

**REPORT OF THE SMITH COLLEGE
TASK FORCE ON STUDY ABROAD**

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TABLE OF CONTENTS

- I. INTRODUCTION.....page 2.**
- II. METHODOLOGY.....page 2.**
- III. FINANCIAL TRENDS IN STUDY ABROAD PROGRAMS AT SMITH COLLEGE.....page 3.**
- IV. REDUCING THE DEFICIT IN THE HOME SCHOOL FEE BUDGET.....page 8.**
- V. SMITH COLLEGE JUNIOR YEAR ABROAD PROGRAMS.....page 11.**
- VI. CONSORTIAL PROGRAMS.....page 16.**
- VII. FACULTY INVOLVEMENT AND CURRICULAR CONCERNS.....page 18.**
- VIII. OFFICE OF INTERNATIONAL STUDY...page 20.**
- IX. INTERNATIONAL STUDY AT SMITH: A PRIORITY AREA FOR ENHANCING SMITH'S VISIBILITY AND FUNDRAISING...page 21.**
- X. SUMMARY OF RECOMMENDED BUDGET CUTS AND REVENUE ENHANCEMENTS.....page 23.**
- XI. SUMMARY OF OTHER RECOMMENDATIONS.....page 23.**
- XII. CONCLUDING REMARKS...page 23.**

I. INTRODUCTION

The Task Force on Study Abroad was constituted in the late Fall of 2003 by the administration of Smith College to address three areas: resources for the Smith College JYA and consortial programs; assessment of study abroad policies and programs; and the financial viability of the Home School Fees (HSF) policy. After the widely unpopular decision to bar international students from using Smith Financial Aid while studying in any program other than Smith JYA, certain members of the faculty closely involved with study abroad were asked to serve on this ad hoc committee (undersigned below).

Because of our empirical knowledge on the subject, and our commitment to it, we saw our role as consolidating the position of study abroad on campus, while at the same time continuing to ensure that all our students have equal access to quality programs around the world. Members of the Task Force, along with students, other faculty, alumnae, and other principals, believe that for many students study abroad is the **single most transformative experience of an undergraduate education**. This is a subject about which many constituencies have passionate views. We aimed to respect those views in the work that we did.

In our view, study abroad is an integral part of Smith's academic offerings, and should also support the institution's stated goal of meeting all demonstrated financial need. We are fully committed to finding a way to provide equal learning opportunities for all students, and not just those who can afford it. Thus, we take the college at its word when it claims that it is a "World College"; that it is committed to institutional diversity, a diversity that extends beyond the borders of the U.S.; and that the policy of Home School Fees (which has allowed over 40% more students to go abroad since its implementation) is a sincere effort to democratize what was once an educational option limited to the wealthy.

From the beginning of our work, it was clear that the origin of the deficit was not necessarily or only expensive programs, but rather the huge burden that Financial Aid places on the study abroad budget. The Home School Fees policy produces a surplus before financial aid is factored in. Our goal was to recommend measures that would maintain access to study abroad for as many students as possible within the college's budgetary context.

II. METHODOLOGY

With the invaluable assistance of Budget Director Rick Myers, the Task Force undertook extensive discussions of the finances of study abroad—both the Smith JYA and consortial programs, independent programs, and the HSF policy. We also discussed a series of non-financial issues: the value of study abroad, the quality and quantity of approved programs, connection of study abroad to the Smith curriculum and how we reintegrate students, internships, alumnae assessment of study abroad, and faculty involvement in study abroad.

All of these discussions were supported by the collection of data from Smith faculty, students, and administration.

- I. **Faculty:** In a series of lunches and emails, we interviewed the study abroad advisor (or another representative) from the vast majority of departments. We found that there is a **strong faculty commitment** to study abroad, even in departments where there is seemingly little connection to the major.
- II. **Students:** The Task Force held a series of open meetings with students and circulated questionnaires. Although the response rate was low, we got a sense of student views on study abroad. We were repeatedly told that Smith's commitment to an international education was one of the reasons why they had chosen Smith over other schools. Students also communicated their opposition to measures that would make study abroad more expensive for them (such as administrative user fees or limiting the portability of financial aid).

Both students and faculty pointed to Smith's pioneering role in study abroad, setting what is now an industry standard in a fierce, highly competitive, deeply professionalized market. We refer here to Smith's own highly respected internal and consortial programs as well as the initiatives undertaken by individual faculty members to improve and enhance the study abroad experience with J-terms in other countries.

- III. **Office for International Study:** We also conducted an interview with the Associate Dean for International Study, whose input helped clarify what we had already gleaned from students and faculty. His perspective confirmed that until recently, the practice of study abroad was a limited experience both in terms of numbers of students who could participate and the places in the world they could study. However, new generations of students no longer see study abroad as a luxury, but rather a **necessary component of the well-rounded résumé of the millennial generation**. It should come as no surprise to anyone that the effects of globalization have also reached the study abroad market, with programs proliferating everywhere.

III. FINANCIAL TRENDS IN STUDY ABROAD PROGRAMS AT SMITH COLLEGE

Effective for 2000-01, Smith College transitioned to a home school fee model for study abroad in which students enrolling in approved programs pay the regular comprehensive fee (minus the student activity fee). In return, students maintain eligibility for Smith financial aid as if they were enrolled in Northampton. Smith pays the students' programs directly. In those cases in which students arrange independently for accommodations or meals, Smith provides a stipend to the student in lieu of room and board payment to the program. For students whose living accommodations exceed a reasonable walk from

campus, the College also provides a transit stipend to cover public transportation. This is particularly prevalent in London. Initially, Smith also provided a stipend to cover the full cost of international airfare. Effective 2003, the airfare coverage has been reduced in half.

Initial planning suggested that the switch to Home School Fees would generate sufficient net revenue to cover the financial aid obligation, the airfare stipends for both the independent study and Junior Year Abroad programs, and potentially a portion of the Office of International Study's costs. This assumption was based on the fact that most approved study abroad programs cost notably less than Smith's comprehensive fee.

Since the transition, both the independent study abroad and Junior Year Abroad program budgets have come under increasing stress. Several trends since 2000-01 explain the financial pressures surrounding both programs.

Home School Fee Program

Financial Overview of Home School Fees Program

	2000-01 Actual	2001-02 Actual	2002-03 Actual	2003-04 Actual	Annualized Change
Tuition	\$2,587,155	\$3,094,995	\$3,081,096	\$3,124,506	6.5%
Living Expenses	\$1,170,861	\$1,365,391	\$1,339,235	\$1,387,106	5.8%
Airfare	\$235,833	\$272,160	\$180,532	\$116,973	-20.8%
ISA Expenses	\$3,993,849	\$4,732,546	\$4,600,863	\$4,628,585	5.0%
Semesters Abroad	331.0	362.0	358.0	349.0	
<i>Cost per semester abroad</i>	\$12,066	\$13,073	\$12,852	\$13,262	3.2%
ISA Revenue	(\$5,261,529)	(\$5,976,396)	(\$6,177,530)	(\$6,179,170)	5.5%
<i>Revenue per semester abroad</i>	<i>(\$15,896)</i>	<i>(\$16,509)</i>	<i>(\$17,256)</i>	<i>(\$17,705)</i>	3.7%
Surplus	(\$1,267,680)	(\$1,243,850)	(\$1,576,667)	(\$1,550,585)	6.9%
<i>Surplus per semester abroad</i>	<i>(\$3,830)</i>	<i>(\$3,436)</i>	<i>(\$4,404)</i>	<i>(\$4,443)</i>	5.1%
Gross Financial Aid	\$1,412,982	\$1,708,726	\$2,099,917	\$2,069,868	13.6%
Less Pell/State	(\$62,095)	(\$79,575)	(\$119,945)	(\$144,850)	32.6%
Net Financial Aid	\$1,350,887	\$1,629,151	\$1,979,972	\$1,925,018	12.5%
<i>Aid per semester abroad</i>	<i>\$4,081</i>	<i>\$4,500</i>	<i>\$5,531</i>	<i>\$5,516</i>	10.6%
Discount rate	25.7%	27.3%	32.1%	31.2%	
Net Loss	\$83,207	\$385,301	\$403,305	\$374,433	
<i>Net Loss per semester abroad</i>	<i>\$251</i>	<i>\$1,064</i>	<i>\$1,127</i>	<i>\$1,073</i>	

So far this year (2003-04), Smith has spent \$4.6 million on tuition and living expenses for 349 student semesters abroad in approved programs. That is the equivalent of approximately \$13,300 per student semester. At the outset of the committee's work, several individuals suggested that the financial challenges in the Home School Fee budget stemmed from students migrating to the more expensive programs, including several that cost more than Smith. The financial data do not support this hypothesis. Indeed, the average payments per student semester, including airfare, have increased by

only 3.2% annually since 2000-01—less than Smith’s comprehensive fees over the same period. That particularly low rate of increase does reflect the College's decision to reduce airfare contributions during this time. Excluding airfare, the other program expenses per student increased at a rate of 4-5% annually. Still, only about 5% of the students in any year study at approved programs costing more than Smith. Combined, the net loss from such programs totals only \$25,000 annually. Below is a list of such programs attended during 2002-03. The comparative semester cost for Smith was \$17,365.

- Pitzer in Botswana (\$17,813 per semester)
- American University European Union (Brussels) (\$17,827)
- NYU in Prague (\$19,601)
- Cornell in Rome (\$21,051)
- Boston University in Spain (\$18,377)
- Skidmore/Tufts in Madrid (\$18,578)
- British Academy of Dramatic Arts/Sarah Lawrence (\$19,926)

It is worth noting, however, that according to information from the Associate Dean for International Study, study abroad tuition and other fees have now begun to rise at many institutions; this is due to exchange rates and other budget pressures at home campuses and program providers.

Revenue from Home School Fee programs has totaled \$6.2 million so far in 2003-04, for a gross surplus of nearly \$1.6 million. Revenue equates to \$17,700 per student semester compared to the \$13,300 expenses per student noted above. Gross revenue per student semester has increased 3.7% annually since 2000-01. As such, one can conclude that the enrollment distribution and program costs have not contributed markedly to the current financial challenges facing Smith’s study abroad program. In fact the gross surplus from these programs has increased from \$3,830 per student semester in 2000-01 to \$4,443 by 2003-04, for an annualized increase of 5.1%.

Instead, the challenge stems almost entirely from larger trends in financial aid at the College. Since 2000-01, both the proportion of students studying at approved programs as well as their average need have increased. This has increased the financial aid expenditures associated with Home School Fee programs from \$1.4 million in 2000-01 to \$2.1 million by 2003-04. Over the same period, the discount rate on study abroad revenue, which is the percentage of revenue that comes from Financial Aid paid by Smith College, has increased from 26% to 34%. The proportion of students studying abroad receiving aid has increased from 60% in 2000-01 to 63% in 2002-03 and 62% in 2003-04. These rates are consistent with College-wide figures. In short, the higher growth rate for financial aid to students studying abroad reflects changes in College-wide norms in terms of the proportion of students receiving aid and the average need of those students.

Two factors are at the core of the instability of the Home School Fee budget: financial aid, and study in the United Kingdom. The HSF model, adopted in 2000-01, was built upon the long-standing assumption that the proportion of students receiving aid would be lower in study abroad programs than for the College as a whole. Indeed the

shift to Home School Fees and its related portability of financial aid has erased that difference and led to the current operating deficit for the program. Starting in 2000-01, the amount spent on financial aid exceeded the difference between what students paid to Smith and what Smith paid out for program tuition, living expenses, and stipends. The resulting deficit has ranged from \$83,000 in 2000-01 to \$403,305 last year. The deficit for 2003-04 is projected at \$374,000. This \$400,000 deficit was the primary motivation for the creation of the Task Force on Study Abroad, and constituted the group's central challenge.

Increased Study Abroad in English-speaking Countries

Along with financial aid, the second primary financial concern involves the distribution of students across study abroad programs. One of the changes instituted with the introduction of HSF was the addition of a long list of programs in English-speaking countries where students could study with their financial aid packages. An August 2003 OIS list of approved programs shows 40 programs in UK and Ireland, and 12 in Australia, New Zealand, and Samoa, for a total of 52 programs. Approved programs in the rest of the world number just over 60 programs. Members of the Task Force were surprised at the number of English-speaking programs, and we consider that careful vetting of these programs by the faculty is an essential component of the approval process. These are issues that should be addressed by the Committee on Study Abroad as part of its on-going supervision of the approved list of study abroad programs. To be certain, the number of students enrolling in these programs has also increased dramatically. For the UK and Ireland, the number has increased from a total of 48 students in FY2000 to a total of 102 in FY2004. In Australia/New Zealand, the number has increased from 11 in FY2000 to 48 in FY2004. If we look at the two most recent years in terms of the semesters abroad on approved study abroad programs, we find that **46% of all of the semesters spent in study abroad were spend in the UK or Ireland, 12% in Australia or New Zealand, for a total of 58% in English-speaking countries, and 42% in the rest of the world.** It is important to note, however, that virtually all of these programs are direct enrollment university programs.

An additional factor that caught the attention of the Task Force was the fact that the average cost per semester for a Smith student abroad in the UK and Ireland in 2003-04 was \$16,400 versus \$13,000 elsewhere. Not only are more students going to the UK and Ireland than to any other place in the world, but the average outlay per student is \$3,300 more per student for semester programs and \$3,100 more per student for year-long programs. The large single semester differential stems in part from the longer spring semester at the United Kingdom institutions.

Airfare for Study Abroad

One of the goals of instituting the HSF program was to make study abroad accessible to all students, regardless of their ability to pay. One component of the accessibility question was the cost of airfare to the various programs. In some programs the cost of airfare is included as part of the program's comprehensive fee, for others it is not. This could be viewed as an inequity, with some students getting airfare paid while others do not, even though they both pay the same HSF. Because OIS anticipated a modest surplus

in the HSF, it examined the airfares and determined that it could subsidize the airfare for students in programs that do not provide it as part of the comprehensive fee. The cost of airfare from 2000 to the present is shown in the Financial Overview table on page 4.

Junior Year Abroad Programs

The College operates Junior Year Abroad programs in four European cities: Paris, Hamburg, Florence, and Geneva. These programs enroll 60-85 students each year, including 5-10 visiting students from other institutions. The financial challenge surrounding these programs concerns the relative cost of the programs, fixed versus variable costs, and exchange rate volatility. As with the Home School Fee programs, students pay Smith's comprehensive fees to attend the Smith JYA programs. Also in keeping with HSF programs, Smith provides financial aid coverage as if the students were on campus as well as airfare stipends, though these stipends were reduced in 03-04.

For the 2003-04 academic year, the College has budgeted direct expenditures of \$2.02 million for an enrollment of 62 students. That equates to an average cost of \$32,596 per student, excluding financial aid. These costs include dependent and cost-of-living allowances for the faculty director as well as program expenses at the four sites. These costs do not include central costs associated with the services provided in Northampton, financial aid, the airfare stipend subsidies, or the regular salary of the faculty member serving as director. The College's faculty director model is a quality choice that comes with a high price tag. For 2003-04, the faculty director allowance package (COLA, dependent tuition and travel/shipping, and administrative stipend) is budgeted at approximately \$220,000, or 10% of the overall budget for the programs. This amount breaks down as follows: \$40,000 in stipends, \$101,000 in cost-of-living adjustments, and roughly \$80,000 in allowances for dependents and tuition for children; this amount does not include the faculty member's regular salary.

This relatively high per student cost in 2003-04 is about \$4,500 less than the gross revenue (before financial aid) Smith receives for each student and is approximately \$5,000 more than the average cost of sending a student abroad through the HSF program. The cost per student has risen sharply in recent years as a result of declining enrollments in the programs, from 86 in 2001-02 to 62 this year, as well as from the falling dollar. While it is possible to reduce the variable portion of the JYA budgets as enrollment declines, about 50 percent of the budget involves fixed costs, such as director allowances and stipends, associate director compensation, rents, administrative costs, etc. As for the dollar, the 2003-04 JYA budget reflects a 20% increase in the U.S. dollar-to-Euro exchange rate since 2001-02. Assuming a typical exchange rate environment and an enrollment of 85 students, the typical cost per student is closer to \$26,000, about the same as the average cost of sending a student abroad on the HSF program. If our own JYA programs were to operate at capacity (i.e. 100 students), the cost per student would drop to about \$24,000.

Beyond the pressures associated with exchange rates and enrollment levels, review of the financials also suggests a discrepancy between the Paris program and the other three programs, in part because Paris' enrollment has remained relatively steady while the

others have fallen. The projected budgets for 2004-05 suggest that Paris will spend roughly 33% more per student than the other three programs, excluding director compensation and financial aid. Paris has traditionally cost more per student than the other programs, largely due to higher office rent and institutional fees (arrangements must be made with separate universities to accommodate students in different disciplines), orientation costs, and room and board fees associated with homestay accommodations. In 2001-02, the College spent approximately 15% more per student in Paris than for the other three programs. By 2004-05, that differential is expected to increase to 27%, at E25,200 per student excluding director compensation for Paris versus E19,800 per student for the other programs. The increased disparity stems in part from enrollment patterns in the various programs. Between 2000-01 and 2003-04, enrollment in the Paris program has increased by 13% to 26 students, while enrollment in the other three programs has declined 44%, from 64 to 36 students. With the 2003-04 budget, the College began to look for savings in the JYA budgets. Given the enrollment trends, the cuts in JYA spending were targeted toward the three programs losing enrollments while the Paris program increased its budget. The differential between Paris and the other programs would have been much larger for 2004-05, but the OIS has already reallocated funding among the programs to begin closing the Paris advantage.

IV. REDUCING THE DEFICIT IN THE HOME SCHOOL FEE BUDGET

The Task Force has been asked to recommend ways in which the Home School Fees deficit can be reduced. **The primary source of the deficit is structural—a high percentage of students on financial aid and the high amounts of financial aid received. A secondary source of the deficit is the high proportion of students opting to study in the UK.**

- The most drastic solution would be to abolish the HSF program and return to the way things were: a student studying abroad in a non-Smith program withdrew from the College for a semester or year, and made her own study abroad arrangements, financial and otherwise. We reject this solution because it would severely limit the options of students with financial aid, a rollback from the democratizing effect of HSF in making study abroad available to our entire student body, regardless of ability to pay. We think that the increased number of students studying abroad gives substance to the claim of Smith College as a World College. We also affirm that study abroad is an integral part of a student's education, and essential in our task to educate citizens of the world. **For this reason we think study abroad must be recognized as a priority of the College, and should be funded as a priority of the College, even if it is not able to 'pay its own way.'**
- However, we recognize that funding study abroad as if it were genuinely a priority of the College will take some time to implement, and in the meantime the administration has asked our advice on reducing the current deficit in a short period of time. For that reason, we will recommend ways in which the deficit can be address, painful though these will be.

Recommendations

We recognize, and regret, that our recommendations will necessarily result in restricting the options for study abroad and will likely result in fewer students studying abroad.

1. We recommend that the College maintain its HSF program for all students, regardless of citizenship.
2. We recommend the following changes in current practice:
 - a) Elimination of the airfare subsidy for all students. This will result in a savings of @\$120,000 in FY2005. There are shortcomings associated with this recommendation: it will result in an added burden for low-income students who will now be forced to pay their own airfare to their study abroad location, and it also reverts to the possible inequities of some programs including airfare while others do not. We do not know to what extent this will affect students' choice of programs, or put study abroad completely out of reach of student who simply will not be able to find the money for airfare abroad. **Savings: \$120,000.**
 - b) We recommend that the number of students studying in UK/Ireland as measured in semesters abroad be reduced from its current average of 160 semesters per year to approximately 128 semesters, a reduction of 20%. We modeled out this proposal, and with a very conservative scenario in which all of the students who are not able to study in UK/Ireland choose other programs, we estimate that the savings will be \$75,000. **Savings: \$75,000.**
 - c) Our analysis of living stipends in the United Kingdom, particularly London programs, suggests an opportunity for some modest savings. First, the Office of International Study has increased stipends for food and housing in recent years to reflect the sharp weakening of the U.S. Dollar relative to the British Pound. As such, when the dollar strengthens, as it will certainly do at some point, we expect that stipends could be reduced to reflect the more favorable exchange rate. The committee was also concerned by the size of the living expense stipends for London students relative to their counterparts in other parts of the world. We recommend a review of these differentials by the OIS in relation to cost-of-living indices available for many of the cities and regions to which we send students. Through these two strategies, we are confident that savings of \$30,000 could be found, assuming the dollar strengthens and returns to its longer-term average exchange rate of 1.00 Euros in the next year or two. **Savings: \$30,000.**
 - d) There are a handful of programs that cost more than the Smith College comprehensive fee. We propose that HSF payments be subject to a cap equal to the Smith College comprehensive fee. Any student wishing to attend a program that costs more than our comprehensive fee would have to pay the difference herself. **Savings: \$20,000.**

If implemented, these four proposals would generate savings of \$245,000.

Reducing the number of student semesters for study in UK/Ireland from 160 semesters to 128 semesters means that we must establish some criteria for determining who will be able to study in the UK. We recommend that this be the responsibility of the Committee on Study Abroad. The Task Force recommends that the principal criteria be appropriateness for the students major as attested to by the student's application and the recommendation of the student's adviser, and academic achievement of the student. It is possible that implementation of this policy will not impact students evenly across their majors. Right now, about 25 percent of students doing UK study are Economics and Government majors, and they may well be disproportionately affected by this policy. Our discussions with faculty suggest that students in the Sciences and in Theater have few options other than the UK for study abroad. Ultimately, these judgments must be made by the faculty committee, which will have to count this new responsibility among its duties. We should not minimize the added administrative duties that this proposal will entail.

Other Budget-Cutting or Revenue-Enhancing Scenarios

The Task Force considered and rejected various alternative scenarios for reducing the HSF deficit. These included the following:

- **Returning to pre-HSF policy:** As stated above, we rejected this proposal because its main effect is to deter financial aid students from studying abroad.
- **Home School Tuition only:** This model would maintain HSF for tuition only. The cost of living would be the student's responsibility. The main appeal of this model is its administrative simplicity—OIS handles tuition payments, there are no room, board and travel stipends to calculate and distribute. However, this model does not produce much in the way of savings. Moreover, it requires that students themselves assume additional responsibilities—such as finding their own living accommodations in an unknown city—that may produce additional safety risks.
- **Limiting the portability of Financial Aid:** We spent considerable time discussing the pros and cons of limiting financial aid to students studying abroad, to students studying in an English-speaking country, and to students studying on a non-Smith program. Many members of the Task Force believed that limiting financial aid (even so much as \$400 per semester) was contrary to the spirit and mission of Smith, and was elitist, in that it privileged students who had the money to pay. Such a policy would fly in the face of our stated claim that we meet full financial need for a Smith education.
- **Levying an across-the-board administrative fee:** Some of the schools we looked at charge students an administrative fee for study abroad, in the \$200-\$500/semester range. Given that we charge HSF, and that these fees are among the highest on the market, we did not feel that we could charge this extra fee for

study abroad. Furthermore, it is wrong to ask a full-pay student to pay this extra fee when her family is already paying the full Smith College comprehensive fee for her to attend a program that costs considerably less than our fee.

- **Limiting the number of students permitted to study abroad:** It is apparent that the surest way to reduce the HSF deficit is to reduce the number of financial aid students studying abroad. Obviously, we cannot simply impose quotas based on financial aid. But because the financial aid profile of students studying abroad mirrors that of the Smith student population in general, any limitation on the number of students going abroad is likely to reduce the HSF deficit. We discussed possible criteria for this kind of restriction. These might include GPA, a lottery, demonstrated need for major. However, the added administrative duties required to implement this kind of policy would be onerous. Moreover, imposing a restriction of this sort runs totally counter to the goals and spirit of HSF.

V. SMITH COLLEGE JUNIOR YEAR ABROAD PROGRAMS

Smith College's study abroad programs in Europe are renowned for their academic rigor and for their success in achieving linguistic and cultural immersion. All students on our programs are required to demonstrate linguistic competence before they attend. Unlike many "island" programs, Smith JYA students are fully integrated into the academic and extra-curricular life of the host university. They live with families or in residences with other international students. Returning students report that the year abroad was a transformative experience, and JYA alumnae often report years later that their time abroad was a turning point in their lives. The Task Force believes the College must provide the support needed to sustain the excellence of our own programs.

Each of our JYA programs brings its own particular strengths.

Florence: Smith's JYA program in Florence was established in 1932 and has flourished since then, with only a brief hiatus during WWII. Although recent years have seen a rapid proliferation of American programs in Florence, Smith and Middlebury are the only programs that demand linguistic competence of their students before they apply, and conduct all instruction in Italian. Students take courses in a variety of areas both at the Smith center and the University of Florence. Since the 1980s, Smith has collaborated with the model early childhood education program in the school system of the nearby city of Pistoia. Qualified and interested students are selected to work as interns under the supervision of master teachers in the prestigious pre-school of Le Filastrocche and in the art outreach center, Area Blu. Interns write and present a research paper at the end of the year, incorporating their practical experience and theoretical study.

Hamburg: The Junior Year in Hamburg Program began in 1961 and is currently the only active study-abroad program in Hamburg. The academic year extends from late August through the end of July, with a break in the month of March. Students are matriculated at the University of Hamburg and, if appropriate, at the Technical University of Hamburg-

Harburg (for engineering majors) or the School of Fine Arts (for studio art majors). Music majors can arrange for private performance lessons with instructors at the Music Conservatory in Hamburg. Students have the opportunity for specialized non-credit internships during the semester or in the vacation period. During the semester, students elect courses at one of the higher educational institutions in Hamburg and/or take courses administered by Smith College in the Smith JYA Center in the Guest House of the University of Hamburg. In June, students prepare for and take the “Zentrale Mittelstufeprüfung” (ZMP) offered by the Goethe Institute. Students reside for the year in dormitories run by the University of Hamburg and participate in a variety of extracurricular activities offered by the University. The JYA Program in Hamburg also offers students a wide variety of extracurricular activities such as choir, orchestra, riding, rowing, sailing and soccer, some of them through the University and some through private clubs.

Geneva: The Smith program in Geneva was established in 1946. Smith College is the only American university with a program at the University of Geneva, and our students are the only ones exempt from the French-language exam required of all international students at the University of Geneva. Smith students in Geneva have access not only to the various faculties of the University but also to affiliated institutes, including the world renowned Graduate Institute of International Studies and the Institute for Development Studies. Moreover, Geneva is home to a vast array of international organizations and non-governmental organizations, many of which have hosted Smith College students as interns. Indeed, beginning in 03-04, the Geneva program instituted an internship for credit program, modeled on the Smith Government department’s Picker Program in Washington D.C.

Paris: The Smith JYA program in Paris, established in 1925, is the oldest such program in France sponsored by a single institution. From the inception of our program in Paris, our students have enrolled at the Université de Paris IV Sorbonne. In 1968, the University of Paris was split into 13 autonomous universities, each specializing in a limited number of fields. Paris IV-Sorbonne’s focus is the Humanities. For courses in other disciplines, our students now have access to Institut Catholique, Ecole des Psychologues, and Institut d’Etudes Politiques, to name a few. Since 1999, qualified students can undertake credit bearing internships with Internships in Francophone Europe, which places students in a wide array of organizations such as the French Senate, French political parties, NGOs, museums, and research institutions. We also offer research opportunities to students in the sciences. The JYA Paris program features homestays for almost all of our students. Integration into a French household proves both difficult and immensely enriching for our students.

Our discussions of the Smith JYA programs produced the following recommendations:

Recruitment of Guest Students

Members of the Task Force were unanimous in the view that the Smith JYA programs should actively recruit more guest students. Indeed the College ought to adopt a

coordinated strategy that involves the OIS and interested faculty and that seeks to generate more revenue by means of bringing additional guest students into our own programs.

During the past four years, we have hosted on average about 8 guest students per year. We believe that as a short-term goal for 2005-06, the College should recruit an **additional three guest students**, for a total of 11 guest students that year. **The additional net revenue to be generated by three more guest students would be at least \$50,000.** We believe that recruiting even greater numbers of non-Smith students is an achievable goal for the medium-term. As presently conceived, our JYA programs could handle about 25 students each for a combined total of 100 students per year. During the past four years, we have averaged about 75 students per year. We believe that Smith College ought to target the recruitment of guest students in an attempt to fill this excess capacity.

We believe that three strategies need to be in place to achieve this goal:

- 1) Faculty must play an instrumental role in the marketing of our programs. Faculty should be involved by pursuing contacts at other institutions and by traveling to other institutions to promote our programs. There needs to be a coordinated program that employs faculty to promote the Smith JYA programs. These efforts should be coordinated by the OIS, in close consultation with the Committee on Study Abroad. And this too will require a small commitment of resources.
- 2) The OIS must also play a crucial role in the recruitment of guest students, and the **College must commit additional resources to the OIS** toward this end. Attendance at three or four study abroad fairs will not allow us to achieve this goal. The OIS must create and distribute marketing materials, and must maintain an up-to-date and modernized web site. And the OIS must pursue and maintain contacts with study abroad offices at other institutions, in particular schools with HSF policies, to ensure that Smith JYA programs are on approved lists at these institutions. We believe that the recruitment of guest students ought to be written as part of a job description for a member of the OIS staff.
- 3) **The Smith JYA programs should undertake internal reviews in an attempt to modernize.** These efforts are already underway. The Hamburg JYA program has recently adopted a one-semester option, and hopes to implement it in Spring 2006, pending budget approval by the College. The Geneva JYA program has just implemented an “internship plus seminar for credit” option. Our programs in Florence and Paris are presently exploring connections that would enable students in the natural sciences to study there. There is reason to believe that these changes will facilitate the recruitment of guest students (as well as science students). These review efforts should be extended to all of our programs. We recommend that the CSA mandate four review committees (one for each program), to be composed of members of the CSA as well as interested faculty and former directors of our programs. These committees should study possible

changes, including internships for credit, the one-semester option, possibilities for science students, as a means both to improve the quality of these programs and to attract guest students.

Needless to say, **the revenues realized by an increase in the number of guest students should be devoted to the program to which the students are recruited.**

Faculty Directors

In our discussions with faculty, there was near unanimity in the view that the faculty director model ought to be preserved. The members of the Task Force were unanimous in holding this view. The benefits of faculty directors are numerous: ensuring the academic excellence of our programs; assessing these programs and making changes to them when necessary; representing Smith to the host institution; maintaining official contacts with faculty and administrators at the host universities; maintaining contacts with administrators and faculty at Smith; and advocating and recruiting for these programs at Smith. We believe that moving to a permanent resident director model would bring a dramatic drop in the quality of our programs by severing close faculty contact with the program and eroding faculty control, which is anathema for academic programs that carry the Smith name.

Smith College has offered a generous benefits package to its faculty directors. In light of the budget difficulties, members of the Task Force reviewed this package. We believe that the College can make considerable savings and still offer an attractive package of benefits to future directors. We recommend the following package of benefits:

- 1) **Administrative stipend of \$10,000.** JYA program directors are administrators whose work begins in the spring prior to the JYA program, and whose work extends well beyond the program's termination date. These administrative responsibilities ought to be recognized. We recommend that the administrative stipend of \$10,000 be maintained.
- 2) **Cost-of-Living-Allowance.** The College's COLA is presently based on three elements: the regular salary of the faculty director; the cost of living in the JYA city; and the number of the family members spending time abroad with the faculty director. COLA calculations are based on a State Department formula which includes adjustments for items such as auto purchase, domestic service, and household furnishings. Some of these items (such as household furnishings) are already covered under the JYA program budget. Upon review of these formulae, we are proposing that the COLA be divorced from faculty salary and from family size. Instead we propose that each faculty director be given a \$10,000 COLA, adjusted for the cost of living in each of the four JYA cities. This would result in COLAs ranging from \$13,500 in Hamburg to \$16,600 in Florence. This change would result in a savings of about \$40,000 (compared to actual expenditures in FY2004).

- 3) **Tuition Assistance.** Members of the Task Force recognize the challenges involved in moving a family abroad for a year, and the special stresses that this places on children. For a variety of reasons, local public schools are often not an option for children of directors. The college currently offers tuition assistance up to the cost of the Smith College Campus School tuition. We are proposing that tuition assistance be capped at \$6,000 per child, inflated 1.5 times for taxes. This would amount to a subsidy of \$9,000 per child when attending a private school abroad. Compared to the FY 2004 outlay, this would represent a savings of about \$10,000. It is worth pointing out that expenditures for tuition assistance will vary considerably from year to year. In fact, in 2005-06, there will be an additional one-time saving of \$30,000 as none of the directors already selected for that year will be traveling abroad with children.

- 4) **Travel/Dependent Allowance.** We are proposing an allowance of \$4,000 for the Director and \$2,000 for each family member. This allowance is to cover the costs of travel and shipping, to and from Europe. Changes here would produce a saving of about \$9,000 compared to FY 2004.

The changes we recommend would yield a total savings of about \$60,000 compared to FY 2004 expenditures. As noted above, there would be an additional one-time savings of \$30,000 in 2005-06 because of the particular group of directors already selected.

Members of the Task Force are firm in the view that the faculty director model is an essential prerequisite of the success of the Smith JYA programs. We are proposing these changes in recognition of the college's budgetary situation. We believe that this revised benefits package will still allow directors and their families to live comfortably abroad.

Geneva and Paris Orientations

Members of the Task Force discussed the possibility of moving the orientations of the Geneva and Paris programs to the host cities from their current locations (Paris for the Geneva program and Aix-en-Provence for the Paris program). These orientations are long-standing elements of these programs. They add an important dimension of Francophone cultural and geographic diversity to the programs. Moreover, they are an important marketing tool (students tell us that the location of the orientation is one important factor in deciding where to go) and are likely to become increasingly important if the college adopts a coordinated strategy to recruit guest students. One of the features that distinguishes our Paris program from our many competitors is the opportunity to study French in Aix-en-Provence for one month. And unfortunate though it is, there is a natural competition between Geneva and Paris amongst our own students. One of the crucial factors that induces Smith students to choose Geneva is the opportunity to spend one month in Paris and to get a taste of life in both cities. Although some additional savings could be found by moving the orientations to these host cities, we believe that the ability to recruit students and to expose them to cultural diversity would be severely compromised by such a move.

A Note about JYA Program Costs

The Task Force reviewed the budgets of the four JYA programs. We took note of the disparity in per-student cost in Paris versus our other three programs and we support efforts to create a more balanced budgetary situation among our programs. We also examined the effect of the falling dollar on program budgets and believe that as (and if) the dollar rebounds, our own program budgets should rise correspondingly.

The Budget Office and the OIS are already engaged in a detailed review of JYA budgets, but members of the Task Force would like to express the view that **it is essential that these budgets not be reduced to the point where academic quality becomes compromised**. If our programs are forced to adopt measures such as significantly increasing class sizes for language sections, and eliminating cultural excursions, we will undermine the very point of these programs as well as their financial viability. We believe that an annual goal of about 100 students in the four Smith JYA programs is both desirable and feasible, but it can be achieved only if the quality of these programs is maintained.

VI. CONSORTIAL PROGRAMS

Smith currently has five formal consortial arrangements for study abroad, and another group of programs that give preferential status to our students. Several members of the Task Force either served as resident directors for these programs or know them in other contexts.

AKP: The AKP (Associated Kyoto Program) has been in operation since 1972 and Smith College has been a member since 1973. AKP is a consortium currently consisting of 15 schools: Amherst, Bates, Bucknell, Carleton, Colby, Connecticut College, Middlebury, Mount Holyoke, Oberlin, Pomona, Smith, Wellesley, Wesleyan, Whitman, Williams. On behalf of the students, Smith pays full HSF, and the Program covers airfare, tuition and fees, field trips, local transportation, and all living expenses. The program is a full academic year only, and all students are required to live in a homestay. The program is very competitive and not all students who apply are admitted. Since joining the program, 93 Smith students have studied at AKP, 30 in the first 16 years, and 63 in the most recent 15 years. Three members of the Smith faculty have served as Resident Directors, and an additional faculty member served twice as Resident Director while at another institution. In addition, fourteen members of the Smith faculty have spent a semester living in Kyoto teaching a course at AKP in the role of Visiting Faculty Fellow. The stipends for both the Resident Director and Visiting Faculty Fellows are paid by the Program.

ICCS (Intercollegiate Center for Classical Studies, Rome, Italy): This is a semester program for students with a major or strong background in Classical Studies and requires knowledge of Latin. Members currently include 62 institutions and 8 consortia. Fixed fees for 2004-2005 for tuition, room and board are \$14,885.00. Administration of the

program rotates periodically among member institutions; it is currently administered by Duke University.

PRESHCO: PRESHCO is a consortium of six schools (Oberlin, Wheaton, Wooster, Trinity, Wellesley and Smith) in Cordoba, Spain, of which Smith was one of the founding members in 1981. Since its new leadership dating from 1995, the program has introduced many innovations and enhancements that make it one of Spain's best programs. In 2003-04, students will pay \$14,000 per semester. The program runs on a semester basis, but many students choose to spend the year. Smith typically sends between 7 and 15 students per semester. One member of the Smith faculty has been resident director.

PUEBLA: The Puebla program will launch its first group in Fall 2004. It is composed of four schools (Wheaton, Smith, Wellesley, Oberlin) that collaborate in the PRESHCO program. The semester fee is \$16,000. The resident director will serve on a rotating basis, with the final decision resting with the Executive Committee (one member per school). Smith's turn in the rotation comes up in 2005. Smith will send 7 students in Fall 2004.

SITA: The SITA (South India Term Abroad) consortial program includes Bates College, Bowdoin College, Dickinson College, Grinnell College, the University of Denver, Whittier College, the George Washington University and Smith College. Located in Madurai, Tamil Nadu, the SITA program offers one-semester or full-year study options with homestay residence for 15-20 students each semester. Field trips supplement the academic program, giving students an exposure to the rich diversity of the cultural and physical environments of the region. Along with the regular course work, students do an independent field research study project and give a presentation of their findings at the program's concluding seminar. Students pay the full HSF which covers tuition and fees, field trips, and all living expenses.

In our analysis, we noticed that some programs that were initially associated with one school are now in consortial arrangements. Even Smith's JYA programs could benefit from consortial arrangements. The benefits are many, and the disadvantages are few (for example, the expenses of the program are divided among the consortial members so that no one school has to shoulder all the responsibility). We recommend that a small budget be allocated so that the OIS can investigate the possibility of conjoining with other schools. This is not an action that can happen overnight, but rather will take labor and encouragement.

Finally, we believe that all Smith programs, whether current JYA or consortial, should fall under one title. These are the programs that we should privilege; indeed we should offer students incentives to go on them. However, we cannot do so when we are only located in Western Europe. Smith should make the effort to secure at least one consortial arrangement on each continent. This will take work and energy, but it is the best way to control the quality of academic experience that our students have while abroad.

VII. FACULTY INVOLVEMENT AND CURRICULAR CONCERNS

Study abroad is first and foremost an academic program central to Smith's purpose and mission. As such, it should be under the purview of academic affairs, not student affairs. Ultimately, the faculty bears the responsibility to monitor and control the academic integrity of the study abroad programs that we maintain and approve.

Consistent and informed faculty involvement throughout the College is crucial to the success of international study as an integral part of a student's academic career at Smith. In the absence of this kind of faculty involvement, at worst we are fostering global tourism, at best we are failing to prepare students adequately, monitor the quality of their experience, and reintegrate them into the College when they return. Study abroad is one of the very important factors for attracting and retaining students. In 2003-04, about 45 percent of our junior class spent a semester or a year studying in one of about 150 approved programs, over most of which we have no control. This situation cannot continue.

For many decades, language departments have prepared students for their study abroad, directed programs and/or conducted oversight of consortial programs, and built on the experience of returning students both in seminars or courses and in more informal ways. But this kind of planning and support has been largely if not wholly absent when it comes to students in other fields going off to study in non-Smith-related programs. Beyond problems of cost and budget balancing, there are serious curricular and philosophical issues that need to be addressed.

Creating an Informed and Involved Faculty

The opportunity to study abroad is an important factor in attracting and retaining students. Furthermore, Smith is committed to fostering awareness of cultural diversity, and an informed awareness of the world and of the role of the United States in it. We have long-established and outstanding JYA programs, and participate in strong consortial programs. We teach twelve foreign languages, a rarity among liberal arts colleges. Even a cursory look at our catalogue yields roughly 500 courses related in some way to international studies. We do not have to invent a new curriculum; what we need to do is ensure that everyone is aware of what is available, and informed about how best to guide students.

Incoming Students, and Pre-major Advising. Faculty "Conversations" or "Lunches" or "Workshops"

The first step is to educate the faculty as a whole about study abroad. We offer training sessions of one sort or another in many areas, but not in study abroad. Yet students depend on pre-major and major advisers, on departmental advisers for study abroad, and on the general knowledge of the faculty—for instance knowing which colleagues to contact, where to refer a student for good advice. We need to send information to first-year students urging them to plan ahead, to take language courses if they wish to go abroad, to take courses in history, area studies, related fields even if they go to an English-speaking country, and to do such things as plan on an early childhood Education

course or two before they apply to the Florence program if they are interested in the Pistoia internship, and so on. **Pre-major advisers** should not only receive packets but have a component on international study included in their **training**, and **be urged to talk about international study with their advisees**.

While some faculty members know a great deal about some programs, many are blissfully ignorant. The faculty can be educated at low cost (possibly with grant money for faculty development) by means of “Conversations” or lunches (on the model of Teaching Art luncheons and Conversations about Teaching), through Liberal Arts Lunches, and through workshops. We need to create a climate in which thinking, caring and knowing about international study programs is expected and valued.

Informed faculty will better advise students and prepare them to select a program carefully and to make the most of their study abroad. Although the OIS recommends that students studying abroad take two relevant courses to prepare them for the experience, it is essential that faculty be involved in the enforcement of this rule. A student studying in a country where languages other than English are spoken, even if English is the official language of instruction, is currently required by the OIS to learn an indigenous language of the country before going abroad. Faculty advisors must be prepared to advise students, from the outset, that language training is a mandatory pre-requisite for study abroad in a non-English speaking country.

The involvement of faculty members outside the language departments or area studies programs is essential if students in the natural sciences, for instance, are to make the best choices and be able to work within their areas of major specialization. Some scientists on the faculty already have contact with colleagues in other countries. They can be of enormous help in involving other scientists in international study.

How Much Official Faculty Involvement?

The CSA has long been in place as an appointed advisory committee. The small size of the committee, and the way it has operated in the past, might have been sufficient when we dealt only with Smith-run and consortial programs. The vastly increased demands posed by international study suggest a rethinking of the CSA. On the Task Force, we have discussed the option of making CSA an elected committee; others think considerable caution should be exercised to ensure that there is appropriate representation, and that the committee includes experienced faculty members whose serious commitment to study abroad will lead them to take the work of the committee seriously. Members of the CSA now serve three-year, staggered terms. But this committee should be expanded, it should be visible, and it should take on the role of enabling faculty participation and seeing that there is serious, ongoing faculty oversight of approved programs. If the workload of the committee is increased, as it should be, then some system of rewards should be put in place, as it is for other onerous committees. For instance, there might be some formula for accruing credit towards a sabbatical or course release.

International Study as More than Voyeurism

So far we have been talking about our students going elsewhere. But becoming aware of a larger world includes an exchange, being not only the traveler and the guest but also the host. We would encourage setting up more **Faculty to Faculty Exchanges** and making sure that departments or programs who invite a visitor actively welcome that visitor and include him in the life of the College. **Student to Student Exchanges** should also be explored. Another very attractive option is the sequential, unequal exchange involving Students and Faculty: our students study at a foreign institution, for instance, and (not necessarily in the same semester or year) junior faculty members from that institution come to Smith to do research and perhaps to teach, team-teach, or give lectures. We already host faculty from Africa in the framework of Five-College African Studies, and our good experience there can provide some pointers for setting up other exchanges. Establishing this kind of relationship with faculty around the world and with their institutions will also make it easier for our students to pursue international study in a more intellectually and culturally exciting way.

VIII. OFFICE OF INTERNATIONAL STUDY

As the College adopted the HSF model, approved study in English-speaking countries as well as approving a large number of programs outside our own JYA and consortial programs, the need for a professionally-run OIS became evident. International study is clearly not a “mom and pop business” any more, but rather a highly specialized, professionalized field of work. Our call for greater faculty involvement in study abroad implies a close collaboration between faculty and a fully staffed Office of International Study. This office carries out a series of functions that are vital to the prominent position held by study abroad at Smith College.

Staffing

The Office for International Study's study abroad responsibilities are carried out by two deans (the Associate Dean for International Study and the Assistant Dean for International Study) and an administrative assistant. Until July 2003, both deans were full time; under a temporary family flex arrangement, the Assistant Dean for International Study cut back to half-time and a half-time budget specialist temp was hired to handle the financial and administrative tasks of Home School Fees.

The College has announced that as of July 2004, the Assistant Dean position will be reduced to permanent half-time. With the elimination of .5 FTE for this position, used to hire a half-time budget-specialist temp since July 2003, it now appears likely that the budget specialist is to be eliminated.

Activities

The Office for International Study advises students, evaluates programs, screens students for study abroad eligibility, and oversees the process whereby students get faculty approval for the individual courses taken abroad. The Assistant Dean reviews all plans for study abroad on approved programs and notifies each student if she has not met

requirements for language preparation, language study in the host country, or course selection. For Smith's own programs, the office organizes the selection of faculty directors, student applications and selection of students from Smith and elsewhere, and the collection of student documents needed for visa and university enrollment requirements. The Associate Dean corresponds daily with the individual program directors, working closely on student crises, employment contracts and legal issues, and fiscal matters.

The proposals that the Task Force has advanced in this report cannot be implemented without a fully staffed Office of International Study. The College's recent decision to cut the Assistant Dean position permanently to half-time and thus eliminate the budget specialist will make it impossible to administer HSF policy as it is currently devised. The elimination of this position will also make it impossible for the OIS to add guest student recruitment to its portfolio of responsibilities. In short, the Task Force is unanimous in the view that the College's decision undercuts the recommendations in this report—recommendations that keep HSF largely intact while at the same time producing significant savings. **We urge the College to reinstate this half-time position.**

IX. INTERNATIONAL STUDY AT SMITH: A PRIORITY AREA FOR ENHANCING SMITH'S VISIBILITY AND FUNDRAISING

The Task Force recommends that Smith stand behind the pledge to provide equal learning opportunities, and to being a World College, by making support of international study a number one priority for the College and for its fundraising efforts.

First, the Task Force recommends more public emphasis on the history of Smith's involvement in promoting study abroad. This would mean highlighting more than we now do the excellence of our JYA programs, and Smith's more recent embrace of study in other areas outside Europe through consortial programs, HSF, and the list of approved programs. On the website and in publicity about the college, for example, more could be made of the longevity and excellence of Smith's JYA programs—we have a proven track record in these programs and many, many loyal alumnae who benefited from them. The upcoming 80th anniversary of the Paris JYA program offers an excellent opportunity for an effort to publicize Smith's commitment and achievements as a pioneer and leader in Study Abroad. This means making international study in general and JYA and consortial programs at Smith more directly visible on the Smith website. It would be helpful, for example, to include a direct link from the website's homepage to the website for the Office of International Study. And the "Just the Facts Page" of the website, consulted particularly by prospective students, could include information about international study opportunities encouraged by Smith; here, too, a direct link to the Office of International Study would make Smith's commitment to study abroad more visible to our various constituencies—not just prospective and current students, but also faculty and alumnae.

Second, as part of the recently announced plans to solicit increased alumnae giving for financial aid, it would be enormously helpful to include in this campaign a rubric that will provide financial aid for international study.

Several possible stratagems have appealed to the Task Force:

- Having the Advancement Office and the Alumnae Association cooperate in a campaign to reach alumnae who have studied abroad and would be willing to contribute to this kind of a targeted initiative. For example, with the upcoming 80th anniversary of our program in Paris, it might be productive to do a targeted solicitation to alumnae who participated in JYA in Paris. Classes from 1955-1959 will be celebrating their 50th reunion over the next few years. Some members of those classes went on study abroad to Africa with Gwendolen Carter—this must have been one of the first study abroad programs in Africa. It would be wonderful to compile some testimonies from participants in those programs—and also to encourage such alumnae to contribute to the fundraising efforts for international study that the Task Force recommends.
- Making international study the topic of an Alumnae College, with participation by a wide range of faculty members in different fields—and with testimonials from alumnae who might wish to participate. Some of the faculty teach courses with a theoretical focus on travel and on experiencing and interpreting the “foreign.” Others have directed programs, led groups, and so on. We could put together an exciting Alumnae College that would attract those already committed to international study, educate those who are less well-informed, and inspire alumnae to support our efforts to keep international study vibrant and to establish our presence more effectively in parts of the world where we have not played a leading role. (For example, at a recent Alumnae College, participants and citizens of Latin American countries felt that the college was addressing their experience for the first time.)
- Having faculty members volunteer to give both formal and informal talks and presentations to Smith clubs, focusing on international study (broadly defined).
- Include “support of international study” as one of the categories under “Areas supported by your gifts,” on the Alumnae Fund website.
- **Establish a fund to which students may apply to request assistance with airfare for study abroad.** Effective in 2004-2005, airfare assistance has been eliminated. This will mean that some students on financial aid will find it difficult to obtain the funds to cover their airfare for study abroad—especially to more distant locations.

It is crucial that the College actively seek support to meet the commitments it has made, and which in fact help us attract and retain students. International study and being a world college must be a **priority-one fund-raising commitment**. We hope that the Committee on Mission and Priorities would be willing to take this under advisement. If the College is unwilling to do this, then we should consider revising the rhetoric and the public relations stance we take.

X. SUMMARY OF RECOMMENDED BUDGET CUTS AND REVENUE ENHANCEMENTS

Baseline Savings	
Elimination of airfare subsidies	\$120,000
20% reduction in UK/Ireland study	\$75,000
Reduction in UK living stipends	\$30,000
Capping HSF costs at SC comprehensive fee	\$20,000
Revision of JYA Director compensation	\$60,000
3 additional guest students on JYA (revenue)	\$50,000
TOTAL BASELINE SAVINGS	\$355,000
Director compensation 05-06 (one-time savings)	\$30,000
TOTAL SAVINGS	\$385,000

XI. SUMMARY OF OTHER RECOMMENDATIONS

- Greater faculty involvement in vetting of approved programs.
- Greater faculty involvement in recruitment of guest students for Smith JYA programs.
- OIS-coordinated strategy for recruitment of guest students to Smith JYA programs.
- CSA should develop criteria for access to study in the UK.
- Creation of four new committees (through CSA) to suggest initiatives for Smith JYA programs.
- Explore consortial arrangements for Smith JYA programs.
- Set goal of one Smith College consortial arrangement on each continent.
- Study abroad should be part of academic affairs, not student affairs.
- Greater education of faculty, especially pre-major advisors, about study abroad.
- Assessment of the Committee on Study Abroad: composition and responsibilities.
- Restore the position of Assistant Dean of International Study to one FTE.
- Greater public emphasis on study abroad in Smith College promotional materials.
- Targeted fund-raising among Smith JYA alumnae.
- Alumnae College on international study.
- Creation of fund to support airfare for students studying abroad.

XII. CONCLUDING REMARKS

The opportunity to study abroad is one of Smith College's most cherished academic values. This is not only the view of members of this Task Force. It is a view widely held by Smith faculty and by Smith students. Indeed a marketing survey conducted in 2001-02 for the Smith College Office of Admissions recommended that the College market

study abroad as one of the key opportunities students have when they come to Smith. We will go further and suggest that study abroad is one of the features that makes Smith what it is. We have allowed it to grow and for the most part, this has worked. But because of the drain that financial aid exerts on study abroad, we now need to address it seriously, both in terms of saving money and producing revenue.

With the adoption of Home School Fees in 2000, Smith College created a policy that underscores the importance of study abroad. We are indeed a “World College” when about half of our student body spends a semester or year studying abroad, and brings back global perspectives that enrich our classrooms and our institution as a whole. But if we are sincere in our rhetoric of internationalism, study abroad must continue to rank as one of Smith’s highest priorities in budgetary planning, capital campaigns, Alumnae College, and many other venues.

The Task Force on Study Abroad has proposed a series of measures that maintain a high level of access to study abroad while simultaneously respecting the college’s current budgetary difficulties. Our recommendations, if implemented, will mostly impact study in the UK. We hope that this turns out to be a short-term measure and that unrestricted HSF can be put back in place once the College puts its financial house in order. In the meantime, though, the measures we propose here can only work if the College commits to a fully staffed Office of International Study and if Smith faculty members are willing to make the necessary commitment of time and energy to study abroad.

Respectfully submitted by members of the Task Force on Study Abroad:

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Members of the Task Force wish to express our deep gratitude to Paula Varsano who chaired the Task Force until May 2004.