

# An International Presence On Campus

By Beth Kurtz-Costes P'12

When students arrive at college, they face a new environment, routine, and expectations. For dozens of those students at Haverford, the novelty is compounded by the exposure to a new culture.

This academic year, 37 foreign citizens from 20 countries are on campus. South Korea, India, China, and Morocco send the largest number, but a range of countries, including Nepal, the Netherlands, Lebanon, and Myanmar, are represented. Eighty-one additional students who have dual citizenship or are U.S. citizens living abroad also are at Haverford this year and come from three dozen countries. Those from South Korea, France, India, and the United Kingdom top the list, which includes less-common sending countries such as Madagascar and Colombia.

Denise Allison, director of International Student Services, works throughout the year to ease the students' transition to Haverford and the United States. The International Orientation Program she runs covers banking, employment, campus services, procedures for maintaining legal status and visas, and other topics. The students also devote time to discussing issues such as U.S. culture, race and ethnicity, and student-faculty interaction. Haverford students assist with the program by serving as International Students' Resource Persons (ISRPs).

Gatherings of the International Students Association, programs offered by the Multicultural Center and the Center for Peace and Global Citizenship, and other activities integrate the international students into campus life. The students also get to know the Haverford community from the "Home for the Holidays" program, during which alumni and others welcome international and U.S. students into their homes during school breaks.



International students from Haverford and Bryn Mawr meet during International Students Orientation activities.

Like their U.S. counterparts, international students often mention Haverford's size and campus life as factors that drew them to the College. Monique Wong '09, an economics major from Hong Kong, had heard of Haverford from a representative at her high school's college fair and was impressed with the Honor Code and sense of community. Monique became a part of that community through her involvement in Students' Council, squash (serving as team captain), crew, and the Multicultural Scholars Program. She served for two years as an ISRP, was active in Haverford's Committee on International Initiatives (which prepares students for international employment), and helped organize annual international alumni weekends at the College. Monique is now volunteering for Junior Achievement in Philadelphia, a nonprofit for which she conducts program evaluations.

Adil Khan '09, a Pakistani born and raised in Dubai, says he was drawn to Haverford because of its balance between academic and nonacademic

activities. He learned about the College from a high school counselor who was from the Philadelphia area and thought that Haverford would be a good match. Adil majored in political science and is volunteering for Pivot Legal, a pro bono law firm in Vancouver, for a year before applying to law school. Like Monique, he immersed himself in campus life. He was captain of the varsity cricket team, played on the squash team, became involved in diversity groups on campus, and was an ISRP. Adil, who spent his junior year at the London School of Economics, stresses the importance of studying abroad, noting that such exposure increases understanding of the world, appreciation for diversity, and tolerance.

Jess Lord, the dean of admission and financial aid, says recruitment of more international students is a priority, as is interest in increasing financial aid so more students from a broad demographic base can attend. At present, financial aid is awarded each year to three students who are not U.S. citizens or permanent residents.

Reflecting on their time at Haverford, Monique and Adil say they learned more than the intricacies of American culture.

"International study offers students a unique opportunity to learn about themselves, to challenge their limits, to gain a broader perspective of their own cultures, and to understand how their ways of life differ" from those of people in other countries, Monique says.

Adds Adil: "The most notable feature that I take away from my time at Haverford is the remarkable sense of community that can develop within a campus like ours." Regardless of where the students may come from, he says, they "leave with a sense of belonging."

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A Newsletter by Haverford Parents  
for Haverford Families

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Pamela Brownstein, P '10

## Contributing Editors:

Michele Dickey, P'10

Beth Kurtz-Costes P'12

Marilyn Machlowitz, P'11

## Newsletter Production Coordinator

Communications Assistant:

Monica Pace

## SAVE THE DATE:

**FAMILY & FRIENDS WEEKEND**  
**OCTOBER 23-25, 2009**

## DID YOU KNOW...

Back issues of *Founders Green*  
can be found online at  
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## WRITERS WANTED:

*Founders Green* newsletter needs contributors. If you are interested in writing for this publication, contact Alumni Relations and Annual Giving: [alumni@haverford.edu](mailto:alumni@haverford.edu)



# Founders Green

## A Well-Rounded Education

The first week of school is a most exciting time on our campus. Students see old friends, make new ones, and continue their academic adventure by exploring new fields and stepping up to new levels of inquiry. While seniors embark on their thesis projects, younger 'Fords master introductory and intermediate elements of major study.

The academic planning process also involves general distribution requirements. In addition to fulfilling our foreign language, writing, and quantitative requirements, 'Fords are expected to take three courses in each of the three divisions of the curriculum—natural sciences, social sciences, and humanities, with a minimum of two departments represented in each division. But it hasn't always been quite so straightforward. As former Dean of the College Greg Kannerstein discovered as he began researching an updated history of Haverford, the current system is the latest in a long and fascinating story of what has been required of our students at different points in College history.

Back in 1856, students were required to take courses in three core disciplines: Mathematics (with subdivisions in Natural Philosophy, Astronomy, and Physics); Greek and Latin languages (also Ancient Literature); and English Literature (including Rhetoric, Logic, Psychology, Scripture, History, Moral Philosophy, Political Economy, and Geography). All students were instructed in Linear and Perspective Drawing.

By the turn of the 20th century, distribution requirements were determined by which of three major disciplines students focused on—arts,

science, or mechanical engineering. The end of World War II saw fairly extensive requirements: two courses (both in English Literature) plus a stipulated number of courses from among the following categories: foreign languages; Literature, History of Art, and Music; Laboratory Science; Biblical Literature, Philosophy, and Sociology; and Economics, Government, and History.

Jumping ahead to the late 1970s, the "Dimension Point" system (supplanted in 1990 by the current arrangement) required students to earn three points in each of seven dimensions of education. Usually, a course carried two points in one dimension and one in a related dimension, so the student had to take at least two courses to fill every Dimension Point requirement. It was

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possible for courses in any given field to count toward different dimensions.

"Dimension Points," Greg reports, "succeeded a system in which the shape of the last three years of a student's academic experience was determined by a 'Freshman Inquiry,' a discussion in the freshman spring among a student, his adviser, and two other profs—sometimes an upperclass student—who helped the student decide on a major and courses for subsequent years. These were helpful



and fun; the rest of the students had a day off, though originally there was to be some sort of 'academic festival.' But they didn't last long due to the need for great numbers of people to staff the Inquiries. The students soon called them 'Freshman Inquisitions' though I think that was more teasing than real resentment of the system!"

Though the systems employed have changed dramatically over the years, they all share the core value of seeking to expose students to a broad range of liberal arts experiences so that they will become well-rounded, inquisitive, and informed scholars and citizens. No doubt the future will bring further refinement and adaptation.

Best wishes for a fulfilling school year.

*Steve Emerson*

Steve Emerson '74  
President

P.S. With Greg moving to his new assignment as senior adviser and lecturer, Martha Denney joins us as our new dean of the College. Martha spent many years at Colby College and, most recently, Georgetown University. We're delighted she's here and encourage you to read a full profile at <http://www.haverford.edu/news/stories/17851/51>.



## A Meeting With... Linda Bell, Provost

By Pamela Brownstein, P'10

Linda Bell, a professor of economics, has been the College's provost since 2007. As the chief academic officer, Bell oversees curriculum review, faculty hiring and evaluation, and academic events. Bell has been at Haverford since 1992. She received her bachelor's degree from the University of Pennsylvania in 1981 and her Ph.D. from Harvard University in 1986. She has been a senior economist at the Federal Reserve Bank of New York; a consultant to the World Bank; and a visiting professor at Princeton University's Woodrow Wilson School of Public and International Affairs, Harvard's John F. Kennedy School of Government, and Stanford University.



**Founders Green:** What issues are on your plate these days?

**Linda Bell:** We have a very ambitious academic blueprint for increasing student-faculty partnerships and for enhancing the academic reputation of the College. It calls for many things: the construction of new kinds of curricula, the addition of new faculty without an increase in the student body, and a reallocation of faculty time, which will provide more opportunities for collaborative partnerships between faculty and students outside the classroom. It's an enhanced emphasis on scholarship and research as a way of building the reputation of the College and bringing students into new active and engaged areas of research.

We also are doing a full overview of the writing program. By December 2009, we will have a proposal for a newly constructed vision of writing and rhetoric at Haverford. We will spend the fall finalizing that agenda with the leadership of the Educational Policy Committee. In April, we had eight experts—writing center directors and writing program directors from seven institutions—come visit for a two-day symposium. We learned a lot about common threads of what people believe works. The key issues will be whether and how to engage tenured line faculty in the teaching of writing within the disciplines, and what kinds of resources we will need to expend to enhance the writing program. We do a fine job now, but there is a feeling that as departments are reviewed every decade, it made sense to review the writing program to try to think about new

ways of teaching writing and presentation skills.

And a lot of the year was spent trying to figure out, with a true zero-based approach, how to preserve the academic budget in the wake of the worst financial crisis since the Great Depression.

**FG:** Could you address the economic situation's impact on the faculty and curriculum?

**LB:** On the faculty side, there were no incentivized retirements. We still hope to grow the faculty, albeit at a slower rate, and we will be doing two searches next year.

Class size will be maintained. We have kept the instructional budget pretty much flat and took cuts elsewhere. There were some minor cuts in the library, on the computing side, and on the provost side. The fact that the student-faculty ratio will remain at 8 to 1 tells you that we did not make any substantial cuts in the number of courses. Most of the cuts were outside this office.

The salary pool for faculty and staff saw no increase; there will be some reduction in real wages given that the health benefits were reduced from a more expensive PPO (preferred provider organization) plan to a somewhat less costly POS (point of service) plan. We reduced the TIAA-CREF (Teachers Insurance and Annuity Association, College Retirement Equities Fund) contribution from 12 percent to 10 percent, but

we hope to reinstate that sometime soon.

**FG:** How will the proposed faculty expansion fare in light of the economic downturn?

**LB:** It was always a pay-as-you-go plan. We could not search for new faculty members until we had endowed money to support those faculty positions. Each faculty position requires endowment of about \$2 million to \$2.5 million. If we're able to find support among our alumni pool for those positions quickly, we will search for them quickly.

We're making a set of realistic assumptions, but given the way the financial markets reacted in the past 18 months, we probably will need to expand at a slower rate. That said, we already have been able to hire several of those faculty positions. There are expansion positions in Peace, Justice and Human Rights; Physics; Fine Arts; and a Mellon Foundation-subsidized position in Environmental Chemistry as part of our commitment to add three new faculty as a building block to an Environmental Studies Program.

The original blueprint said tenured faculty would be added over five to seven years. Now, we take each year at a time, as soon as we can do it.

We recognize that we can teach a broader and deeper curriculum with more faculty and that we are relatively under-resourced in the total number of tenure line faculty. The primary objective of an institution like ours should be deep disciplinary training that creates opportunities for new ideas and scholarship, and facilitates inter-disciplinary connections.

**FG:** Is there anything you would like to add?

**LB:** One of the pleasures of being here is the students. I am finding ways to interact with them even as my administrative duties take me away from the classroom. I am going to be teaching a small, 300-level course next spring. We have an amazing group of students who are academically very strong and intellectually very interested and socially very active. In my role as provost, it's about building the strongest institution possible to attract these really fabulous young people who will go off and do wonderful things.

## The Road After Haverford

By Marilyn Machlowitz, P'11

*In today's economic climate, parents probably are pondering what jobs will be available when their Haverford students graduate. Those of us who are prone to worrying may also wonder how a particular course of study will translate into a job and who is going to advise our offspring about the working world.*

This is where Amy Feifer, senior managing director of the Career Development Office, comes in.

Feifer joined the CDO, which serves Bryn Mawr College as well, in 1989. She graduated from Franklin and Marshall College with a major in classics. Internships during college and her master's degree in psychological services from the University of Pennsylvania's School of Education prepared Feifer for her current post.

She and nine colleagues, as well as Center Director Liza Jane Bernard, strive to maximize the resources of the two colleges to foster career exploration, networking, outreach to employers, and professional growth for students and alumni. Staff may move between the two offices, but Feifer is resident on the Haverford campus.

In this challenging economy, Feifer's office has broadened its services. For instance, it offers recent graduates the chance to sign up for twice-weekly "Job Alert" e-mails that list information about entry-level positions received in the office. The jobs are also posted on a password-protected online job listing, the Network News. Feifer and her colleagues also have sent out the word that counselors are available for telephone appointments with recent graduates. And the staff continues to contact employers and alumni to see whether they have positions that can be posted with the CDO. Alumni are making their availability known, too. "At commencement rehearsal, one of the members of the Alumni Association Executive Committee welcomed the graduates to the association and told them firsthand of the benefits of the alumni network," says Feifer.

Feifer is happy to meet with students not only before their senior year but even before they select a major. She explains that close to 70 percent of seniors use the CDO in some way, while only about one-third of juniors do so. Services range from counseling to workshops to employer recruitment visits.

One student who sought out the CDO early on is Anna Provitola '11. She began going to the office as a freshman to create a resume and cover letters for summer jobs and to attend a workshop on job inter-

views. She says she was impressed by the CDO's range of resources and databases. As a sophomore, Provitola asked CDO counselors to help refine her grant applications for a summer internship. Provitola received her requested funding and this past summer worked at A Community Resource Network, known as ACORN, an HIV/AIDS and Hepatitis C service organization in Lebanon, N.H. She says the job involved "helping out with the education department, helping to update the Web site, editing their materials and newsletter, helping out at the syringe-exchange program, and whatever else the organization needed."

In both academic years, Provitola found spontaneous walk-in appointments useful for asking questions. "Usually when I'm nervous about an application or have a question, they are able to help me," she says. This drop-in counseling is available from 3 to 4 p.m. Monday through Friday.

Garry Jenkins '92 credits Feifer with setting him on the right path as an undergraduate. Now associate dean for academic affairs and an associate professor at Ohio State University's Moritz College of Law, Jenkins

"relied heavily on her advice as I sought summer internships and my first corporate job after Haverford." Feifer recalls encouraging him to talk with as many alumni as possible and to start getting his material ready early because "a good resume and cover letter take numerous drafts." Jenkins says Feifer "understands Haverford, its students, its alumni, and the employment market well."

The CDO also is a resource for those planning to pursue graduate and professional school. Several staff advisers specialize in guiding students who are considering advanced study in law and business, and the Office of the Dean provides advice for students interested in going to medical school. The CDO also provides support for the graduate school search process. About 15 percent to 20 percent of Haverford students pursue

graduate school immediately upon graduation, Feifer estimates. Within five years, the number increases to 65 percent.

Once students graduate, they can access the office "forever," says Feifer. Moreover, alumni are "the best role models for students." The CDO facilitates the students' ability to connect with alumni at all career stages, in most regions of the world, and in most fields of endeavor. For example, the CDO orchestrates externships for students to "shadow" alumni for a few days during the winter break for a peek into a career.

Feifer says she is happy to learn of parents who can provide externships, internships, or employment opportunities to Haverford undergraduates. Parents wishing to know more about the CDO are advised to check its Web site: [www.haverford.edu/cdo/](http://www.haverford.edu/cdo/). They also might want to keep in mind that this economy, in particular, requires the long view expressed by Feifer. "We encourage students and recent grads to be flexible and to help themselves to be in the right place at the right time. An unpaid experience can be a good way to get their foot in the door."



Amy Feifer, senior managing director of the Career Development Office