

MEMORANDUM

To: Board of Regents
From: Board Office
Subject: Annual Report on International Agreements and Study Abroad
Date: March 4, 2002

Recommended Action:

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

Executive Summary:

This memorandum focuses on descriptions and analyses of three areas: (1) international agreements and linkages, (2) study and work abroad activities, and (3) profiles of student participants.

Number of agreements declined slightly

During 2000-2001, the three universities had a total of 192 active and proposed agreements with international educational institutions and other agencies, involving 62 different countries. In 1999-2000, the comparable numbers were 206 active and proposed agreements in 80 countries. In 1998-1999, there were 170 active and proposed agreements in 70 countries.

Record number of Regent students

In 2000-2001, a total of 2,350 Regent university students received credit for studying abroad in over 60 different countries. Comparative numbers in previous years are:

- 1999-00 2,094
- 1998-99 1,996
- 1997-98 2,117
- 1996-97 1,771

Other student participation increased

Some 604 students from non-Regent universities participated in the Regent study and work abroad programs, an increase of 40 over the previous year (564). A total of 3,069 students enrolled in Regent study and work abroad programs in 2000-2001 (Table 4.5, page 21). In 1999-2000, the comparable number was 2,658 students. 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, was 229 students in 2000-2001.

Student profile similar

When analyzed by academic level (undergraduate, graduate), gender, residence (in-state or out-of-state), and ethnicity, the profile of student participants is similar to previous years. Also, the choice of countries in which to study abroad is similar to previous years, with Western European locations being the most popular.

Strategic Plan:

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. Specifically, 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 institutional strategic plans contain specific strategies and benchmarks.

Background:

1. International Agreements/Linkages

Purposes of agreements

Section 6.26 of the Regent *Policy Manual* 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 a library book exchange program.

Many linkages had more than one purpose. For example, 24 of 26 UNI agreements encompassed faculty and student exchanges, 13 included research collaboration, and 8 incorporated a service component. 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. Table 4.7, page 22, contains more specific data.

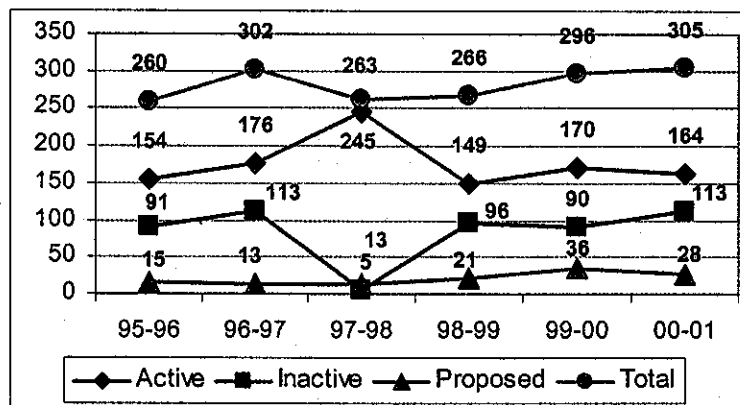
By purpose, the profile of agreements in 2000-2001 was:

Primary Purpose	Number
Faculty Exchange (only)	8
Student Exchange (only)	63
Faculty and Student Exchange	144
Research	170
Service (consulting, training)	57
Other (example: exchange library materials)	17
Other (example: technology transfer; some are being developed)	77

Number of agreements

The universities reported a total of 305 agreements (active, inactive, and proposed) in 2000-2001, nine more than in 1999-2000, and 39 more than 1998-1999. Figure 1, based on Tables 1.1, 1.2, and Table 1.3 (page 13) illustrates a general stability in the total number of active agreements (ranging between 150 and 175). Unfortunately, the number of 2000-2001 inactive agreements increased by 23 from 1999-2000.

Figure 1
Active, Inactive, and Proposed International Agreements
1995-1996 to 2000-2001



Agreements by country

Figure 2 includes data from Table 2.0, page 14, and also Table 3.3, pages 17 and 18, indicating the number of countries with which the Regent universities have active agreements, as well as the total number of Regent university students participating. Students from other universities and colleges are not included in these data.

Figure 2
Active Agreements, Countries, and Student Participation
2000-2001

	Active Agreements	Number of Countries	Regent Students Participating
SUI	66	38	694
ISU	72	37	1,047
UNI	26	16	609
Totals	164	[duplicated 91 [unduplicated] 62]	2,350

Variety of funding sources

The funding for international agreements and linkages comes from many sources. The universities report that frequent sources are federal grants from such agencies as U.S. AID (Agency for International Development), National Institutes of Health, United States Department of Agriculture, and the United States Information Agency (USIA), now part of the U.S. State Department). The World Bank, private foundations, and international universities underwrite the costs of some programs. Often, faculty and

National Institutes of Health, United States Department of Agriculture, and the United States Information Agency (USIA), now part of the U.S. State Department). The World Bank, private foundations, and international universities underwrite the costs of some programs. Often, faculty and students pay their personal expenses while participating in exchange programs. Students pay program fees assessed by each Regent university. Fees are proposed by the institutions and approved by the Board.

Funding by category

The following table indicates the sources of funding for linkage agreements in 2000-2001, including active, inactive, and proposed. Some agreements had more than one funding source. Overwhelmingly, those participating in the agreements pay a portion, or the entire amount, for their participation.

Funding Source	Total (three universities combined)
Participants	180
Reciprocal (institutions share expenses)	60
University Funds (non-state)	22
Host University or Partner Agency	19
Foundation (out-of-state; in-state)	19
U.S. Government Agency (AID, USIA, NSF)	17
U.S. Government (health-related agency, such as NIH)	7
Foreign Government (grant)	7
State of Iowa Agency (grant)	5
Iowa Corporations/Businesses	6
Other	25
To be determined	70

Cooperative Programs Abroad

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. In 2000-2001, 224 students participated in these programs. In 1999-2000, the number was 220. Comparable numbers in previous years are: 163 participants in 1997-1998 and 116 in 1996-1997. See Table 3.4, page 18, for specific program enrollments.

Health, Safety, and Financial Responsibility

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. Each university has a new statement in place on matters of health, safety, and financial responsibility.

The universities provide orientation programs for trip leaders, information packets for travelers, and experienced staff who provide backup assistance when trips are made. Each university also has a website that students and parents can access to answer questions regarding study abroad programs. Iowa State University stated in its report that it has developed an interactive pre-departure orientation program on CD-ROM.

2. Study Abroad Programs

The individual university reports found in the Regent Exhibit Book include descriptions of the specific programs that are available for faculty, staff, and students. The following examples offer a glimpse of the diversity of program scope and size in 2000-2001.

Examples of Agreements

(for faculty)

➤ SUI

- A faculty member in Anthropology visited an Indonesian university and conducted a four-week expedition to the Sangiran Dome, Central Java, where joint geological, paleontological, and paleoanthropological research is being conducted.
- Two faculty members (one in social work and the other in family centered practice) taught a five-day course in Mexico on "The Ethics and Pedagogy of Distance Education."
- A College of Dentistry professor gave seminars and advised faculty at Alexandria University (Egypt).
- Working with colleagues in Iceland, a sociology professor completed work on that country's human genome project (Icelander decode)

➤ ISU

- Five faculty members from the College of Agriculture visited Hungary and two graduate students were recruited for ISU.
- A professor from the Agrophysical Research Institute in St. Petersburg, Russia, and an ISU professor are collaborating on a book about coupled heat and water movement in soil.
- Department of Agronomy faculty and colleagues at the Agricultural University of Norway exchanged oat germplasm and trial results for the purpose of oat improvement for broad adaptation.
- A faculty member from Punjab University visited ISU in 2000 and worked primarily with dietetics faculty and interns at ISU, as well as dietetics practitioners throughout Central Iowa, in various practice areas in acute and long-term health care facilities.

➤ UNI

- Twenty-eight UNI faculty members taught or conducted research in Russia. Twenty-eight faculty members from Russia taught or conducted research at UNI during the year.

(for students)

➤ SUI

- Three Australian engineering students spent five months on rotation at the University.
- Students went to Brazil to engage in a short-term joint project on Environmental Contamination and Pesticides. Two Ph.D. students from Brazil attended SUI to complete course work for their Environmental Engineering degrees.
- One graduate student from SUI served as a teaching assistant in the Department of English/American Studies at the University of Dortmund (Germany).

(service and
outreach)

- ISU
 - As participants in a language training program, four Monterrey Tech (Mexico) students were at ISU for four semesters. One ISU student was in Mexico for one semester, and ten ISU students participated in the program during the summer.
 - Two students from the Seoul Women's University (SWU) in Korea were at ISU for the academic year and one ISU student participated in a summer program at SWU.
 - A student from Armenia worked as a teaching assistant in the Department of Mathematics.

- UNI
 - Thirty-four U.S. students studied in Russia during the year.
 - Sixty-four students from Russia studied at UNI during 2000-2001.

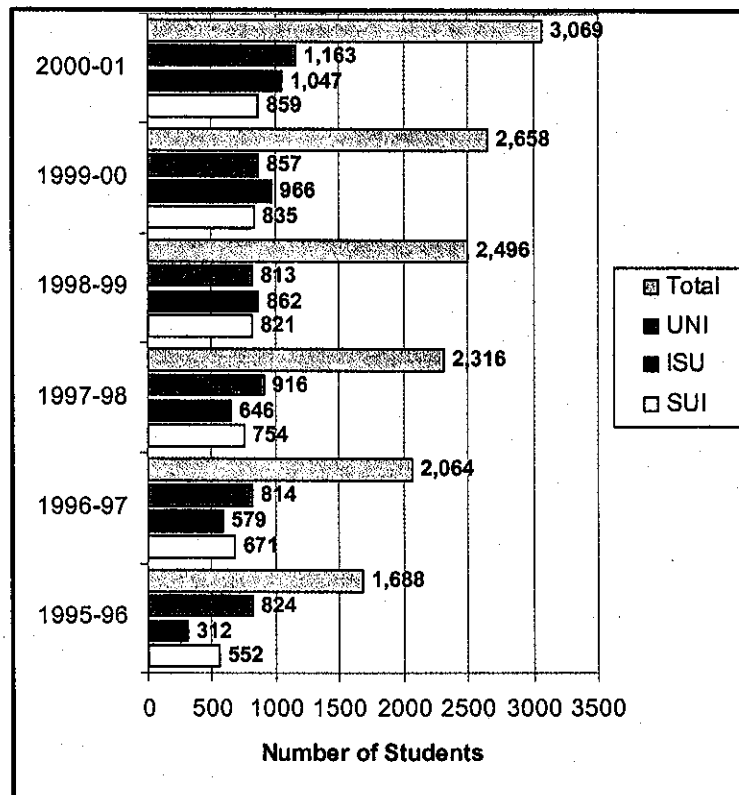
- SUI
 - Three representatives from a university in Shanghai, China, had a ten-week observation visit to the Department of Family Medicine.
 - Twenty-one students from the University of Jos, Nigeria, worked with university staff and students on an internet project funded by a Fulbright-Hayes grant.
 - Faculty and staff at SUI's library exchanged 150 volumes with the National University Library of Taiwan.

- ISU
 - Seventeen undergraduate and graduate students visited Egerton University in Kenya. Three service-learning projects were initiated during their visit.
 - Faculty at ISU and the Ahfad University for Women in the Sudan are preparing a book for the United Nations on women's health issues.
 - An exchange of materials continues between the ISU Library and the library of the Ukrainian Academy of Agricultural Sciences.

- UNI
 - The University of Northern Iowa and Comenius University in Bratislava, Slovakia, continued to jointly sponsor 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 21), Figure 3 includes students from other institutions participating in programs sponsored by one or more of the Regent universities. Table 4.4 (page 21) reports data separately for Regent university students enrolled in study abroad programs. In addition, see Table 3.1 (page 15) for details on student enrollments by degree-seeking status.

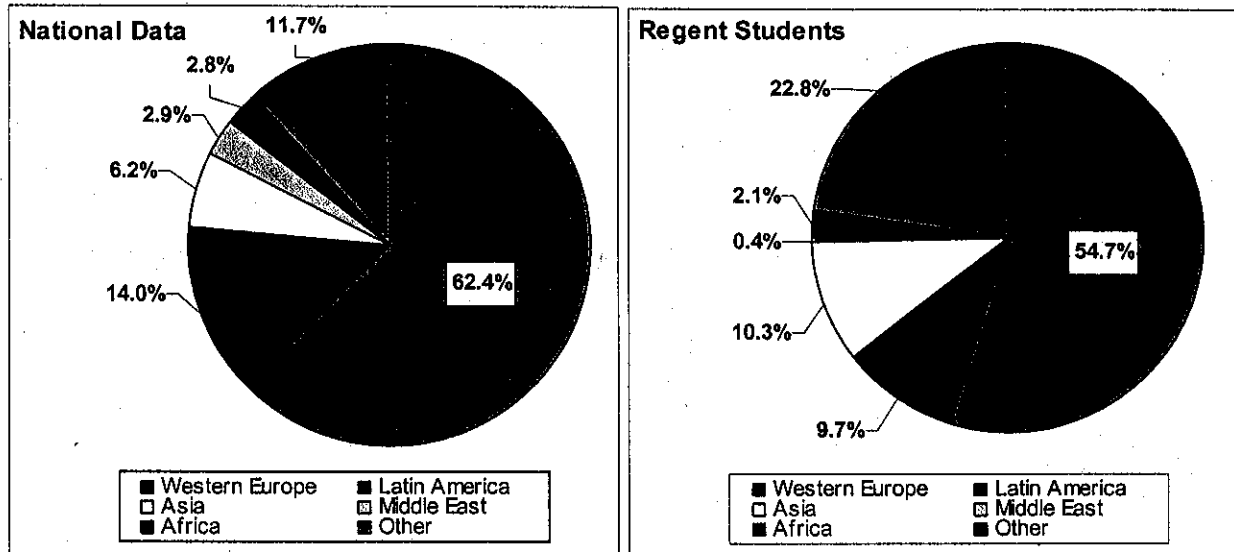
Figure 3
Total Number of Students in Study Abroad Programs (including Students from Other Universities) – 2000-2001



**Study Abroad
(by region)**

The Regent students engaged in study or work abroad tended to be clustered in certain geographic areas. By region, the most popular destinations reflect the same choices as last year. Figure 4 provides the data for the current reporting year. For the three universities, Western European countries are the most popular. Following Western Europe, the areas are: Asia, Latin America, Canada and Mexico, Oceania, Russia and Eastern Europe, Africa, multiple countries, and the Middle East and North Africa. For Iowa State University students, the most popular countries were in Western Europe, followed by Latin America, Canada and Mexico. For University of Iowa students, the most popular destinations were Western Europe, Oceania, Asia, and Latin America. For University of Northern Iowa students, Asia was second to Western Europe. As indicated in Figure 4 below, and on Table 3.5 (page 19), other students worked or studied in different locations. Figure 4 compares national summary data on American students with Regent university students. Some of the separately reported regions in Table 3.5 are combined in Figure 4. [Sources: U.S. State Department, Bureau of Educational and Cultural Affairs and Institute of International Education, *Open Doors 2001*.]

Figure 4
Regent Student Participation by Geographic Region 2000-2001
(Compared to National Data)



Duration of Study A national trend is to have more students choose a program length shorter than semester. See Table 3.2 (page 16), for national trends. However, at the University of Iowa, the semester-length programs remain the most popular (43%). At ISU and UNI, summer programs are the most popular.

UNI's Division of Continuing Education illustrates that offering different durations of study time can enhance enrollments. In 1999-2000, it administered one program that had 10 students; in 2000-2001, it administered four programs with 55 participants.

3. Student Profile

General trends increase slightly Information on student characteristics, found in Tables 4.1, 4.2, and 4.3 (page 20), indicates that the majority of participants are women (66.8% in 2000-2001, an increase from 64.1% last year), and are more likely to be Iowa-residents (71.4%, an increase from 69.3% last year). They also are more likely to be juniors or seniors than freshmen or sophomores (juniors = 28.7% and seniors = 36.2%). A significant majority of participants are white (87.5%). See Figure 5, page 9.

Specific trends

- **Gender:** At SUI, the percentage of female participants remained approximately the same (67%). At ISU, the percentage increased from 57.7% to 60.9% and at UNI, the percentage of female student participants increased from 75.0% to 77.1%.
- **Residence:** At SUI and ISU there has been a steady increase in the percentage of Iowa students who study abroad. Of the undergraduates participating at UNI, 94.5% were Iowa residents.

- **Ethnicity:** At ISU, the percentage of the study abroad population who are minority students has fallen from a high of 10.2% in FY 1997, and currently stands at 6.3%. The minority student enrollment at ISU in the Fall of 2001 was 6.6%. At UNI, of 576 students reporting ethnicity, 90.6% were White. Hispanic students constituted 3.1% of students traveling abroad, Blacks 1.7%, and Asians 1.7%.
- **Academic Level:** At ISU and UNI, the largest percentage of undergraduate participants was from the senior class. At SUI, the junior level students had a slightly larger percentage of study abroad participants.

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

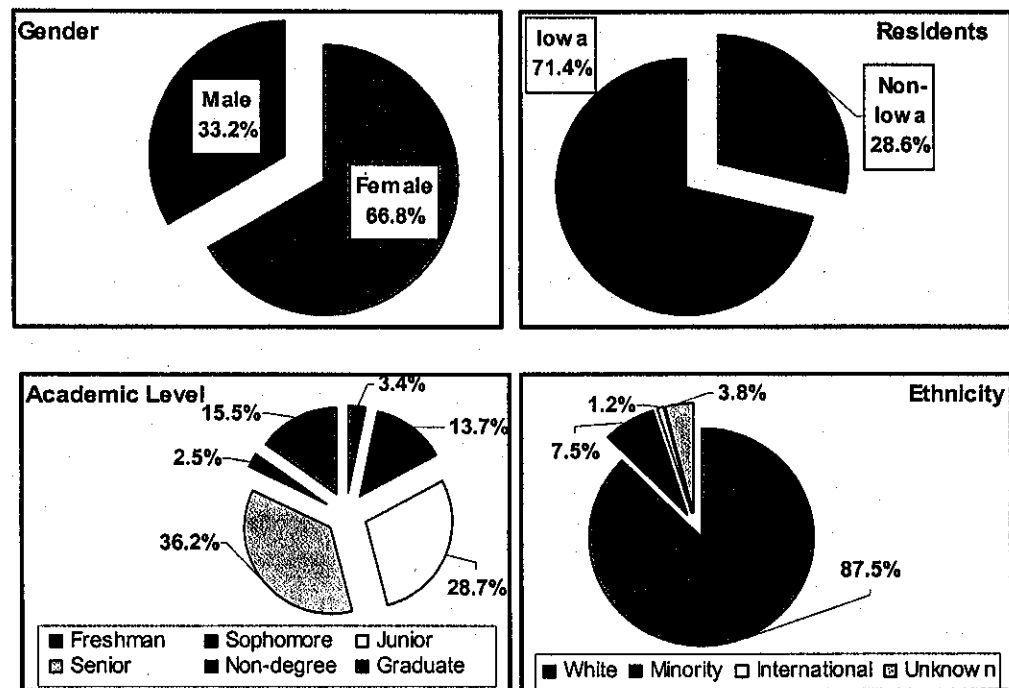


Figure 6, on page 10, is based on data from Table 3.6 (page 19). When compared with Figure 7, page 10, it appears that Iowa students mirror national trends, i.e., higher percentages of student participants come from programs emphasizing humanities and social sciences than from business, health fields, physical sciences, and engineering. Nationally, the leading fields of study for Americans abroad were: social sciences (20%), humanities (15%), business and management (17%), and foreign languages (8%), followed by fine or applied arts (9%), physical sciences (7%), education (4%), engineering (3%), and math or computer science (2%).

Figure 6
Regent Student Participants by College/Program – 2000-2001

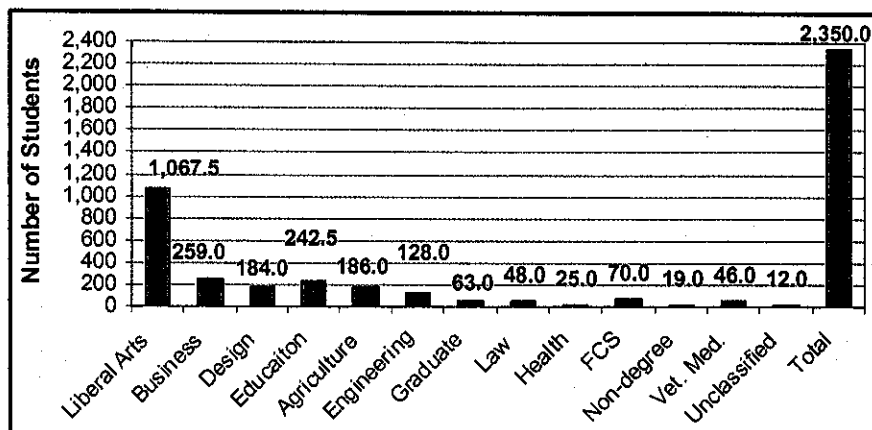
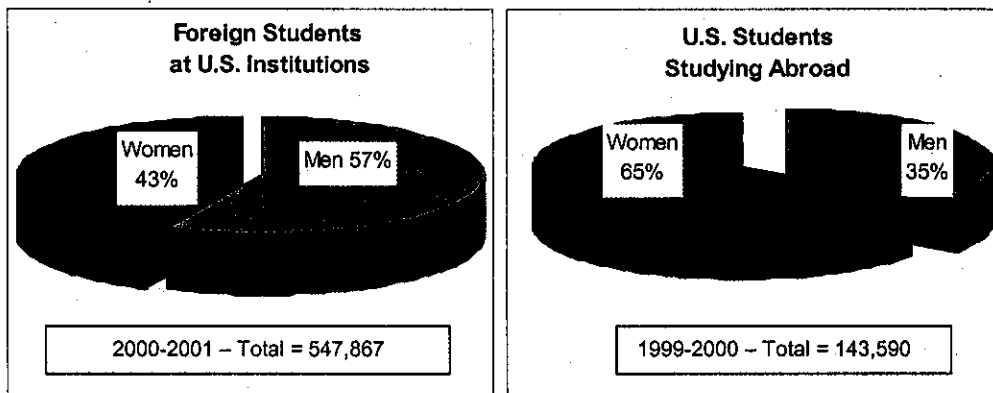


Figure 7
International Students in America 2000-2001
And American Students Abroad 1999-2000



As reported by the U.S. State Department, Bureau of Educational and Cultural Affairs, and as shown in Figure 7 above, 547,867 international students were at American universities in 1999-2000. By contrast, 143,590 American students participated in study and work abroad programs in 1999-2000. [Statistics on American students lag behind one year. The "other" category in Figure 7 includes general studies, communications, and law.] This represented an 11% increase in the number of students studying abroad.

Analysis:

University of Iowa trends

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.

Trends highlighted in SUI's 2002 international agreements report include:

- The ratio of active agreements to inactive agreements declined in FY01 (73 active, 13 inactive in FY00; 66 active, 26 inactive in FY01). This change is due to an improved reporting structure and time limits on duration of agreements.
- In a few cases, linkage agreements became inactive due to political or security concerns in the host country, or the absence or departure of key faculty participants.
- Although the number of students studying abroad declined slightly in 2000-2001 (from 705 to 694), the total was still the second largest in SUI history.
- New SUI study abroad programs in 2000-2001 included a semester/academic year exchange program with Aalborg University (Denmark), a winter session program for undergraduate students in London, a summer program in Cuba, and programs in Costa Rica and Chile with summer/semester/academic year options.

Iowa State University trends

Consistent with its land-grant mission, Iowa State University's 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.

Trends noted in ISU's 2002 international agreements report include:

- 178 international agreements for 2000-2001, a number close to the total of the previous five years.
- A significant number of inactive agreements (27). One cause is the closing of the International Institute for Theoretical and Applied Physics. ISU needs to work on reducing the number of inactive agreements.
- The number of students participating in study abroad and work abroad programs reached an all-time high (1,047), representing a growth of over 335 % within the past five years.

University of Northern Iowa trends

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). UNI added indicators that call for: (1) an increase in the number of students having an international learning

experience; (2) an increase in the number of international students enrolled at UNI; and (3) "financial aid to students engaged in international activities."

Trends listed in UNI's 2002 international agreements report included:

- The total number of agreements has increased each year since 1996-1997.
- During 2000-2001, the total number of agreements increased by one, and the number of inactive agreements decreased to zero.
- Following an 8.6% decrease in 1999-2000, UNI posted a 43.5% increase in study abroad participation for 2000-2001.
- Of all students enrolled at UNI in 2000-2001, 4.3% studied abroad.
- The 609 UNI students who studied abroad participated in 38 different programs in 37 different countries.
- All goals set for international activities in 1999-2000 were met in 2000-01. One example: the 160 non-UNI students who participated in programs administered by UNI represented a 28.9% enrollment increase.
- 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 2000-2001 was 229.

Future years

This memorandum provides clear evidence that international programs are a vital and expanding component of public higher education in Iowa. However, the future of international agreements, and study abroad programs in particular, are likely to be impacted negatively by two factors, 1) an international economic downturn; and 2) the events of September 11. While anecdotal accounts suggest that student interest in other cultures has increased enrollments in study and work abroad programs, other sources indicate that a 15% decline in participation may occur.

The future is uncertain. What is certain is that 2000-2001 was a successful year in terms of international agreements and participation in study and work abroad programs at the University of Iowa, Iowa State University, and the University of Northern Iowa.

The universities' reports on international agreements and study abroad participation are available in the Regent Exhibit Book.

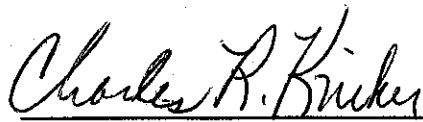
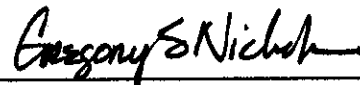
 Approved: 
Charles R. Kniker Gregory S. Nichols

Table 1.1

International Agreements – Regent Universities
by University and Type -- 2000-2001

University	Active	Inactive	Proposed	Total
SUI	66	26	9	101
ISU	72	87	19	178
UNI	26	0	0	26
Totals	164	113	28	305

Table 1.2

International Agreements – Regent Universities* -- 2000-2001

University	University-wide	College-wide	Department Level	Total
SUI	36	24	41	101
ISU	49	68	61	178
UNI	22	4	0	26
Totals	107	96	102	305

*includes all agreements, active, inactive, and proposed

Table 1.3

Six-Year Summary of International Agreements/Linkages
at Regent Universities, State of Iowa

Type of Agreement	95-96	96-97	97-98	98-99	99-00	00-01	6-Year Total
SUI							
(Active)	75	86	75	72	73	66	447
(Inactive)	22	24	3	17	13	26	105
(Proposed)	8	5	4	7	8	9	41
SUI-totals	105	115	82	96	94	101	593
ISU:							
(Active)	65	76	154	62	74	72	503
(Inactive)	68	88	0	75	76	87	394
(Proposed)	7	8	9	12	27	19	82
ISU-totals	140	172	163	149	177	178	979
UNI:							
(Active)	14	14	16	15	23	26	108
(Inactive)	1	1	2	4	1	0	9
(Proposed)	0	0	0	2	1	0	3
UNI-totals	15	15	18	21	25	26	120
Regent wide:							
(Active)	154	176	245	149	170	164	1058
(Inactive)	91	113	5	96	90	113	508
(Proposed)	15	13	13	21	36	28	126
Regent-wide Totals	260	302	263	266	296	305	1692
*Individual Countries	56	55	76	71	83	62	403

*unduplicated

Table 2.0
Active International Agreements of Regent Universities -- 2000-2001

Country	SUI	ISU	UNI	Total	Country	SUI	ISU	UNI	Total
Argentina	1			1	Peru		1		1
Armenia		1		1	Poland	1	1	3	5
Australia	1	7	1	9	Portugal			1	1
Austria			1	1	Romania	2			2
Bahrain & UAE	1			1	Russia	4	3	1	8
Brazil	2	1		3	Singapore		1		1
Burkina Faso	1			1	Slovak Republic	1	1		2
Brazil	2	1		3	Slovenia	1			1
Burkina Faso	1			1	South Africa	1			1
Canada		1		1	Spain	2	2		4
Chile			1	1	Sudan		1		1
China	8	3	3	14	Sweden		1		1
Costa Rica		2	2	4	Switzerland		1		1
Czech Republic	1			1	Taiwan	1	2		3
Denmark	1	1	1	3	Thailand		3		3
Egypt	1			1	Turkey	2	1		3
Finland	1	1		2	Ukraine	1	4		5
France	2	1	4	7	United Kingdom	1	8	2	11
Germany	1	6		7	Venezuela	1			1
Georgia, Republic of		1		1	Vietnam			1	1
Ghana			1	1	World-wide		1		1
Greece		1		1	Total Active Agreements	66	72	26	164
Guatemala	1			1	Total Countries	36	37	16	91 62 unduplicated
Hungary	2			2					
Iceland	1			1					
India	1	1		2					
Indonesia	1			1					
Ireland		1		1					
Jamaica		1		1					
Japan	5		2	7					
Jordan	1			1					
Kenya		1		1					
Korea (South)	7	2		9					
Mexico	2	4		6					
Nepal	1			1					
Netherlands	1	1		2					
New Zealand	1	1	1	3					
Nicaragua	1			1					
Nigeria	2			2					
Norway		1		1					

Table 3.1
Number of Participants
Regent Study Abroad and Work Abroad Programs
2000-2001

University	Student Level		Participants
	Undergraduate	Graduate	
University of Iowa			
Degree-seeking students	527	130	657
Non-degree seeking students	4		4
Camp Adventure participants	33		33
<i>Total SUI students</i>	564	130	694
Participants from other institutions	39	11	165
GRAND TOTAL	603	141	859

University	Student Level		Participants
	Undergraduate	Graduate	
Iowa State University			
Degree-seeking students	922	81	1,003
Non-degree seeking students*			
Camp Adventure participants	44		44
<i>Total ISU Participants</i>			1,047
Participants from other institutions	Not included	Not included	Not included
GRAND TOTAL	966	81	1,047

*All participants are either degree seeking students or have just graduated from ISU and are registered as non-degree seeking. For this table, they are combined. Not included in these statistics are students from other institutions participating in ISU programs.

University	Student Level		Participants
	Undergraduate	Graduate	
University of Northern Iowa			
Degree-seeking students	439	151	590
Non-degree seeking students	10	9	19
Camp Adventure participants*	142	10	152
<i>Total UNI Participants</i>	449	160	609
Participants from other institutions	452	102	554
GRAND TOTAL	901	262	1,163
*Includes UNI only Camp Adventure participants; these numbers (142 and 152) are a subset from the two previous categories.			

Table 3.2
Participants in Regent University Study Abroad Programs
by Term Abroad – 2000-2001

Term	University			Total (Pct.)
	SUI	ISU	UNI	
Summer 2000	263	562	370	1195 (50.8)
Fall 2000	124	205	72	401 (17.1)
Spring 2001	206	259	63	528 (22.5)
Academic Year 2000-01	65	21	4	90 (3.8)
Short-term	36	0	43	79 (3.4)
May term	0	0	57	57 (2.4)
TOTAL(S)	694	1047	609	2350 (100.0)

National Trends in Study Abroad
1985-1986 to 1999-2000

Duration	85-86	87-88	89-90	91-92	93-94	94-95	95-96	96-97	97-98	98-99	99-00	99-00 Students
One semester	37.3	35.0	35.2	37.5	37.2	39.4	39.4	40.2	38.4	39.8	38.1	54,683
Summer Term	28.1	32.4	33.9	30.8	30.9	30.0	31.4	32.8	33.8	34.6	34.2	49,131
Academic Year	17.1	17.5	15.9	15.9	14.3	14.0	12.1	10.7	9.5	8.6	8.2	11,728
Fewer than 8 weeks	-	-	-	-	1.7	2.5	3.5	3.3	4.2	4.8	7.3	10,552
January Term	-	-	-	-	5.6	6.9	5.6	6.8	6.6	6.5	6.0	8,660
One Quarter	7.9	7.3	6.4	9.7	6.3	4.8	5.1	4.0	4.8	4.0	4.7	6,756
Two Quarters	-	-	-	-	2.0	1.1	0.9	0.9	1.1	0.6	0.7	946
Calendar Year	1.1	0.4	0.7	0.6	0.5	0.5	0.7	0.2	0.5	0.2	0.4	613
Other	7.7	7.4	7.9	5.5	1.4	0.9	1.3	1.2	1.0	0.8	0.4	520
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	143,590

Source: *Open Doors, 2001*

Table 3.3
Participation in Credit Programs of Regent Universities
Designations by Country - 2000-2001

Country	SUI	ISU	UNI	Total
Argentina	2	28	0	30
Australia	*63.5	73	28	164.5
Austria	2	1	25	28
Bahrain	0	0	1	1
Belarus	0	14	0	14
Belgium	0.5	1	1	2.5
Brazil	10.5	0	1	11.5
Canada	1.5	62	0	63.5
Chile	3	0	4	7
China, People's Republic of	20	47	6	73
Costa Rica	26	58	2	86
Cuba	1	0	0	1
Czech Republic	1	5	0	6
Denmark	3	0	2	5
Dominican Republic	1	0	0	1
Egypt	0	0	2	2
Estonia	0	3	0	3
Finland	0	1	1	2
France	57	28	51	136
Germany	27	40	74	141
Ghana	1	1	1	3
Greece	0	7	14	21
Guatemala	1	12	0	13
Honduras	0	0	15	15
Iceland	2	3	2	7
India	16	10	2	28
Indonesia	1	0	0	1
Ireland	20	28	1	49
Israel	3	0	2	5
Italy	54.5	124	9	187.5
Ivory Coast	1	0	0	1
Japan	16	13	47	76
Kazakhstan	0	17	0	17
Kenya	4	33	0	37
Korea (South)	7	4	7	18
Kuwait	0	0	1	1
La Reunion	1	0	0	1
Malani	1	0	0	1
Malta	2.5	1	0	3.5
Mexico	23	63	58	144
Nepal	1	0	0	1
Netherlands	14	2	2	18

Country	SUI	ISU	UNI	Total
New Zealand	8	9	2	19
Norway	0	1	0	1
Pakistan	0	1	1	2
Panama	0	21	0	21
Peru	0	9	0	9
Poland	0	0	19	19
Portugal	0	0	3	3
Romania	1	0	0	1
Russia	1.5	2	33	36.5
Senegal	1	0	0	1
Singapore	1	1	0	2
Slovenia	2	0	0	2
South Africa	5	0	0	5
Spain	98	54	99	251
St. Lucia	0	0	10	10
Sweden	4	0	0	4
Switzerland	1	4	0	5
Taiwan	4	2	3	9
Tanzania	1	0	0	1
Thailand	0	14	0	14
Turkey	0	17	1	18
Ukraine	2	0	0	2
United Kingdom	139.5	155	56	350.5
Vanuatu	2	0	0	2
Venezuela	15	8	0	23
Vietnam	0	0	2	2
World-wide (multiple countries)**	20	70	20	110
Unspecified	0	1	0	1
GRAND TOTAL	694	1047	609	2350
*.5 individual participant who traveled in more than one country				
**students traveled in multiple counties				

Table 3.4
Student Participation in Cooperative
Regent Study Abroad Programs – 2000-2001

Country	Location	Term	SUI	ISU	UNI	Regent Total
Australia	Newcastle	Fall/Spring	35	25	20	80
Austria	Vienna	Summer	0	1	0	1
France	Lyon	Summer	12	18	3	33
Spain	Valladolid	Summer	23	3	11	37
UK-Wales	Swansea	Fall/Spring	18	46	9	73
Total			88	93	43	224

Table 3.5
Student Participation in Regent Study Abroad Programs
By Geographic Region – 2000-2001

Region	SUI	ISU	UNI	Total	(%)
Asia	66	107	68	241	10.3
Latin America	*59.5	137	32	228.5	9.7
Middle East & North Africa	3	0	6	9	0.4
North America (Canada & Mexico)	24.5	124	58	206.5	8.8
Oceania	73.5	82	30	185.5	7.9
Russia, Eastern Europe & Eurasia	7.5	41	53	101.5	4.3
Sub-Saharan Africa	15	34	1	50	2.1
Western Europe	425	519	341	1285	54.7
Multiple countries	20	2	20	42	1.8
Unspecified	0	1	0	1	0.0
GRAND TOTAL	694	1047	609	2350	100.0

*.5 is used when a participant studies in more than one country.

Table 3.6
Participants in Study Abroad Programs by Regent University Colleges
2000-2001

Colleges/Programs	SUI (# & %)	ISU (# & %)	UNI (# & %)	Total #	% of 3 Univ. (Combined)
Agriculture		186 (17.8)		186	7.9
Business	50 (7.2)	136 (13.0)	73 (12.0)	259	11.0
Design		184 (17.6)		184	7.8
Education	23.5 (3.4)	67 (6.4)	152 (25.0)	242.5	10.3
Engineering	22 (3.2)	106 (10.1)		128	5.4
Family & Consumer Sciences		70 (6.7)		70	3.0
Graduate College	60 (8.6)	3 (0.3)		63	2.7
Law	48 (6.9)			48	2.0
Liberal Arts (SUI)	465.5	249 (23.8)		1067.5	45.4
Lib. Arts & Sc. (ISU)	(67.1)				
Humanities/FA (UNI)			245 (40.2)		
Natural Sc. (UNI)			39 (6.4)		
Soc./Beh. Sc. (UNI)			69 (11.3)		
Medicine (SUI –18)	25 (3.6)			25	1.1
Dentistry (SUI –3)					
Nursing (SUI – 3)					
Public Health (SUI –1)					
Vet. Medicine (ISU)		46 (4.4)		46	2.0
Non-degree			19 (3.1)	19	0.8
Unclassified			12 (2.0)	12	0.5
GRAND TOTAL	694 (100.0)	1047 (100.0)	609 (100.0)	2350	100.0

Table 4.1
Profile of Students in Regent University Study Abroad Programs
by Academic Year and/or Standing – 2000-2001

Univ.	Fr.	Soph.	Jr.	Sr.	Non-degree	Grad	Total Number	Pct.
SUI - UN	7	72	242	239	4	--	564	81.3%
SUI - GR	--	--	--	--	--	130	130	18.7%
SUI - %	1.0%	10.9%	34.9%	34.4%	0.1%	18.7%	694	100.0%
ISU - UN	63	185	303	376	35	--	962	91.9%
ISU - GR	--	--	--	--	--	85	85	8.1%
ISU - %	6.1%	17.7%	28.9%	35.9%	3.3%	8.1%	1047	100.0%
UNI - UN	9	65	130	235	10	--	449	73.7%
UNI - GR	--	--	--	--	9	151	160	26.3%
UNI - %	1.5%	10.8%	21.4%	38.6%	3.1%	24.8%	609	100.0%
TOTALS No. & %	79 (3.4%)	322 (13.7%)	675 (28.7%)	850 (36.2%)	58 (2.5%)	366 (15.5%)	2350	(100.0%)

Table 4.2
Profile of Participants in Regent University
Study Abroad Programs (By Gender)
2000-2001

University	Female	Male	Total and Percentage
SUI	463 (66.7%)	231 (33.3%)	694 (100.0%)
ISU	638 (60.9%)	409 (39.1%)	1,047 (100.0%)
UNI	469 (77.1%)	140 (22.9%)	609 (100.0%)
TOTAL	1,570 (66.8%)	780 (33.2%)	2,350 (100.0%)

Table 4.3
Profile of Participants in Regent University Study Abroad Programs
(by Residence Status) - 2000-2001

Univ.	Iowa Resident (%)	Non-Iowa Resident (%)	Total (%)
SUI	446 (64.3%)	248 (35.7%)	694 (100.0%)
ISU	775 (74.0%)	272 (26.0%)	1,047 (100.0%)
UNI	456 (74.8%)	153 (25.2%)	609 (100.0%)
TOTAL	1,677 (71.4%)	673 (28.6%)	2,350 (100.0%)

Table 4.4
Total Number of Regent University Students
Study Abroad and Work Abroad Programs
1994-1995 through 2000-2001

University	94-95	95-96	96-97	97-98	98-99	99-00	00-01	Totals
SUI	304	406	542	610	671	705	694	3,932
ISU	314	312	578	645	858	943	1,047	4,697
UNI	452	470	444	497	463	423	609	3,358
TOTAL	1,070	1,188	1,564	1,752	1,992	2,071	2,350	11,987

Table 4.5
All Students Participating in Regent University
Study Abroad and Work Abroad Programs
1994-1995 through 2000-2001

University	94-95	95-96	96-97	97-98	98-99	99-00	00-01	Totals
SUI	304*	552	671	754	821	835	859**	4,796
ISU	314	312	579	646	862	966	1,047	4,726
UNI	804	824	814	916	813	857	1,163	6,191
TOTAL	1,422	1,688	2,064	2,316	2,496	2,658	3,069	15,713

*includes only UI degree-candidates **includes students from other institutions

Table 4.6
Study Abroad Participation by Ethnicity
At Regent Universities - 2000-2001

Ethnicity	SUI	ISU	UNI	Total	Pct.
American Indian/Alaskan Native	7	2	3	12	0.5
Asian-American or Pacific Islander	23	24	10	57	2.4
African-American	12	22	10	44	1.9
Hispanic American	25	18	18	61	2.6
Total minority student participation	67	66	41	174	7.4
White, non-Hispanic	585	950	522	2,057	87.5
Foreign	16	0	13	29	1.2
Total known	668	1,016	576	2,260	96.2
Unknown	26	31	33	90	3.8
GRAND TOTAL	694	1,047	609	2,350	100.0

Table 4.7
Purposes and Funding of International Agreements
2000-2001

Category	Purpose	Number
1	Faculty (and/or staff) exchange only	8
2	Student exchange (only)	63
3	Faculty and Student exchange	144
4	Research	170
5	Service (Example: consulting, training)	57
6	Other (example: exchange of library materials)	17
7	Other (example: technology transfer)	77

Category	Funding	Number
1	U.S. Government (AID, USIA, NSF, etc.)	17
2	U.S. Government (health related such as NIH)	7
3	Foreign Government	7
4	(Foreign) Host University	19
5	State of Iowa (not including university)	5
6	University [SUI includes state funds; ISU and UNI do not]	22
7	Foundation (out-of-state/in-state)	19
8	Iowa Corporation/Business	6
9	Participants	180
10	Reciprocal (host institutions share expenses)	60
11	Other (special or combination)	25
12	To be determined	70

It is understood that there can be multiple answers for an agreement under purposes or funding sources.