

**MEMORANDUM**

**To:** Board of Regents  
**From:** Board Office  
**Subject:** Annual Governance Report on International Agreements  
**Date:** March 12, 2001

**Recommended Action:**

Receive the report on international agreements, including study and work abroad programs of the Regent universities.

**Executive Summary:**

Each Regent university maintains many active agreements with universities and agencies abroad. During 1999-2000, the three universities had a total of 206 active and proposed agreements with international educational institutions and other agencies, involving approximately 80 different countries. In 1998-99, the universities reported a total of 170 active and proposed agreements in 70 countries.

In 1999-2000, a total of 2,094 Regent university students received credit for studying abroad in over 50 different countries. While still below the 2,117 participants in the 1997-1998 report, it is above the 1998-1999 number of 1,996, and the total of 1,771 students reported in 1996-1997, who worked or studied abroad through Regent programs.

Some 564 students from non-Regent universities participated in the Regent study and work abroad programs; this represents an increase of over 100 from the previous year (439). As indicated in Table 4.5 on page 24, when non-Regent students are included with Regent university students, a total of 2,658 students enrolled in Regent study and work abroad programs in 1999-2000. Participation in the UNI Camp Adventure program, which provides summer work experiences in youth recreation activities for children on U.S. military bases and government installations, declined to 223 students from 486 in 1998-1999.

Diversity is a Key Result Area in the Board of Regents' Strategic Plan. International agreements involving faculty research, training programs for students, and study and work abroad opportunities are highly appropriate

activities related to enhancing diversity. At its December 2000 meeting, the Board further underscored the importance of diversity by adding a new Action Step to its Strategic Plan. Action Step 1.1.1.8 states, "Each institution undertakes efforts to ensure that curricula reflect internationalization and enhance global awareness." As noted in the discussions of each university's efforts, the new strategic plans contain specific strategies and benchmarks.

The funding for international agreements and linkages comes from many sources. The universities report that frequent sources are federal grants from such agencies as US AID (Agency for International Development), National Institutes of Health, United States Department of Agriculture, and the United States Information Agency. The World Bank, private foundations, and international universities underwrite the costs of some programs. Often, faculty and students pay their personal expenses for participation in exchange programs. Students also pay program fees assessed by each Regent university. Such fees are proposed by the institutions and approved by the Board.

Last year, the Board requested that each university update its efforts to develop and implement guidelines to establish basic standards of quality assurance, financial management, risk management, and student safety for all programs involving travel and residence abroad. Those topics were addressed and incorporated into institutional policies which were presented to and approved by the Board in June 1999. The Board approved the revisions. This year's report also continues an extensive student profile, as requested by the Board in 1999.

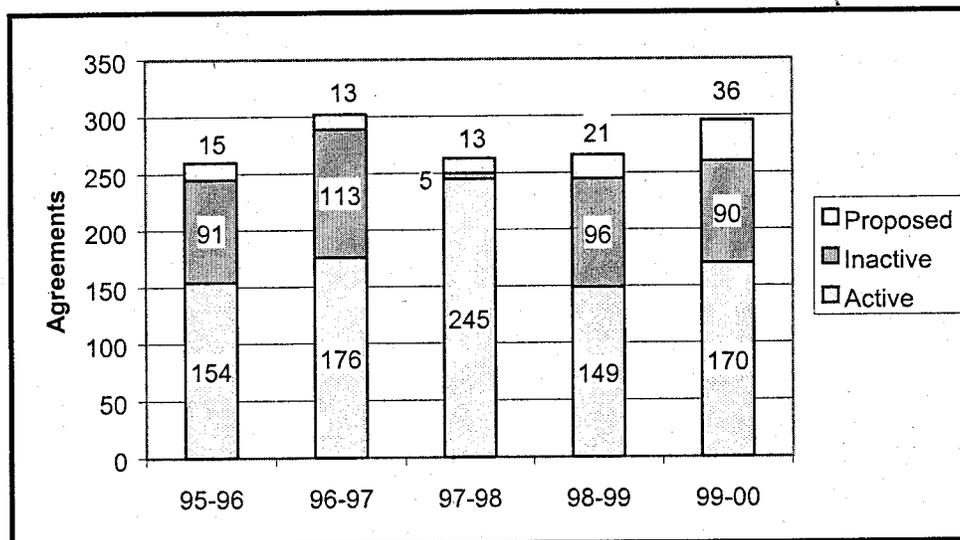
### **Background and Analysis:**

Section 6.26 of the Regent *Procedural Guide* requires the universities to submit annual reports on international agreements. The agreements generally have one or more of the following purposes: 1) research, 2) student exchange, 3) faculty exchange, 4) service, or 5) other. An example of "other" would be an exchange of library books. Of the 170 active agreements, a large majority (110) had more than one purpose, typically faculty and student exchanges. Sixty of the agreements had a single purpose. All UNI agreements are in the categories of research, faculty exchanges, or student exchanges. International agreements may be specific to the needs and interests of particular departments and colleges, or they may be more comprehensive and permit participation by students and faculty across the institution.

In addition to the Key Result Area (KRA) of diversity, previously mentioned, international agreements relate to two other KRAs in the Board's strategic plan: quality of programs (Objective 2.1.0.0 -- to annually assess educational opportunities) and access (KRA 2.0.0.0 -- to provide access to educational, research, and service opportunities).

The universities report a total of 296 agreements (active, inactive, and proposed) in 1999-2000, thirty more than 1998-1999. Figure 1 details the data for the past five years. The total number of agreements/linkages increased from 260 in 1995-96, to 302 the following year. Following two years when the total number of agreements was in the 260-270 range, the total number of agreements rose again in 1999-2000. The categories of active, inactive, and proposed agreements have fluctuated, as Figure 1, based on Tables 1.1, 1.2, and Table 1.3 (pages 14 and 15) illustrate.

**Figure 1.**  
**Active, Inactive, and Proposed International Agreements**  
**1995-1996 to 1999-2000**



Eighty-eight (88) of the agreements included research collaboration as a purpose. One hundred and thirty-three (133) agreements contained a student exchange component. One hundred and thirteen (113) called for faculty exchanges. Sixteen (16) mentioned a service component, which ranged from curriculum development to training a specific group. Twenty-nine (29) agreements referred to conference planning, exchanging library books, or some other unique program.

In Figure 2, data from Table 2.0, pages 16 and 17, and Table 3.3, pages 20 and 21, were used to calculate the countries with which the Regent universities have agreements. Totals are shown for both the cumulative number of countries by year, as well as the individual countries per year (i.e., no country counted more than once, although multiple agreements are in effect in that year).

Typically, expenses for the agreements are borne by the traveler; in the case of the student, tuition and fees are paid to the home institution. Room and board costs are usually paid to the host institution. Grants were obtained from U.S.

government entities in educational and health fields, and organizations such as the Stanley Foundation.

**Figure 2**

**Active Agreements, Countries, and Student Participation**

	Active Agreements	No. of Countries	Student Participants
SUI	73	34	705
ISU	74	34	966
UNI	23	15	423
<b>Totals</b>	<b>170</b>	<b>83</b>	<b>2,094</b>

In Figure 2 above, the first column lists the number of active agreements in 2000. The second column refers to the number of countries where students studied or worked in 2000. For each university, the number of countries is unduplicated; that is, no country is counted more than once. However, the total of 83 does include duplications. The third column contains the numbers of student participants who studied abroad in 1999-2000.

The three universities jointly sponsor five study abroad programs. These Regent Cooperative Programs are in Vienna, Austria; Lyon, France; Valladolid, Spain; Swansea, Wales, U.K; and Newcastle, Australia. Austria, France, and Spain are summer study opportunities. Last year, almost two hundred students (197) participated in these programs. In 1999-2000, the number increased to 220. Comparable numbers in previous years are: 163 participants in 1997-1998 and 116 in 1996-97. See Table 3.4, page 22, for specific program enrollments.

Every Regent student abroad is expected to have timely on-site access to a Regent university faculty/staff member or officially designated in-country professional to assist with any problems that might arise during participation in a Regent-sponsored program. As the June 1999 report to the Board indicated, each university has a new statement in place on matters of health, safety, and financial responsibility.

In 1999-2000, the Regent universities had 170 active agreements with foreign universities and government agencies (up from 149 in 1998-1999) and an additional 36 proposed agreements (up from 20). A summary of active agreements or linkages, by country, is found in Table 2.0, pages 16-17. These included programs for students, staff, and faculty, as well as collaborative research projects, exchange of library materials, and training programs.

Examples of agreements include:

**For faculty:**

➤ SUI

- Department of Internal Medicine professors taught and did biochemistry research in Brazil;
- Faculty at the University of Iceland and SUI in the College of Nursing instituted a telecourse on "informatics". It included classes at other Nordic sites;
- An SUI professor and graduate student visited Nepal to engage in a project on stalagmite dating and climate change calculations;
- Seven SUI faculty presented papers at a jointly-sponsored conference with Moscow State University on "Family Medicine in Russia and the United States";

➤ ISU

- A team of three faculty members from Project Bioteam at ISU was invited by UNESCO Egypt to present workshops at Suez Canal University, Egypt, on "How to Develop and Teach a Science or Engineering Course on the World-wide Web," and teaching biology on the Web.
- Iowa State University and the University of Glasgow exchanged a number of faculty and staff in 1999-2000. The ISU faculty were from Music, Mathematics, and the Library, the staff from Residence and Facilities Planning and Management;

➤ UNI

- Twenty-six UNI faculty (Chemistry, Communications, Earth Science, Education, English, Finance Geography, Information Technology Services, Modern Languages, Music, Physics, Political Science, and Teaching of English as an Other Language) taught or conducted research in Russia. Fifteen faculty from Russia taught or conducted research at UNI during the year.

**For students:**

➤ SUI

- Five graduate students from Hiroshima University in Japan attended an international hydroinformatics conference in Cedar Rapids;
- The SUI Department of Family Medicine trained a Korean physician in advanced skills of family medicine;
- Thirty students from Turkey are studying at the University of Iowa; three graduate students from Turkey serve as teaching assistants (TAs);

- ISU
  - Fourteen ISU students in Animal Ecology and 24 students in Agricultural Education, Agronomy, and Economics participated in Spring 2000 programs at the University of Costa Rica.
  - The Colleges of Agriculture and Education at ISU have facilitated faculty and student exchanges with Humboldt University in Germany, including Humboldt students participating in an ISU symposium;
- UNI
  - Ten students from Aalborg University in Denmark studied at UNI in the Fall of 1999. One UNI student studied at Aalborg during the academic year and two during the Spring 2000 semester;
  - Fifty-eight students from Russia and the Ukraine studied at the University of Northern Iowa during 1999-2000.

**For service and outreach:**

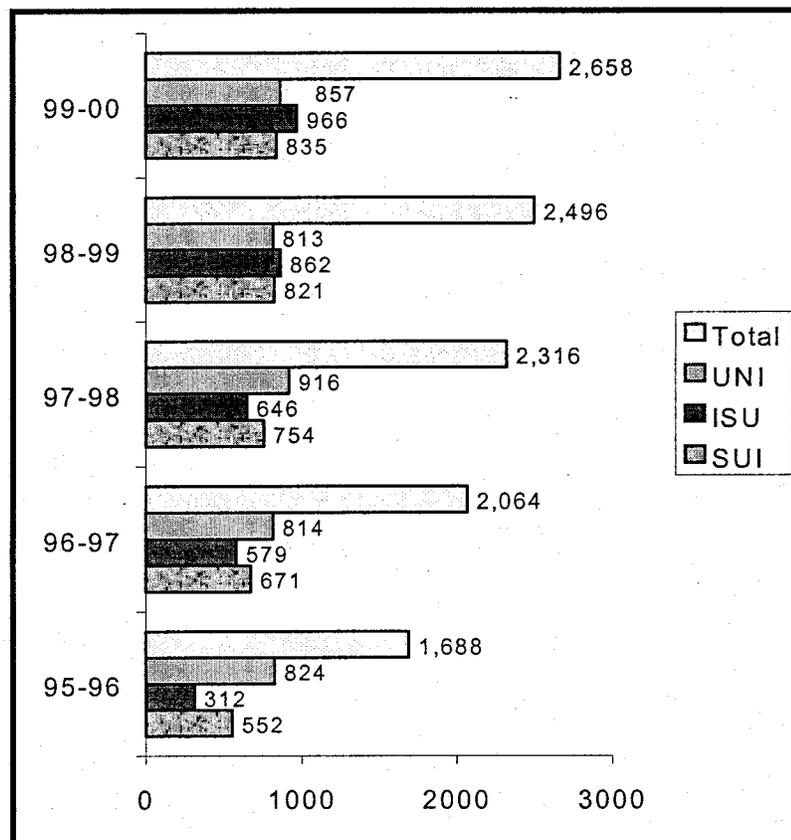
- SUI
  - SUI faculty developed a short-term program on environmental contamination and pesticides in Brazil;
  - Fifteen SUI and UNI public school teachers spent 17 days at the University of Jos, Nigeria, exploring human-environment relationships in a Fulbright-Hayes funded workshop;
  - Faculty and staff at SUI's library exchanged 80 volumes with the National Library of China;
- ISU
  - Working with the Instituto Tecnologico of Monterrey, Mexico, ISU's College of Engineering is developing plans for a joint learning community, scheduled to begin in Fall of 2001;
  - Punjab University in Pakistan and the College of Family and Consumer Sciences at ISU have instituted a program to train dietitians;
- UNI
  - The University of Northern Iowa and Comenius University in Bratislava, Slovakia, jointly sponsored the Orava Project. Funded in part by a grant from the United States Agency for International Development (U.S. AID), the mission has provided in-service programming to classroom teachers and other educational leaders. It is being revised to include activities related to promoting skills in reading and writing for critical thinking.

As Figure 3 indicates, there has been an increase in the total number of students participating in study abroad programs in the past five years. Based on Table 4.5 (page 25), Figure 3 includes students from other institutions participating in programs sponsored by one or more of the Regent universities. Table 4.4 (page 25) reports data separately for Regent university students enrolled in study abroad programs.

See Table 3.1 on page 18 for additional details on enrollments by degree-seeking status.

**Figure 3**

**Total Number of Students in Study Abroad Programs  
(Including Students From Other Universities  
Enrolled through a Regent University Program)**

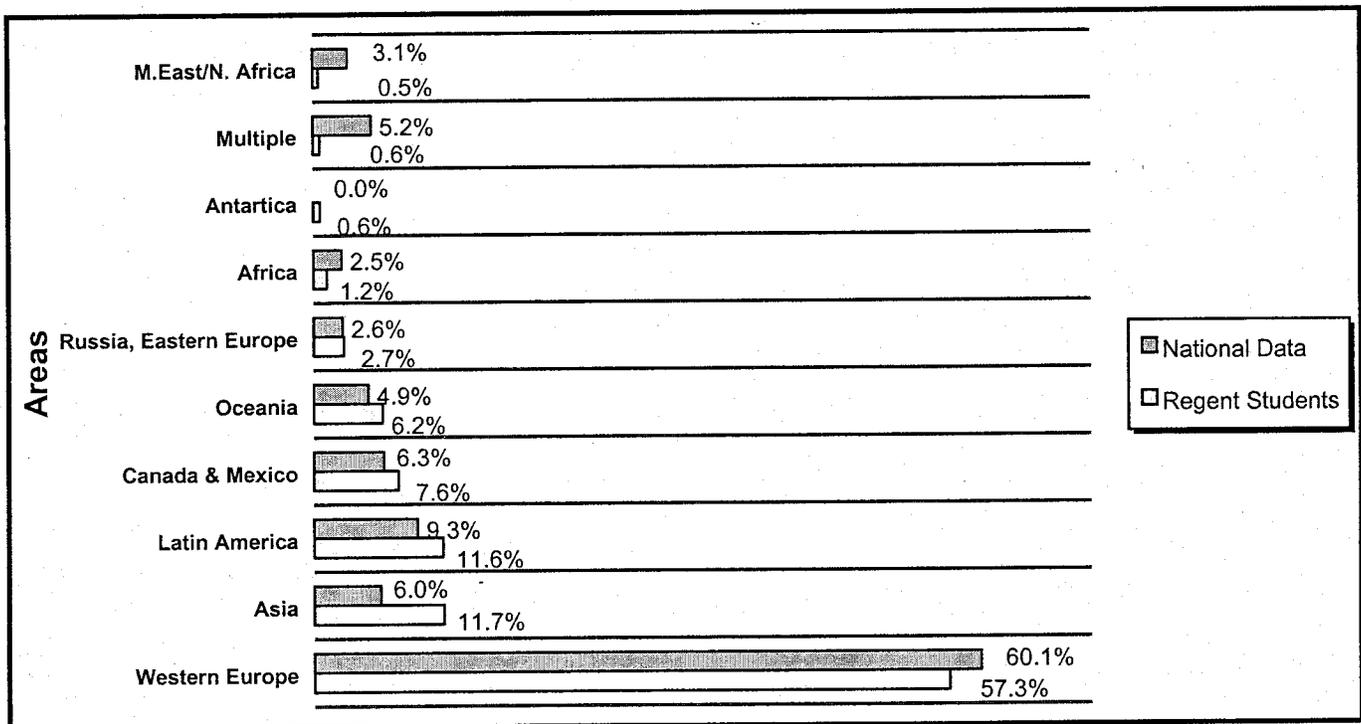


The Regent students engaged in study or work abroad tended to be clustered in certain geographic areas. For all three Regent universities, Western European countries were the most popular destination (57.3%). Following Western Europe, the areas are (in percentages): Asia (11.7%, an increase from 8.8% last year), Latin America (11.6%, up from 8.6%), Canada and Mexico (7.6%), Oceania

(6.2%), Russia and Eastern Europe (2.7%), Africa (1.2%), Antarctica (0.6%), multiple countries (0.6%), and the Middle East and North Africa (0.5%). For Iowa State University students, the most popular countries were in Western Europe, followed by Canada and Mexico, and Latin America. For University of Iowa students, the most popular destinations were Western Europe, Latin America, and Asia. For University of Northern Iowa students, Asia was second to Western Europe. As indicated in Figure 4 below, and on Table 3.5, page 22, other students worked or studied in many other locations. For comparative purposes, Figure 4 also includes data on American students as a whole. [Source: U. S State Department, Bureau of Educational and Cultural Affairs.]

Figure 4

**Regent Student Participation by Geographic Area Compared to National Data**



Information on student characteristics, found in Tables 4.1, 4.2, and 4.3 (pages 23-24), indicate that the majority of participants are women (64.1%), are more likely to be Iowa-residents (69.3% compared to 30.7% of non-residents), and are more likely to be juniors or seniors than freshmen or sophomores (juniors = 27.7% and seniors = 37.5%). In addition, the large majority of participants are white.

**Figure 5**  
**Student Profile**  
**By Residence, Gender, Academic Level, and Ethnicity**

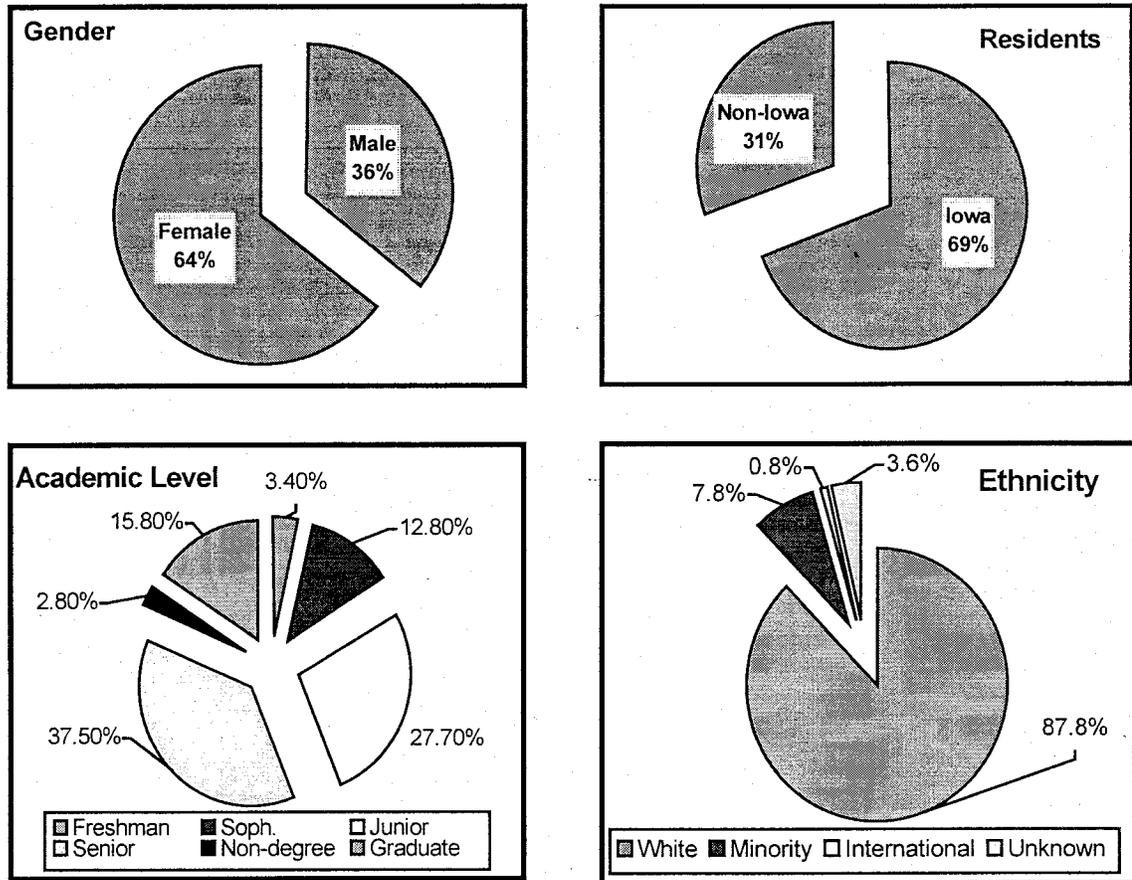


Figure 6a is based on data from Table 3.6, page 23. When compared with Figure 6b, it appears that Iowa students mirror national trends, i.e., higher percentages of student participants come from programs emphasizing humanities and social sciences than from business, health fields, physical sciences, and engineering. Nationally, the leading fields of study for Americans abroad were: social sciences (20%), humanities (15%), business and management (18%), and foreign languages (8%), followed by fine or applied arts (8%), physical sciences (7%), education (4%), engineering (3%), and math or computer science (2%).

Figure 6a

Student Participants by College/Program

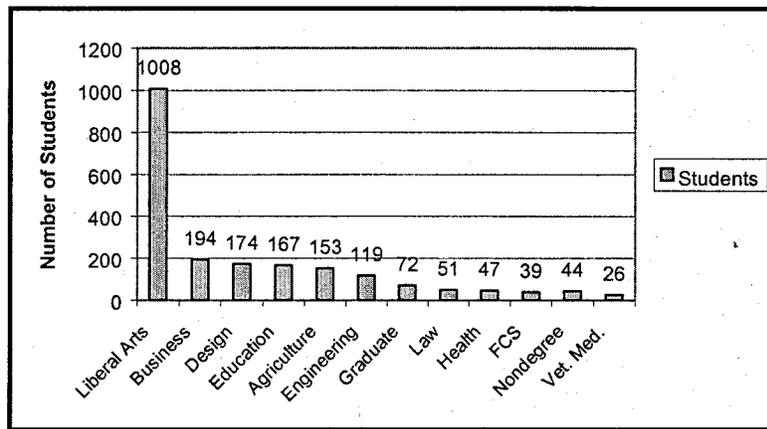
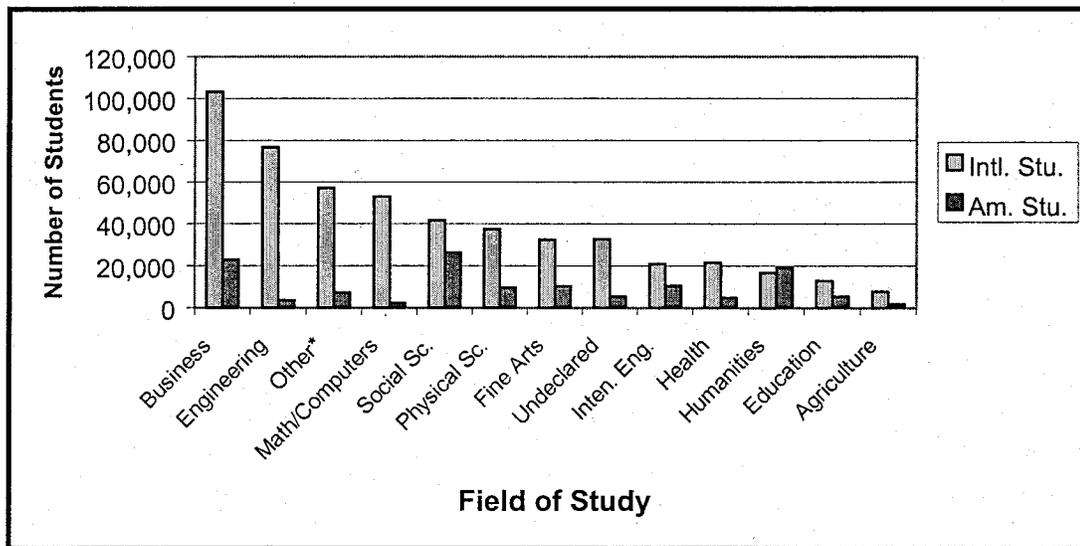


Figure 6b

International Students in the United States, 1999-2000  
And American Students Abroad, 1998-1999



As reported by the U.S. State Department, Bureau of Educational and Cultural Affairs, and as shown in Figure 6b above, 514,723 international students were at American universities in 1999-2000. By contrast, 129,770 American students participated in study and work abroad programs in 1998-1999. [Statistics on American students lag behind one year. The "other" category in Figure 6b includes general studies, communications, and law.]

## **The University of Iowa**

This year, the University completed its 1995-2000 strategic plan, *Achieving Distinction 2000*. The plan itself did not set forth indicators for international agreements, but included a goal of sending 500 SUI undergraduates abroad. The University met the goal during 1999-2000 -- 556 undergraduates. In the University's strategic plan for 2000-2005, *New Century Iowa: Bridges to the Next Horizon*, study abroad is recognized as providing one of the key opportunities "for students to become aware of their place and responsibilities in the world." To attain this goal, the University has established a target of having 1,000 students study abroad.

The total number of agreements for FY 2000 was 94, with 73 categorized as active, 13 as inactive, and 8 as proposed. Many of the agreements are related to the health field and others to engineering; fewer relate to research in humanities fields.

In the University's comments under "Funding," 12 agreements were reported as being funded on a "project by project basis" and three did not provide funding descriptions. The Board Office will work with SUI to assure more clarity next year on funding arrangements.

The total number of students participating in SUI's programs has increased from 821 last year to 835 this year. The number of SUI students participating increased five percent over the previous year (from 671 to 705).

At the undergraduate level, semester-length programs remain the most popular (49% of participants), followed by summer and other short-term programs (40%) and academic year programs (11%). Sixty-five percent of SUI undergraduates who studied abroad selected Western European destinations, a figure that remains quite stable during the past five years. Sixty-five percent of SUI undergraduates abroad during 1999-2000 were residents of Iowa. Five years ago, the percentage studying abroad was 55%. This increase is due in part to the University's commitment to provide high quality, affordable study abroad programs.

## **Iowa State University**

The Iowa State University Strategic Plan for 1995-2000 established a performance indicator of increasing study abroad participation. The target of 750 was exceeded in 1999 with 862 students studying abroad and in 2000 by 966 students participating in international programs. The strategic plan for 2000-2005, *Pursuing Excellence as Iowa's Engaged Land-Grant University*, includes globalization as one of its core values. Among its strategies for learning, ISU states that it will "continue to expand and enrich student learning through

international experiences and other outstanding enrichment programs." Its strategies for discovery and strategies for engagement include several references to international collaborations. Under the "Measuring Progress: Performance Indicators," however, there are no input or output benchmark measures directly related to globalization.

The number of international agreements at ISU has remained relatively constant over the last five years. The number of proposed agreements has risen significantly this past year. Of the newly proposed agreements, four are with the People's Republic of China; three other linkages have been made with Kenya, and two agreements each are with Argentina and Australia.

In reporting funding arrangements, ISU had 17 of its agreements noted as "on a project by project basis" or case by case basis and seven others had no description. The Board Office will also work with ISU to obtain more detailed descriptions of funding arrangements next year.

Levels of study abroad participation have increased dramatically at ISU. Over a five-year period, study and work abroad enrollments have increased from 304 to 966, a growth of over 300 percent.

To assist almost 1,000 students studying abroad annually, the ISU Study Abroad Center is working with ISU's Instructional Technology Center to develop an interactive, pre-departure orientation program on a CD-ROM.

As is true of the other Regent institutions, the largest percentage of students take advantage of opportunities in Western Europe. In FY 2000, Iowa State University offered a study abroad program on every continent, including, for the first time, Antarctica.

### **University of Northern Iowa**

The 2001-2006 strategic plan for the University of Northern Iowa emphasizes international education by calling for greater "global awareness and a sense of global citizenship" among students, faculty, and staff (Goal 1.0, Objective 1.7). In addition, the strategic plan promotes a concerted effort to address "critical local, state, national and global needs," as a means of enriching the educational experience. Goal 3.0 states, "UNI must increase availability of distance learning, continuing education and international academic and professional development opportunities to meet the needs of students." Appropriate performance indicators have been added to the strategic plan. One indicator calls for an increase in the number of students having an international learning experience. Another foresees an increase in the number of international students enrolled at UNI. A third indicator encourages "financial aid to students engaged in international activities." Other indicators call for faculty exchanges and expenditures on professional development activities.

From 1998-1999 to 1999-2000, there was a decline of 8.6% in UNI students participating in international programs (from 463 to 423). As the institutional report states, an estimated 15% of the students with baccalaureate degrees, 12% of UNI undergraduates, and 32% of graduate students, have studied abroad.

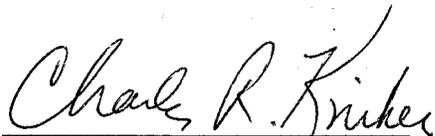
Almost three out of four UNI students (74%) studied abroad on summer or short-term programs, while 25% spent a semester abroad. Of all UNI students, 60.3% (255) studied in Western Europe, 17.9% (76) in Asia, 5.7% (24) in Eastern Europe, 5.2% (22) in North America (Mexico), 4.5% (19) in Latin America, 4.2% (18) in Oceania, 1.2% (5) in the Middle East/North Africa, and 1.2% (4) in Africa. The 282 undergraduates who studied abroad in 1999-2000 did so in 27 different countries. The 141 graduate students studied in 15 different countries.

The student profile is that almost half are enrolled in humanities and fine arts programs at UNI. Three out of four are female. A similar percentage (74%) are Iowa residents. Five percent of the UNI students participated in one of the jointly offered Regent programs.

Finally, Camp Adventure continues to attract the largest number of students among all UNI programs. Camp Adventure program provides summer work experiences in youth recreation activities for children on U.S. military bases and government installations. Participants include both students registered at the three universities as well as students from other academic programs. The total registered at the three universities for 1999-2000 was 223, an increase from 197 over 1999 and 165 who participated in 1998. Including those students from other institutions, the enrollment over the past five years has ranged from a low of 491 to a high of 584.

International programs are a vital and expanding component of higher education. Each of the strategic plans of the universities encourages study abroad. A new Action Step that the Board adopted in December 2000 also encourages internationalization efforts at the universities.

The complete reports on international agreements and study abroad participation are found in the Regent Exhibit Book. Tables with data are found on pages 14-26 of this memorandum.



Charles R. Kniker

Approved:

  
Frank J. Stork