they are rarely able to ask whether the overall curriculum or, for instance, the mix of FSP programs, fulfills the institution’s mission. Our suggestion is to set up a mechanism for evaluating entire portions of the academic program and establishing general goals. The Dickey Center, working in collaboration with existing faculty committees, could help coordinate such reviews.
- ¶ The communication between the various parts of campus, and in particular between the undergraduate portion of the institution and the graduate and professional schools, is often weak, at least in terms of efforts that are related to the international aspects of the institution. Again the Dickey Center could serve as a center for programs that would encourage greater cooperation among these entities on international matters.

Detailed recommendations on specific issues occur in each of the first six sections; below we summarize the key points. We note that the specific nature of certain changes recommended here would depend in part on the results of the broad reviews called for in our first general proposal above. Some of these changes could be initiated at little or no cost to the institution; those changes that would require additional financial resources are listed in italics.

- Take fuller advantage of (for the most part) already existing courses by organizing minors and tracks within majors that would expand the area studies and international studies opportunities available to students.
- *Identify key fields within international studies where focused hiring could lead to areas of special excellence within the institution.*
- Set up a mechanism for responding more effectively to interdepartmental and interdisciplinary needs in terms of staffing and teaching.

- Provide greater flexibility in the formation of Foreign Study Programs, and *modestly expand the range of programs offered.*
- Offer more opportunities for students to follow up on their LSA / FSP experiences once they are back on campus.
- *Create additional programs that would bring international scholars to campus for research and collaborative projects.*
- *Increase funding for international study and conference participation by Dartmouth faculty. The Dean of the Faculty Office could be given additional resources to grant individual requests for support of such activities.*
- *Expand both programs and services for international students and faculty.*
- Set institutional goals for international students and faculty, in terms of numbers, geographical representation, and a recruiting strategy to attract the best students and scholars.
- Utilize the Dickey Center for recruiting international students and (as indicated in the general proposals below) serving as a general center for the promotion and evaluation of international studies on campus.