

**Committee on Admission and Financial Aid
Minutes - October 6, 2008**

Present: Seth Allen, Jack Mutti, Vida Praitis, Mark Schneider, Paula Smith and Arnold Woods. Also in attendance, Jon Edwards, coordinator of international admission.

Each meeting will begin with a discussion, if needed, and approval of the previous month's minutes. Minutes from September were approved.

Review of Goal 3 of the President's Internationalization Task Force: "Ensuring that the College Attracts Talented and Diverse International Students."

Background: At the board retreat in the summer of 2007, it was noted that the College's Strategic Plan did not necessarily reflect internationalism. President Osgood subsequently appointed a task force which has since provided the Board and the faculty with a document, "Global Education at Grinnell College: Recommendations of the President's Internationalization Taskforce."

It is assumed that this document/goal is open to budgetary requests, although the current financial and economic climate suggests that this may not be the time to make changes. The Committee on Admission and Financial Aid may be an appropriate venue for further discussion and response.

Jon Edwards provided background information on the United World Colleges, Grinnell's relationship with these institutions and other notable information:

- There are 14 colleges worldwide
- 2-year IB curriculum
- 88 U.S. member schools
- 6 founding institutions including Middlebury (65-70% of their international students are from UWC), Colby, Bowdoin, Princeton, Wellesley, and College of the Atlantic.
- The Davis Foundation awards \$20,000 per student, per year, to colleges enrolling a cohort of 5 or more UWC students
- Most colleges award 100% of need for UWC students, as did we this year
- The process for UWC applicants is still selective

This year's yield on international applicants was 40%. Questions/comments posed were:

- 1) At what point do we have too many international students?
- 2) Would the financial aid budgets ever be combined for domestic and international?
- 3) If we're more selective, are we taking the best?
- 4) Lower percentage of international students in entering classes could backfire and eventually reduce the number of applications.

More diversity in majors is desired when recruiting, admitting and enrolling international students as physics and economics are the primary areas of study for this population.

- a. The College (or perhaps admission specifically) must communicate what a liberal arts education is.
- b. Does this student look like one who understands what he/she can get at Grinnell?
- c. Who is advising these students (to understand the liberal arts)?
- d. We lose international students to like institutions
- e. Noted was a disparity in preparedness (for example, sciences). International students generally have mediocre preparation with equipment but are better prepared in theoretical application compared to domestic students.

What are the issues of building a budget for international students? At Grinnell, students must demonstrate they can pay their portion. Some schools will pay the full cost to avoid this issue. Other colleges may also award college loan which also requires additional work but addresses the gap in awards.

Challenges in having a more diverse international student body include adequate travel resources. Many peers outspend Grinnell in travel allowance. Cultural differences vary as well from country to country when considering sending students to the U.S.

Suggestions:

- a. Give international alumni who've returned to home country the resources to work with and follow up with prospective students
- b. Work with College & Alumni Relations
- c. Create outcomes piece, "Why liberal arts?"; change/enhance career path, validation message, "Public Face of Internationalism at Grinnell"
- d. Profile of international students in U.S.

The average international award for Fall 2008 was \$29,400.

There was a suggestion that the college adopt need-blind admission and full-need phase-in for international students and start with certain geographic regions, like Latin America.

The lowest % of aid awarded to international students is 75%. This strategy reduces the number of appeals of returning students and seems to improve retention.

Geographic scholarships: This year we had to take student(s) off the special wait list to award the scholarship. Consider admitted the top 3 applicants for each geographic scholarship and the "winner" receives 100%.

Regional/special scholarships are:

African – 3

Nepal – 1

Eastern Europe – 1

Native Russian Speaker or ACM Costa Rica – alternates each year (1)

Latin America – 1

China – 2 (1 Beijing)

Anatolia – 1

Middle East – 1