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EXECUTIVE SUMMARY

Study abroad at Iowa State University has existed in various forms since the 1960s; however, it was not until 1970 when an international student adviser began advising Americans on their study abroad options that the provision of services became more systematized. In 1976, the Americans Abroad Office was established with one full-time adviser. From a handful of students in the 1970s, study abroad has grown to approximately 1200 students in FY2005. The Study Abroad Center now employs a staff of 23 (11.875 FTE) with a projected budget for FY2006 of $536,834, 38% of which is comprised of soft monies. In addition to the Study Abroad Center, the colleges have hired dedicated study abroad staff, with the colleges of Agriculture and Engineering having developed their own study abroad offices.

In collaboration with the Office of University Counsel, Risk Management, and the Dean of Students Office, the Study Abroad Center provides leadership and expertise in the development of health and safety procedures that include the Program Director Handbook, Program Director Field Manual, Program Director Training, Study Abroad Student Handbook, Predeparture Orientation, Study Abroad Student Conduct Code, and a 24/7 emergency cell phone. In addition, the Study Abroad Center has been instrumental in developing a number of committees that draw upon expertise across campus and, in some cases, allow for administrative oversight and the development of policy. These include the Study Abroad and Exchange Advisory Committee (reviews all program proposals for group programs awarding Iowa State credit), the Study Abroad Risk Management Committee (composed of senior administrators who review policy and are empowered to cancel programs when student safety is considered problematic), and the Study Abroad Strategic Planning Committee (ad hoc committee of study abroad administrators and faculty who are charged with articulating a vision for study abroad).

The Study Abroad Center offers a wide range of programs and services. In addition to operating its own programs (in FY2005, 21 programs involving 236 students) the Center, through Project Assist, jointly administers a number of group programs sponsored by
various departments (an additional 16 programs involving 197 participants in FY2005). Project Assist allows faculty to concentrate on teaching and recruiting while the Center handles many of the logistical details, including establishing a program account, collecting fees, paying service providers, providing assistance with budget development, and program promotion. The Center is also responsible for placing the program fee on the accounts of all students who study abroad (with the exception of those in College of Design programs). During FY2005, this amounted to approximately $2 million.

Over the last ten years, there has been significant growth in study abroad. This has been possible only through the support of central administration, who have supported this enterprise through a tuition aid program that returns 90% of tuition to students earning Iowa State credit; colleges and departments that have made study abroad a priority and made resources available for its growth; and faculty who have enthusiastically embraced education abroad and led groups of students on short-term academic adventures in locations both traditional and non-traditional (Antarctica is a notable example). Short-term programs provided much of the fuel that ignited the growth in study abroad; however, more recently we have seen almost as many students participate in semester-long programs. During the last few years, the rate of participation has slowed, and we appear to have reached a plateau in the mid to upper 1100s.

Beginning July 1, 2005, the Study Abroad Center separated from International Students and Scholars (the joint office was formerly known as International Education Services) and is now reporting directly to the Associate Provost for Academic Programs and Dean of the Graduate College. Prior to this reorganization, the Study Abroad Center through International Education Services reported jointly to the Vice President for Student Affairs and to the Associate Provost for Academic Programs. This change simplifies the reporting lines and places the Study Abroad Center squarely within the academic realm, where it belongs.

The Self-Study/External Review process provides an opportunity to take stock of what we are doing, what we have accomplished, changes that need to be made, and to consider
our priorities for the future. With this in mind, I would ask the External Review Team to consider the following:

- Are the Study Abroad Center’s resources (staffing, financial, and physical) adequate, given the range of programs and services provided?
- Are our administrative fees reasonable and appropriate?
- Does the structure of study abroad at ISU result in the most efficient use of resources?
- What needs to be done to significantly increase the rate of study abroad participation?
- Given a) the current number of students who study abroad, b) our desire to increase levels of participation, and c) an ever-increasing concern regarding health and safety, what can be done to improve communication to ensure all parties are working toward the same set of goals and using established procedures and protocols?
- Is the range of program types and destinations appropriate, given the size and mission of Iowa State University?
- How can academic departments be encouraged to support their faculty in leading study abroad programs, particularly those departments do not have a history of doing so?

Study abroad at Iowa State is at a critical point in its history. Our numbers are good at present but will very soon be considered only respectable if we do not grow. A renewed sense of commitment, continued program development, improved integration of study abroad into the curriculum, and increased resources will allow Iowa State to significantly increase its rates of participation and permit us to join the top echelon of state universities in the numbers of students who study abroad in high quality, well administered programs. This self-study and external review are integral to this process.

Respectfully submitted by
Trevor Nelson, Ed.D,
Director, Study Abroad Center

December 2005
I. PURPOSE AND PROCESS OF PROGRAM REVIEW

“Program review is a process for monitoring the status, effectiveness, and progress of academic programs” (Academic Program Review: Policies and Procedures, Iowa State University, November, 1990).

PURPOSE OF THE PROGRAM REVIEW

In 1990, the Iowa Board of Regents instituted a policy requiring a program review for academic programs in the three Regents’ Universities at least every seven years. Although this mandate specifically addressed academic programs, Iowa State University has decided to apply the same process to other administrative and service units. The program review is made up of three phases: the self-study, the external review, and the development of a plan based on the first two phases.

“Above all else, the purpose of periodic review is to provide a mechanism to ensure the improvement of academic programs on a continuous basis” (Academic Program Review, 1990). Two key dimensions identified by the ISU guidelines for program review are how a program at ISU compares with the best programs of its type in the United States and how the unit fits within and contributes to ISU.

The criteria for the program review, as listed in the ISU guidelines and paraphrased for a non-academic unit, are:

1. quality of the staff, programs, and services;
2. demand for the programs and services;
3. centrality to the university mission;
4. comparative advantage/uniqueness; and
5. financial considerations and adequacy of resources.
PURPOSE OF THE SELF-STUDY

The staff of the Study Abroad Center (SAC) is committed to offering quality programs that provide students with rigorous academic experiences in safe environments that promote intellectual growth, understanding, and cultural sensitivity. It is our belief that if students are to achieve the goals articulated in the Vision Statement of the 2005-10 Strategic Plan, namely,

“Students will become broadly educated, global citizens who are culturally informed, technologically adept, and ready to lead. Faculty and staff will share a passion for creating, sharing, and applying knowledge to improve lives world-wide…”

then students will need to incorporate a study abroad experience into their academic program. Faculty, too, will need to be encouraged to become involved in study abroad and be provided with the necessary support to enable them to concentrate on what they do best – teach.

This self-study is therefore an opportunity to reflect on the progress we have made over the years and to determine the extent to which current practices, structure, and organization of study abroad across the Iowa State University campus meets the needs of clients and furthers the vision and goals articulated in the 2005-2010 Strategic Plan. To that end, we are interested in determining:

1. How well the SAC is fulfilling its mission.
2. The impact the SAC has on the Iowa State University mission.
3. The extent to which the SAC makes efficient use of resources and what these needs will be in the future.
4. The efficacy of the study abroad organizational structure in the provision of programs and services.
5. How the SAC, and study abroad in general at Iowa State, compare with peer institutions.
EXTERNAL REVIEW

On March 6th and 7th, 2006, an external review team will visit Iowa State to evaluate the SAC based on questions raised in the self-study.

The external review team is comprised of:

Dr. Al Balkcum, Director
Learning Abroad Center
University of Minnesota – Twin Cities

Kathleen Fairfax, Director
Office of Study Abroad
Michigan State University

Dr. Joan Raducha, Associate Dean
International Studies and Programs
University of Wisconsin – Madison

The external review team members come from Land Grant 11 institutions. Their three schools are leading institutions in the provision of study abroad programs and in the number of students they send abroad annually.
II. OVERVIEW OF THE STUDY ABROAD CENTER

HISTORY

While Americans have been studying abroad since colonial times, it wasn’t until the 20th Century that they studied abroad on programs sponsored by U.S. institutions. Delaware College (later the University of Delaware) was reportedly the first U.S. institution to offer a study abroad program when, in 1923, it established an academic-year program in Paris.

The World Wars had a dramatic impact on study abroad both in terms of cancellation of programs and, following World War II, in increasing interest in world affairs. The GI Bill, expansion of public higher education, a strong U.S. economy, and the increasing affordability of transatlantic travel all contributed in the post-war years to a rapid expansion of study abroad. During the 1960s, many major state universities including the University of California, the State University of New York, Indiana University, Pennsylvania State University, University of Colorado, Brigham Young University, Rutgers, and Tufts developed programs abroad.

Study abroad at Iowa State began as a file cabinet in the office of a staff member who was responsible for other areas. Dr. Clara Simerville, Program Assistant in the Office of Foreign Students and Visitor Services, began advising ISU students about travel and study abroad in 1970. She had traveled a great deal throughout Europe, the Caribbean, Africa, the Middle East, and China and wanted to encourage students to experience the world themselves.

The growing importance of study abroad was recognized when, in 1976, Dorothy Foley became the first full-time study abroad adviser. As Assistant Director of the Office of International Educational Services and a former international student adviser, Foley developed the advising function of the Americans Abroad Office (later renamed the Study Abroad Center) and created an extensive library of travel and study abroad materials. Further, she raised the profile of this educational activity on campus and
developed programs to assist students' cultural adaptation. In the early 1980s, Corene Bakken was hired on a part-time basis and was made full-time in 1989 when Foley retired.

In January 1987, Dr. Henry Weaver, Deputy Director, Education Abroad Program, University of California, visited the campus as a consultant representing the National Association of Foreign Student Affairs (NAFSA) to evaluate study abroad at Iowa State. His report expresses concern over the relatively low number of students who studied abroad (155 undergraduates). The report states that, while the study abroad office was well organized and staffed with experienced personnel, there was a need for long-range planning, for the development of clear objectives, and for periodic program evaluations. Finally, the report states adequate funding is needed for study abroad.

Trevor Nelson joined the staff in August 1990 to head the Study Abroad Center. At that time, the staff consisted of two full-time professionals, two graduate assistants, and three work-study students. One year later, a part-time secretary/receptionist was added. The closure of the Office of International Affairs in the Spring of 1993 significantly impacted the Center. Most noticeable was the addition of staff who transferred from International Affairs. They included John Boehm, who was Administrative Assistant in International Affairs, and Jody Overland, Secretary. With these new staff the Center had, for the first time, a full-time secretary and, for a brief period, three full-time professionals. Corene Bakken took a leave of absence in March of 1994 and resigned during that summer to pursue other interests. Also during March, Jody Overland moved to another department and was replaced the following month by Susan Posch. Later that year, John Boehm resigned in order to run for the state legislature.

Lisa Sapolis joined the staff in August 1994 to replace Corene Bakken. Ivelisse Ruiz, former graduate assistant in the Center, became a temporary full-time employee and later a permanent member of the staff. Part of the funding for this position came from the Council on International Programs. Ivelisse resigned in November 1995; in March 1996,
Michelle Szabo was hired to fill this position. Michelle was funded at the 75% level for her work at the Center and 25% for her work with the Council on International Programs.

In addition to three full-time professional staff and a secretary, the Center employed three graduate students (each 20 hours per week), one of whom was the recruiter for the Peace Corps. Three undergraduate students were employed through the College Work Study Program to perform a variety of functions including filing, posting flyers around campus, and requesting information for the Study Abroad Center library.

The increased staffing levels during the 1990s enabled the Center to change and grow in ways that would otherwise not have been possible. We ceased to just advise students about study abroad and became actively involved in the coordination and development of new programs. With the closure of the Office of International Affairs, the Center assumed responsibility for preparing the International Memoranda of Agreement (MOA) Annual Report for the Board of Regents. Further, we provided support to the Provost's Office in insuring new MOAs observed established university policy and that commitments made by each party and the resulting financial ramifications were clearly understood.

Additional staff contributed to significant overcrowding in the E. O. Building, where the Study Abroad Center was located until May of 1994. The E. O. Building did, however, provide maximum visibility for study abroad as the building was located on central campus between Carver Hall and Beardshear Hall, and the Center was next to a major student pedestrian thoroughfare. Posters displayed in our windows would entice students into the office, and hundreds of students during the year would just drop in because we were so convenient. The space and condition of the building, however, were inadequate.

The move to 5 Hamilton Hall doubled the amount of our space (to 1085 sq. ft.) and provided a considerably improved working environment. The Center became an attractive and welcoming office where students had space to work, relax, and watch travel and university videos. Unfortunately, the new location did not have the visibility
of the E. O. Building. The Center was difficult to find, and consequently we did not have the "drop-in traffic" that characterized the E. O. Building. While we had fewer students who just "stopped by", those who visited the Center stayed considerably longer than was the case with our previous location.

In 1997, changes in university administrative priorities led to the merger of the International Resource Center with the Study Abroad Center. This merger added part-time adviser Luiza Dreasher and part-time projects staffer Ruth Osborn to our group. Ruth’s planned retirement a few months later led to the downsizing of IRC holdings (primarily cultural artifacts from around the world and classroom activities that were used for community outreach) and the creation of “Display Kits” that continue to be used for intercultural training and cultural events on campus.

During August of 2002, in order to make space for the growing and newly-renamed Greenlee School of Journalism and Communication, the Study Abroad Center moved to 255/256 Memorial Union. This again provided us with increased space (2861 square feet) and allowed us to expand our library, provide private offices for advisers and work space for our ten Global Ambassadors (recently-returned study abroad students and students at ISU on exchange programs), and have conference space for larger groups.

It has been gratifying that over the years a good number of our professional staff and graduate assistants have moved on and up in the field of international education. They include Dr. Catherine Marshall, Associate Director, Office of Education Abroad, Ohio University, Athens, OH; Michelle Szabo-Suderman, Manager of International Student Development at the University of British Columbia, Canada; Lisa Sapolis, Associate Director, International Programs, Trinity College, Hartford, CT; Jonathon Achter (Graduate Assistant 2000-2002), Regional Adviser, Education Abroad Office, University of California - Santa Barbara; Kathy Gordon (Graduate Assistant 2000-2002), Assistant Director, North Carolina State University, Raleigh; Todd Karr (Graduate Assistant 2002-2004), Adviser, Indiana University, Offices of Overseas Study; Jennifer Hogan (Graduate...
Assistant 2004-2006), beginning January 2006 - Assistant Director, International Programs, Drake University.

Our staff now includes Trevor Nelson (Director), Christine Gemignani (Senior Program Coordinator), Jane Edwards (Program Coordinator), Nancy T. Guthrie (half-time Program Coordinator), Maureen Deisinger (three-quarter-time Program Coordinator), Danette Bontrager (Administrative Specialist), Molly Simpson (receptionist), Susan Posch (writer and statistician), plus two programming Graduate Assistants (Emily Plum and Julie Blaser), two special-projects Graduate Assistants (graphic designer Wujun Wang and Peace Corps representative David Jesse), and ten undergraduate Global Ambassadors.

STRUCTURE

Prior to July 1, 2005, the Study Abroad Center was a unit within International Education Services (IES), an office with broad responsibilities for international education that also included international students and scholars and, at one time, the International Resource Center (IRC), which was responsible for promoting cross-cultural understanding on and off campus through the use of culture kits (a collection of artifacts organized by country; the items had been donated to the IRC by community members who had traveled abroad).

The Study Abroad Center reported to the Director of IES who in turn, from 1977, jointly reported to the Vice President for Student Affairs and to the Office of the Provost, except for a period from 1987-93 when an intermediary office, International Affairs existed and the Director of IES reported to the Director of International Affairs who reported to the Office of the Provost.

Beginning July 1, 2005 joint reporting came to an end with the closure of International Education Services. The Study Abroad Center became an administrative unit within the Office of the Provost (see Appendix A), and Trevor Nelson was appointed Director
reporting to David Holger, Associate Provost for Academic Programs and Dean of the Graduate College.

Although the Study Abroad Center and International Students and Scholars are now separate offices, the latter reporting within the Division of Student Affairs, they will remain in their present locations in the Memorial Union, sharing a common break area. Further, there remain areas of common interest and opportunities for collaboration. It is anticipated that these opportunities will continue to be explored to better serve our clients when a Director of International Students and Scholars is appointed.

The Colleges
While the Study Abroad Center is the central administrative unit responsible for study abroad, there are offices and individuals within the colleges also working, often exclusively, in this area. College offices include Agriculture Study Abroad, Engineering International Programs, and the College of Human Sciences’ (formerly the College of Education and the College of Family and Consumer Sciences) International Programs. These three offices are staffed with at least one full-time study abroad professional. In addition, the College of Design provides time release for a faculty member to coordinate its programs in Rome.

Study Abroad and Exchange Advisory Committee
The Committee is charged by the Office of the Provost to approve all ISU-sponsored group study abroad programs for which students earn ISU credit as well as all other ISU-sponsored group learning programs. The Committee’s goal is to ensure the academic integrity of these programs as well as the safety of students, faculty, and staff. To further this goal, Committee members assist colleagues in the preparation of program proposals, and the Committee regularly sponsors workshops for new and experienced program directors.

Since the provision of quality learning abroad programs involves knowledge of the conditions at program sites and the host countries, the Committee provides funds to assist
with the cost of site visits to develop new programs or to enhance existing ones. The Committee also provides Program Director Grants to offset Director costs (airfare, lodging, and meals) that would otherwise be passed on to program participants.

Committee members include representatives of each college, appointed by their respective Deans because of their experience with issues and logistics of taking students abroad. In addition, the Director of the Study Abroad Center serves on this committee, as do two graduate students appointed by the Graduate Student Senate.

During the 2005 fiscal year, the SAEAC reviewed 62 study abroad program proposals (nine for programs to be held during FY2005-6). Of the 53 programs reviewed for FY2004-5, one was conditionally approved and subsequently cancelled by the Program Director, 51 were fully approved (and two subsequently were cancelled due to low enrollment), and one was denied approval (because the destination is under a U.S. State Department Travel Warning). Twenty-seven of the 49 approved programs met the criteria for Program Director Grants, and these shared $58,858 in funding.

In addition, the Committee reviewed eleven Site Visit proposals (three of them for travel after July 1st, 2005), all of which were approved, amounting to a total of $21,608 in grant aid for the development of new program options.

Funds are made available to SAEAC through the Study Abroad Tuition Aid program that directs 10% of ISU tuition assessed students participating in group programs awarding ISU credit into SAEAC accounts and returns the remaining 90% of tuition to students in the form of aid.

Programs not reviewed by this committee include ISU-sponsored programs awarding transfer credit. Exchange programs and non-reciprocal programs involving direct enrollment into a foreign institution fall into this category. Exchange programs are handled by means of memoranda of agreement approved by the department, college, and Office of the Provost.
Neither the SAEAC nor the Study Abroad Center review non-ISU sponsored programs with the intention of maintaining a list of “approved” programs. Providing students attend bona-fide institutions, Iowa State University will award transfer credit and students will be able to apply financial aid toward the cost of the program.

See Appendix B for a list of members of the Study Abroad and Exchange Advisory Committee.

Council on International Programs
The Mission of the Council on International Programs is to promote, improve, and expand the internationalization/globalization of Iowa State University. It is the highest university body overseeing the process of internationalization/globalization at Iowa State and reports to the Associate Provost for Academic Programs and Dean of the Graduate College. In addition to representatives from each of the colleges and the Faculty Senate, the Chair of the Study Abroad and Exchange Advisory Committee, the Interim Director of International Students and Scholars, and the Director of the Study Abroad Center also serve on the committee.

Study Abroad Risk Management Committee
The Study Abroad Risk Management Committee was formed with the intention to broaden and enhance intra-institutional collaboration and serve as an authoritative body in the management of risk associated with study abroad. The Committee functions as a final level of review for security, safety, and health in individual study abroad programs that have been approved by the Study Abroad and Exchange Advisory Committee and has the authority to cancel programs, both prior to departure and post-departure.

The Committee performs the following actions to fulfill this charge:

• Regularly reviews study abroad programs for associated risks
• Determines if current study abroad programs should proceed
• Reviews policies and procedures for minimizing risk associated with study abroad programs

See Appendix B for a list of members of the Study Abroad Risk Management Committee.

Study Abroad Strategic Planning Committee
This ad hoc committee was formed at the request of Trevor Nelson in June 2005 to articulate a vision (see Appendix C) for study abroad at Iowa State University for the next five years and to generate a set of recommendations that will enable the university to realize that vision. The vision statement was prepared and approved by the Council on International Programs during Fall 2005.

The committee is comprised of some of the major stakeholders in study abroad; see Appendix B for a list of members of the Study Abroad Strategic Planning Committee.

STAFF

The Study Abroad Center has a staff of 9.375 FTE that includes both professional and support staff and four graduate assistants. In addition, the Center employs ten undergraduates (approximately 2.5 FTE) that include returned U.S. students as well as exchange students from partner institutions.

The staff is highly dedicated, well educated, and cohesive. Many have traveled extensively and have a good knowledge of higher education and the needs of students. All the staff members have at least a Bachelor’s Degree, and the majority have graduate degrees.
# The Study Abroad Center Staff

<table>
<thead>
<tr>
<th>POSITION</th>
<th>FTE</th>
<th>NAME</th>
<th>RESPONSIBILITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director</td>
<td>1.0</td>
<td>Trevor Nelson</td>
<td>Directs the operation of the Study Abroad Center, supervises the Senior Program Coordinator, Administrative Specialist, support staff, and one graduate assistant (graphic designer), coordinates Project Assist and bilateral exchange programs in the U.K. and Scandinavia. Serves on various university committees including SAEAC, CIP, and SARMC, and is Fulbright Campus Contact.</td>
</tr>
<tr>
<td>Senior Program Coordinator</td>
<td>1.0</td>
<td>Christine Gemignani</td>
<td>Supervises professional staff, coordinates all matters related to health and safety including predeparture orientation, program director training, and student and program director handbooks.</td>
</tr>
<tr>
<td>Program Coordinator</td>
<td>1.0</td>
<td>Jane Edwards</td>
<td>Administers the International Student Exchange Program (ISEP), coordinates applications of all incoming exchange students, and supervises Global Ambassadors, and the Peace Corps Representative.</td>
</tr>
<tr>
<td>Program Coordinator</td>
<td>0.5</td>
<td>Nancy T. Guthrie</td>
<td>Administers and advises students on programs in Spain and Latin America, SAC’s service-learning specialist, co-director of the Footsteps of the Incas summer program, and supervises one graduate assistant.</td>
</tr>
<tr>
<td>Program Coordinator</td>
<td>0.75</td>
<td>Maureen Deisinger</td>
<td>Responsible for all “Semester in …” programs (Australia, Greece, Ireland, New Zealand, and Wales) and supervises two graduate assistants.</td>
</tr>
<tr>
<td>Administrative Specialist II</td>
<td>1.0</td>
<td>Danette Bontrager</td>
<td>Manages the Center’s accounts, billing, requisitions, and employment actions.</td>
</tr>
<tr>
<td>Secretary III</td>
<td>1.0</td>
<td>Susan Posch</td>
<td>Responsible for writing and editing publications and correspondence, manages the Center’s statistical database, and works with students on scholarship opportunities.</td>
</tr>
<tr>
<td>Role</td>
<td>FTE</td>
<td>Name</td>
<td>Experience and Responsibilities</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>-----</td>
<td>-----------------</td>
<td>--------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Clerk II</td>
<td>0.625</td>
<td>Mary Simpson</td>
<td>Employed in the Study Abroad Center for 5 years. Participant in the “Tones of Florence” summer study abroad program 2002. Manages front desk, answers inquiries, files applications, and schedules appointments.</td>
</tr>
<tr>
<td>Graduate Assistant</td>
<td>0.5</td>
<td>Vacant</td>
<td>Administers semester and exchange programs in Australia and New Zealand under the director of the Program Coordinator.</td>
</tr>
<tr>
<td>Graduate Assistant</td>
<td>0.5</td>
<td>Julie Blaser</td>
<td>Began employment in the SAC in August 2005. Studied in Wales for a semester and for a summer in South Korea. Administers semester programs in Wales and Ireland under the direction of the Program Coordinator.</td>
</tr>
<tr>
<td>Graduate Assistant</td>
<td>0.5</td>
<td>Emily Plum</td>
<td>Began employment in the SAC in August 2005. Studied in Mexico and Spain and taught English in Japan (JET). Assists Program Coordinator with programs in Spain and Latin America.</td>
</tr>
<tr>
<td>Graduate Assistant</td>
<td>0.5</td>
<td>Wujun Wang</td>
<td>Began employment in the SAC in June 2005. International student at ISU studying for an MFA in graphic design. Graphic designer responsible for layout and design of all printed publications and the Center’s Web presence. Reports to the Director.</td>
</tr>
<tr>
<td>Graduate Assistant</td>
<td>0.5</td>
<td>David Jesse</td>
<td>Began employment in the SAC in January 2006, having served in the Peace Corps in Moldova for two years. Recruits for the U.S. Peace Corps.</td>
</tr>
<tr>
<td>Global Ambassadors (10 positions)</td>
<td>0.25</td>
<td>Undergraduate students who have studied abroad or exchange students currently at ISU. Classroom presentations, peer advising, and duties as assigned.</td>
<td></td>
</tr>
</tbody>
</table>

(See Appendix D for staff résumés)

**MISSION STATEMENT**

The Study Abroad Center Mission states:

In order for Iowa State University students to become leaders at the local, national, and international levels, they will need to meet the challenges created by the global community of nations in which cross-cultural and language skills will be increasingly important and in which knowledge of other nations and their customs and traditions...
will be no longer just desirable but imperative. Recognizing the importance of providing an education that develops these skills, the Study Abroad Center will:

- articulate to the ISU community the need for and benefits of experiencing the world beyond our shores and borders;
- provide assistance to students in identifying programs best suited to their needs and interests;
- prepare students to meet the challenges of an international experience; and
- develop programs that provide opportunities for students, faculty, and staff to explore other countries.

**RELATION TO UNIVERSITY MISSION AND STRATEGIC PLAN**

Iowa State University Mission states…

**Create, Share, and Apply** knowledge to make Iowa and the world a better place.

In carrying out its mission, Iowa State will increase and support diversity in the university community. Diversity enlivens the exchange of ideas, broadens scholarship, and prepares students for lifelong, productive participation in society.

**Create knowledge** through world-class scholarship in teaching, research, and creative endeavors.
**Share knowledge** through outstanding undergraduate, graduate, professional, and outreach programs.
**Apply knowledge** to improve the quality of life for current and future generations.

**Culture**
We accomplish our mission
- through innovation, collaboration, and continuous improvement,
- with honesty, integrity, and professional ethics, and
- with sensitivity and responsiveness to the needs of our state, nation, and the world.

**Core Values**
We value
- land-grant ideals,
- a diversity of ideas, peoples, and cultures,
- intellectual freedom,
- leadership, and
- excellence in all we do.
The vision statement of the Strategic Plan 2005-2010 states:

Iowa State University will be the best at advancing the land-grant ideals and putting science and technology to work.

Students will become broadly educated, global citizens who are culturally informed, technologically adept, and ready to lead. Faculty and staff will share a passion for creating, sharing, and applying knowledge to improve lives worldwide.

Collaborations among partners both inside and outside the university community will flourish. The spirit of Iowa State University will be evident in the integration of the sciences and humanities and in the energy and creativity of its people.

The Strategic Plan identifies five priority areas with accompanying goals that build upon existing strengths and reinforce the pursuit of the university’s vision. Of these, the most pertinent priority for study abroad is education. The education priority endeavors to

strengthen undergraduate, graduate, and professional education to enhance student success at Iowa State University and beyond.

The specific goal that most relates to study abroad:

Increase interdisciplinary and experiential learning opportunities, such as learning communities, service learning, internships, research experiences, and international exchanges.

Other goals for which study abroad can have an impact:

Improve the rigor, challenge, and international reputation of academic programs.

Strengthen students’ critical thinking, creative abilities, and communication skills.

Enhance students’ understanding of global, cultural, ethical, and diversity issues.

Evidence of the University’s Commitment

One measure, and perhaps the most meaningful, of the centrality of study abroad to the mission of the university is the extent to which it is supported. In this regard, study
abroad has fared very well even during years the university experienced painful budget cuts. In general, it would be fair to characterize the study abroad enterprise as having broad support across the university.

Central Administration
Central administration has demonstrated its commitment by providing study abroad tuition aid of 90% for students participating in group study abroad programs awarding Iowa State credit. In effect, this is a study abroad scholarship equivalent to 90% of Iowa State tuition. Annually, this amounts to $500,000 in study abroad scholarships.

The separation of the Study Abroad Center and International Students and Scholars has had two positive impacts that demonstrate central administration’s commitment to study abroad. First, it enables monies generated by study abroad fees to remain in the Study Abroad Center (prior to the separation, these funds were used to supplement the budget of International Education Services and were therefore used for non-study abroad activities). Second, it enabled the Center to move up in the university hierarchy, providing greater visibility and access to key decision-makers.

Colleges and Departments
The commitment to study abroad is very evident within the colleges. Three of them (Agriculture, Engineering, and Human Sciences) have either study abroad offices or full-time dedicated staff. Two others, Business and Liberal Arts and Sciences, have advisers with specific responsibility for study abroad. Consequently, the number of staff working in study abroad is considerably larger than the staff employed in the Study Abroad Center. Like the Study Abroad Center, a number of colleges have scholarships specifically dedicated to study abroad.

Departments, too, play a significant role in the provision of study abroad programs taught by Iowa State faculty, for it is the department, rather than the students who participate in study abroad programs, that pays the salaries of program directors. Consequently, the decision to offer a study abroad program ultimately lies with the department, and that
department quite naturally has competing budgetary pressures: There are required
courses that have to be offered, and there are other courses that serve a much larger
number of students than is typical of a study abroad program. Over half the students
who study abroad do so on short-term/faculty-led programs, and the majority of these
programs are offered during the summer, typically lasting three weeks.

Faculty
The growth of study abroad has, in a large measure, been the result of faculty willingness
to lead groups of students abroad on short-term programs. Given the amount of work
involved in curricular and program development, recruitment, and the 24/7 responsibility
group leaders have for their students, it is a remarkable statement of their commitment to
international education. During FY 2005, 53 ISU faculty who led group programs
involving 716 students. It is further remarkable that some faculty did not receive
compensation, and a number of retired faculty volunteered their time.

RELATION TO OTHER CAMPUS STUDY ABROAD OFFICES

The Study Abroad Center is one of a number of offices on campus working exclusively
in the area of study abroad. While the Center has responsibility for serving the whole
campus, other offices and individuals serve students in their respective colleges. Of the
1,184 Iowa State students who studied abroad in FY2005, approximately 41%
participated in programs offered through the Study Abroad Center or on programs that
operate under Project Assist.

There are three colleges with either offices or a full-time staff member working solely in
this area. They are College of Agriculture - Agriculture Study Abroad; College of
Engineering - International Programs; and College of Human Sciences.
While the above colleges have full-time staff, the College of Design has a faculty member coordinate the Rome Program in exchange for a reduced teaching load. The Rome Program is the College of Design’s major commitment to study abroad; during FY 2005, it was responsible for sending 152 students to Rome.

The College of Business and the College of Liberal Arts and Science, while not having dedicated study abroad staff, do have academic advisers with study abroad as part of their portfolio. In the case of Business, the adviser has some program management responsibility for their program in Italy (ISU is a member of the CIMBA program administered by the University of Kansas). With the exception of a few programs, the Study Abroad Center provides help in the management of all Business and LAS programs as part of Project Assist.

Finally, the College of Veterinary Medicine offers study abroad programs and preceptorships that are coordinated through the Dean’s office.
RELATION TO OTHER CAMPUS OFFICES

The success of the study abroad enterprise is highly dependent on developing and maintaining good relations with a variety of campus offices and organizations. Study abroad impacts the work of a number of university departments and touches many more. Perhaps the most significant relations are those with the Department of World Languages and Cultures, Student Financial Aid Office, Admissions, Registrar’s Office, Purchasing, Risk Management, Office of University Counsel, Dean of Students Office, and International Student and Scholars. Maintaining close relations with these offices ensures that programs operate efficiently and that study abroad program procedures and policies are consistent with those governing the operations of the university.

Department of World Languages and Cultures
In 2002, faculty in the Department of World Languages and Cultures (WLC) initiated discussions with the Colleges of Engineering, Business, and Agriculture in order to develop a second-major option in Languages and Cultures for the Professions (LCP). In April 2002, WLC organized a colloquium to raise consciousness regarding languages and professions at ISU. “Languages and Cultures for Professions: Internationalizing the Curriculum” assembled national and international experts from international engineering, business, and agriculture on campus. As a result of this effort, WLC established formal second-major programs with the Colleges of Engineering in 2003 and Business in 2004. In April of 2004, the department received notification that it had received a major grant from the U.S. Department of Education (Title VI-A UISFL) to fund the LCP curricular initiative for the period 2004-2006. The grant supports curricula that integrate extensive training in languages and cultures with professional curricula in order to foster the global literacy of ISU students. Today, students in the LCP option can take courses that have been designed to meet the demands of professionals in a global marketplace. These include existing language courses in “Business and Professions,” new courses on contemporary society and culture (e.g., “France Today,” “Germany Today,” “Latin America Today,” or “Russia Today”), translation, as well as a wide range of courses in language and civilization. WLC is also developing exciting study abroad and internship
opportunities for LCP students. Graduates will be proficient in language and will have had experience living and working in another culture.

The Languages and Cultures for the Professions program, with the support of the Title VI-A grant, is a second-major option for advanced language students whose primary major is in either the College of Business or the College of Engineering and is part of the “Languages Across the Curriculum” movement visible at Iowa State. The LCP major trains students to work within the demanding global marketplace by strengthening language skills and improving professional and cultural knowledge about business in an increasingly-globalized world. The LCP option includes courses that focus on professional areas such as business and marketing as well as conversation for professionals, translation, culture or civilization, internships, electives, and study abroad opportunities in countries around the world.

The objectives of the LCP program are the following:

1. to implement and strengthen the LCP second-major option in Engineering and Business;
2. to build curricular bridges by establishing links between courses in the department with a professional focus and those that have an area studies focus;
3. to expand study abroad and internship opportunities.

This collaboration between WLC and the colleges has spilled over into study abroad. Examples include the Alicante Summer Program that combines Spanish language with business courses taught in English and the Cáceres semester program that features internships in Spain for qualified LCP students of business or engineering. Similarly, the College of Engineering has developed close a relationship with Tec de Monterrey that has resulted in a dual-degree program that enables Tec students to attend Iowa State on our exchange and return as graduate assistants studying for a Master’s Degree in
Chemical Engineering. Internship experiences are also available at Tec and the Center for Linguistic Multicultural Studies in Cuernavaca, Mexico. In addition to these LCP programs, WLC offers summer programs in France, Peru, Mexico, and Crete and semester options in Mexico. All WLC study abroad programs operate as part of Project Assist.

Office of Student Financial Aid

The Office of Student Financial Aid has designated a single individual, Clay Gurganus, to handle all questions related to the application of financial aid to study abroad. The Center provides Clay with most of the program budgets by forwarding the budget information contained in the Program Proposals submitted to the Study Abroad and Exchange Advisory Committee and by providing budget information for programs that are approved by other means (programs not awarding ISU credit). In addition, Jane Edwards in the Study Abroad Center works with Clay in the awarding of Sojourner Scholarships to students with demonstrated need. In FY 2006, Sojourner Scholarships will total approximately $50,000. Unfortunately, this is down approximately $17,000 from FY2005. The payment of all ISU study abroad program fees is synchronized with the release of financial aid, thus obviating the need for students to take out emergency short-term loans in advance of receiving their financial aid to pay for study abroad.

As previously discussed, students participating in group programs awarding ISU credit receive 90% of their tuition back in the form of aid. In order to facilitate this, the Study Abroad Center informs the Registrar’s Office of all study abroad programs (including course names, course numbers, and the amount of credit to be awarded) approved by the Study Abroad and Exchange Advisory Committee. Since many course names and numbers are the same as campus-based courses, study abroad courses receive a special section designation (standard two-letter country code of the destination) that ensures the automatic application of this aid to the students’ accounts.
University Counsel and Risk Management
The offices of University Counsel, Risk Management, and Dean of Students have all been instrumental in the development of policy and procedures governing the operation of study abroad programs. For example, the Iowa State Student Conduct Code has been modified for study abroad to recognize the impact that inappropriate or illegal activities can have on the efficient running of programs, the reputation of Iowa State University abroad, and the health and safety of student participants while still recognizing the rights of individuals and affording them appropriate due process. Similarly, these offices have been involved in the development of application materials, the Study Abroad Program Director Handbook, the Study Abroad Student Handbook, student predeparture orientation, and program director training.

International Students and Scholars
A shared administrative history and physical proximity with the Office of International Student and Scholars have resulted in a close relationship with the Study Abroad Center. In many respects, study abroad and international students and scholars can be viewed as two sides of the same coin, with one involved with the temporary import of students from other nations and the other the temporary export of American students to other nations: a somewhat simplistic characterization, perhaps, for while both offices are clearly involved in the international arena there do exist significant differences in their structure, financing, mission, and skill sets. It is no surprise, therefore, that at many institutions these are separate offices: one concerned with the provision of academic programs, the other providing services to international students. In this respect, the separation of these offices on July 1, 2005, was entirely logical.

The International Students and Scholars office is responsible for issuing the necessary documents to enable all international students to obtain appropriate visas for entry into the U.S. This includes the 50-plus exchange students who study at Iowa State annually. While the Study Abroad Center is responsible for the initial processing of these applications, it is the Office of International Students and Scholars that gets the students
into the country and provides a range of services to ease their transition to a new culture and academic organization.

Office of Admissions
The Office of Admissions, while responsible for admitting exchange students, plays a more significant role in the evaluation of credit earned by Iowa State students for coursework taken at institutions abroad. During FY2005, this involved approximately 350 study abroad students. Many of these students are attending universities with which we have developed institutional relations, and Admissions staff have reviewed the course catalogs of the most popular of these and developed on-line course equivalency guides. This information can be downloaded as Excel files from the Study Abroad Center’s website.

Purchasing
Finally, the Purchasing Department is responsible for facilitating payment to service providers who work with our study abroad programs. Further, they review contracts, which are needed for payments that are in excess of $12,000. The various policies and procedures that relate to these services are currently under review, with the aim of streamlining the process.

PARTNERS AND COLLABORATORS

As with any large Research I institution, Iowa State has many international partnerships involving memoranda of agreement, contracts, and less formalized arrangements. The Study Abroad Center is responsible for reviewing all international memoranda of agreement and for advising the Office of the Provost on such matters. A report on these agreements including activity that has taken place the previous year is produced annually. A list of partners, the nature of cooperation, and contact person is posted on the Web at URL [http://www.iastate.edu/~study-abroad/Partner/Partner.html](http://www.iastate.edu/~study-abroad/Partner/Partner.html).
Regents’ International Study Consortium (RISC)

This body is comprised of faculty and study abroad staff representatives from each of the three Iowa Regents’ Universities (Iowa State University, University of Iowa, and the University of Northern Iowa) and meets once each semester. This partnership is the most significant study abroad consortium to which Iowa State University belongs and has been in existence for over 30 years.

Its raison d’etre is the provision of study abroad programs that serve students attending the Iowa Regents’ Universities. To that end, it has offered language programs since the early 1970s in Graz/Vienna, Austria, Lyon, France, and Valladolid, Spain. The decline in the number of students in German language and the resulting difficulty in recruiting students caused the Graz/Vienna program to be terminated in 1996.

RISC also sponsored a semester program in London through the American Institute for Foreign Study (AIFS), and for a while this program was run in collaboration with the Arizona Regents’ Universities. Each of the member institutions contributed faculty who would teach on the program. Extramural courses were also available, typically in the evening, from the University of London. The withdrawal of the Arizona institutions in 1992 resulted in fewer course offerings and a resultant drop in student enrollment. Students also expressed their concern regarding the lack of opportunities to meet British students. In 1994, the London program was terminated in favor of a fully-integrated experience at the University of Wales, Swansea. Later, semester options were added at the University of Newcastle in Australia (1999), University College Cork, Ireland (2002), and the University of Tasmania (2004). With all these programs, the home Regents’ institution bills the student to cover the cost of host institution tuition and fees (this also includes room at the University of Wales, Swansea).

Each of the RISC programs has an administrative home at one of the Iowa Regents’ universities, and it is this institution that is responsible for liaising with the foreign partner and payment of program fees. Currently, the Study Abroad Center at Iowa State University coordinates the Regents’ Semester Programs at the University of Wales,
Swansea, University College Cork, and the University of Tasmania. The semester program at the University of Newcastle and the two summer language programs are currently administered at the University of Iowa, although the program directors for the French program in Lyon are faculty at Iowa State.

During Fall 2004 through Summer 2005, a total of 283 students participated in RISC programs; 158 were from Iowa State.

<table>
<thead>
<tr>
<th>Semester in Australia – Newcastle</th>
<th>ISU</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester in Australia – Tasmania</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Semester in Wales</td>
<td>47</td>
<td>60</td>
</tr>
<tr>
<td>Semester in Ireland</td>
<td>26</td>
<td>41</td>
</tr>
<tr>
<td>Valladolid, Spain (summer 2005)</td>
<td>0</td>
<td>25</td>
</tr>
<tr>
<td>Lyon, France (summer 2005)</td>
<td>22</td>
<td>51</td>
</tr>
</tbody>
</table>

**Total** 158 283

International Student Exchange Program (ISEP)

While not as important in terms of numbers of students as RISC, ISEP offers exchange opportunities at hundreds of institutions abroad and provides considerable diversity in the types of institutions and country locations where our students are able to study. For resident students, ISEP is one of the most economic study abroad options available since participants continue to pay tuition, room, and board at Iowa State during their exchange period. Unfortunately, the most popular destinations (the U.K., Australia, and Ireland) are over-subscribed, and exchange placement is very difficult. ISEP Direct enables students to attend universities in these popular sites as fee payers (not as exchange students) but at a reduced tuition rate, which can be very attractive particularly for non-resident students.

Since ISEP is an exchange program, we receive international students from member institutions outside the U.S. for each student we send on the exchange. As many of these students come from Europe or Latin America, regions that are under-represented in ISU’s international student population, they help to enhance diversity.
ISEP is the largest exchange program we operate. During FY2005, 17 students participated in this program in countries as far-ranging as Argentina, France, Germany, Japan, Sweden, Thailand, and the U.K. (ISEP Direct).

**Bilateral Agreements**

In order to provide opportunities for students to study at institutions in popular locations, the Study Abroad Center has developed relationships with a number of institutions that permit groups of our students to enroll directly. These programs operate similarly to the RISC semester programs and provide opportunities at negotiated rates where exchange placements are not an option. We have agreements currently with the University of Otago and Massey University in New Zealand. An exchange agreement with Otago became unworkable because of an ongoing imbalance; since we continued to have interest in New Zealand, we developed a contract. The Massey program grew out of a need for us to provide opportunities in New Zealand for engineering and agriculture students, offerings not available at Otago.

**Professional Organizations**

Professional staff in the Study Abroad Center have membership in NAFSA: Association of International Educators. Christine Gemignani is currently the Region IV Chair, and Trevor Nelson and Jane Edwards have served as SECUSSA Representative and State Representative for Iowa, respectively, in recent years. Christine, Jane, Nancy, and Trevor have all presented at either national or regional conferences.

In addition, Iowa State University, through the Study Abroad Center, is a member of the Council on International Educational Exchange and the Institute of International Education.
III. STUDY ABROAD CENTER PROGRAMS AND SERVICES

ACADEMIC PROGRAMS

The number of Iowa State students studying abroad annually continues to increase. During FY2005, 1184 students participated in programs that took them to 38 countries and every continent including Antarctica (see Appendix E); this was an increase of 4.4% over the previous year.

A review of the last ten years clearly demonstrates a continued growth in study abroad that was particularly explosive during the five years between FY97 and FY01 (Figure 1 and Chart 1). With the exception of the Colleges of Design and Engineering, which have seen healthy rates of growth during the last five years, the other colleges have experienced a leveling of participation rates. FY2002 saw a reverse in the trend with a drop of approximately 17% over the previous year. Of course, the attack on the World Trade Towers occurred during this period; however, it was not the Fall or the following Spring Semester that experienced a decline in rates of participation but rather the preceding Summer. This was to a large measure the result of fewer programs we offered that summer.

Figure 1. Study Abroad Participation by College, FY1996 – FY2005

<table>
<thead>
<tr>
<th>COLLEGE</th>
<th>FY96</th>
<th>FY97</th>
<th>FY98</th>
<th>FY99</th>
<th>FY00</th>
<th>FY01</th>
<th>FY02</th>
<th>FY03</th>
<th>FY04</th>
<th>FY05</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture</td>
<td>35</td>
<td>88</td>
<td>121</td>
<td>162</td>
<td>153</td>
<td>186</td>
<td>100</td>
<td>188</td>
<td>161</td>
<td>157</td>
</tr>
<tr>
<td>Business</td>
<td>25</td>
<td>33</td>
<td>78</td>
<td>87</td>
<td>129</td>
<td>136</td>
<td>100</td>
<td>140</td>
<td>149</td>
<td>159</td>
</tr>
<tr>
<td>Design</td>
<td>61</td>
<td>77</td>
<td>103</td>
<td>153</td>
<td>174</td>
<td>184</td>
<td>137</td>
<td>209</td>
<td>247</td>
<td>261</td>
</tr>
<tr>
<td>Education</td>
<td>11</td>
<td>46</td>
<td>46</td>
<td>48</td>
<td>43</td>
<td>67</td>
<td>62</td>
<td>55</td>
<td>65</td>
<td>60</td>
</tr>
<tr>
<td>Engineering</td>
<td>47</td>
<td>70</td>
<td>67</td>
<td>74</td>
<td>106</td>
<td>106</td>
<td>132</td>
<td>150</td>
<td>135</td>
<td>185</td>
</tr>
<tr>
<td>FCS</td>
<td>34</td>
<td>39</td>
<td>35</td>
<td>51</td>
<td>39</td>
<td>70</td>
<td>54</td>
<td>93</td>
<td>63</td>
<td>92</td>
</tr>
<tr>
<td>LAS</td>
<td>90</td>
<td>197</td>
<td>186</td>
<td>277</td>
<td>292</td>
<td>249</td>
<td>242</td>
<td>244</td>
<td>272</td>
<td>258</td>
</tr>
<tr>
<td>Vet Med</td>
<td>4</td>
<td>14</td>
<td>5</td>
<td>7</td>
<td>26</td>
<td>46</td>
<td>44</td>
<td>28</td>
<td>42</td>
<td>10</td>
</tr>
<tr>
<td>Graduate</td>
<td>5</td>
<td>5</td>
<td>2</td>
<td>1</td>
<td>6</td>
<td>3</td>
<td>2</td>
<td>4</td>
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<td>0</td>
<td>2</td>
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<td>0</td>
<td>0</td>
<td>0</td>
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<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>313</td>
<td>569</td>
<td>643</td>
<td>862</td>
<td>968</td>
<td>1047</td>
<td>873</td>
<td>1111</td>
<td>1134</td>
<td>1184</td>
</tr>
</tbody>
</table>
The percentage of college enrollment studying abroad is perhaps a somewhat more reliable indicator of each college’s success (see Figure 2 and Chart 2). Again, the picture is one of continued growth. What is remarkable is the success of the College of Design, which in FY05 had 13.4% of its enrollment study abroad. This success is in large measure due to the College’s commitment to its Rome Program.

Figure 2. Study Abroad Participation as a Percentage of College Enrollment, FY1996 – FY2005

<table>
<thead>
<tr>
<th>COLLEGE</th>
<th>FY96</th>
<th>FY97</th>
<th>FY98</th>
<th>FY99</th>
<th>FY00</th>
<th>FY01</th>
<th>FY02</th>
<th>FY03</th>
<th>FY04</th>
<th>FY05</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture</td>
<td>1.3</td>
<td>2.6</td>
<td>3.5</td>
<td>4.6</td>
<td>4.3</td>
<td>5.5</td>
<td>2.9</td>
<td>5.7</td>
<td>5.3</td>
<td>5.0</td>
</tr>
<tr>
<td>Business</td>
<td>1.0</td>
<td>1.1</td>
<td>2.4</td>
<td>2.6</td>
<td>3.5</td>
<td>3.6</td>
<td>2.5</td>
<td>3.5</td>
<td>3.8</td>
<td>4.1</td>
</tr>
<tr>
<td>Design</td>
<td>3.7</td>
<td>4.5</td>
<td>5.8</td>
<td>8.5</td>
<td>9.4</td>
<td>9.5</td>
<td>7.1</td>
<td>10.6</td>
<td>12.5</td>
<td>13.4</td>
</tr>
<tr>
<td>Education</td>
<td>0.8</td>
<td>2.1</td>
<td>2.0</td>
<td>2.2</td>
<td>1.9</td>
<td>2.8</td>
<td>2.6</td>
<td>2.3</td>
<td>2.7</td>
<td>3.0</td>
</tr>
<tr>
<td>Engineering</td>
<td>0.8</td>
<td>1.4</td>
<td>1.3</td>
<td>1.5</td>
<td>2.0</td>
<td>2.0</td>
<td>2.3</td>
<td>2.6</td>
<td>2.4</td>
<td>3.3</td>
</tr>
<tr>
<td>FCS</td>
<td>3.0</td>
<td>2.8</td>
<td>2.6</td>
<td>3.8</td>
<td>3.0</td>
<td>5.2</td>
<td>3.9</td>
<td>6.6</td>
<td>4.2</td>
<td>6.0</td>
</tr>
<tr>
<td>LAS</td>
<td>1.5</td>
<td>2.7</td>
<td>2.6</td>
<td>3.8</td>
<td>4.1</td>
<td>3.3</td>
<td>3.1</td>
<td>3.1</td>
<td>3.5</td>
<td>3.6</td>
</tr>
<tr>
<td>Vet Med</td>
<td>1.0</td>
<td>2.7</td>
<td>1.0</td>
<td>1.5</td>
<td>5.4</td>
<td>9.6</td>
<td>9.1</td>
<td>5.8</td>
<td>8.3</td>
<td>2.0</td>
</tr>
<tr>
<td>Graduate</td>
<td>0.1</td>
<td>0.8</td>
<td>0.3</td>
<td>0.1</td>
<td>0.1</td>
<td>0.5</td>
<td>0.3</td>
<td>0.6</td>
<td>0.3</td>
<td>0.3</td>
</tr>
</tbody>
</table>
The Rome program is a studio-based range of courses taught mostly by ISU faculty from the College of Design (most notably from Architecture and Interior Design) located in leased facilities in central Rome close to the Pantheon. A variety of courses is offered each semester, with an emphasis on interior design in the Fall and architecture in the Spring. Courses of a more general nature are offered during the Summer Session. The success of this program (152 students studied on this program in FY05) is evidence of the impact college commitment can have in conjunction with a program that is designed specifically for a group of students at a particular level in their academic program. The result is that students entering the college are both familiar with the program and know the exact semester they will study abroad and the courses they will take. Since these courses are the ones they would be taking if they remained in Ames that semester, there is no issue of delaying graduation. Further, the 90/10 study abroad tuition aid policy makes this program very affordable, particularly for non-resident students.
The Study Abroad Center develops programs based at institutions abroad where students are able to take courses taught by host institution faculty. In most cases, these have been fully integrated programs utilizing either the exchange or fee-paying models. Over the years we have moved toward the latter since this option does not limit the number of students we are able to send. Further, economies of scale enable us to both negotiate favorable contracts and focus our efforts on becoming familiar with relatively few institutions. This has greatly facilitated the advising process and enabled the Admissions Office to develop Course Equivalencies for these programs.

We also work with faculty to develop short-term options awarding ISU credit and provide a range of services as part of Project Assist.

The university has a major commitment to study abroad and with, close to 1200 students studying abroad annually, it also has significant potential liability. Consequently, university-wide policies and procedures are in place, designed to ensure the health and safety of students and the academic quality of programs. These include:

**For Students**
- Study Abroad Student Handbook (currently under revision)
- General Predeparture Orientation
- Site/Program-Specific Predeparture Orientations

**For Program Directors/Coordinators**
- Program Director Handbook
- Program Director Field Manual
- Exchange Coordinator Handbook
- Program Director Training
Policies/Procedures

Study Abroad Application (Conditions of Participation, Waiver of Liability, Financial Agreement Form)
Study Abroad Student Conduct Code
Emergency Response Guidelines and Procedures
Student Discipline Procedures
Program Cancellation Procedures
Group Program Approval Process

SERVICES

It is worth noting that, despite the fact that study abroad is decentralized at Iowa State, the Center does play a role in all programs whether it be assessing program fees, our administrative work with the Study Abroad and Exchange Advisory Committee, the promotion of all study abroad opportunities through our website or the numerous presentations Study Abroad Center staff make (see Appendix F), predeparture orientation of students, Program Director workshops, scholarships, and providing advice and leadership on all aspects of study abroad.

The following chart best describes the range and complexity of services provided by the Study Abroad Center.
Study Abroad Center

Programs and Services

Student Preparation
- Advising (group and individual)
- Predeparture Orientation
- Site-specific orientation
- Study Abroad Student Handbook
- Parent/Spouse Letter

Program Management
- Regents' programs
- Exchange programs
- Project Assist
- Semester Programs

Program Development
- Work with faculty interested in developing new programs
- Develop new programs that serve the whole university
- Generate program ideas
- Advise on establishing MOAs

Faculty/Staff Preparation
- Program Director workshops
- Individual consultation
- Program Director Handbook
- Exchange Coordinator Handbook

Promotion
- Class/Hall presentations
- International Opportunities Fair
- Summer Orientation tables
- Experience Iowa State
- SAC Website
- Poster, flyers, & brochures
- National Merit Finalists

Health and Safety
- 24/7 emergency phone
- Monitor State Dept., CDC, OSAC, and WHO announcements
- Emergency guidelines
- Program Director Field Manual & Emergency Manual

Administration
- Billing of program fees
- SAEAC
- Study Abroad Risk Management
- Administer scholarships
- Exchange balances
- International MOAs
- 90/10 Tuition Aid

- monitor balance of all ISU exchange programs
- promote/prepare students for Rotary Scholarship; one or two ISU winners each year prepared by SAC

- group advising Monday-Thursday at 4 p.m.
- area-specific advising eleven times each week
- individual advising scheduled with staff members
- walk-in advising provided daily by Global Ambassadors
- bound copy for all students going abroad
- also available on SAC website

- 5 workshops in Fall 2005
- 41 Directors in attendance
- budget-setting; proposal-writing; program promotion
- for short-term programs
- revised in Fall 2005; bound copies available
- also available on SAC website

- for academic exchanges
- currently in revision; bound copies available
- also available on SAC website

- talks with ~5000 students in FY2005
- • bill all study abroad students (except Design)
- • transfer funds to appropriate accounts
- • ~$2.15 million in FY2005

- • 62 program proposals and 11 site visit proposals reviewed FY05
- • a total of $80,000 distributed in grants for program directors and site visits.
- • rescinded the moratorium on programs to Turkey in FY05
- • links for students, parents, faculty/staff
- • searchable database of ISU programs
- • links and details for ~300 programs

- • 137+ ISU students went to sites in Australia, Wales, Ireland in FY05
- • 22 ISU student participated in the Regents Summer Program in Lyon Summer 05
- • provide promotional materials and maintain program Website for all Regents’ institutions

- • 15 institution-wide exchanges administered by SAC
- • administration of ISEP (over 100 exchange sites)
- • SAC provides all non-academic support (billing, logistics, etc.)
- • in FY2005, Project Assist supported programs sending 200 students abroad in FY05
- • operate semester program at Otago, New Zealand and added new ones at Massey, New Zealand and ACT, Greece
- • 11 new programs proposed in Fall 2005
- • two new “Semester in ...” programs added in 2005
- • review proposed MOAs and prepare annual report on activity
- • serve as resource for all programs abroad
- • in FY2005, ISU had 1,184 students abroad in over 40 countries

- • warnings and advisories shared with relevant committees, departments, offices, and Program Directors
- • office guidelines based on ISU emergency protocol
- • bound copies to all Program Directors
- • also available on SAC Website

- • work with Office of the Registrar to ensure eligible programs are identified and students are properly registered
- • worth approximately $600,000 in aid
- • maintain files, report on activity of all international MOAs.
- • make recommendations to the Office of the Provost regarding language and financial commitments of proposed MOAs.

- • group advising November-December at 4 p.m.
- • area-specific advising seven times each week
- • individual advising scheduled with staff members
- • walk-in advising provided daily by Global Ambassadors
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- • talks with ~5000 students in FY2005
- • 6 dedicated brochure racks around campus
- • unrestricted campus boards

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PROGRAM DIRECTOR TRAINING

Study Abroad Program Director Training is comprised of a series of workshops that prepare faculty and staff at Iowa State University to lead students in group study abroad programs. Workshops provide Program Directors with critical information and resources for fulfilling their responsibilities prior to departure and abroad. The Study Abroad Program Director Training series is coordinated by the Study Abroad Center, sponsored by the Study Abroad and Exchange Advisory Committee, and includes a high level of direct involvement of the Office of University Counsel and the Office of Risk Management.

Training sessions have been revised slightly every year for the last three years; in the most recent series, the sessions were offered once during the academic year as opposed to each semester as had been the case in prior years. Last year, the series consisted of the following workshops:

- Training for New Program Directors (see Appendix G)
- Risks and Liability in Study Abroad and Emergency Training for Program Directors (see Appendix H)
- Roundtable Discussion with the Office of Risk Management and University Counsel

Training for New Program Directors served as an introduction to the series for new directors and included information on key institutional processes and requirements. For instance, new Directors learned about the breadth of their program responsibilities, how to use their university purchasing cards for the program, and other money-handling responsibilities. The session entitled Risks and Liability in Study Abroad and Emergency Training for Program Directors was designed to provide important updates in safety information, and all Study Abroad Program Directors were encouraged to attend. The Roundtable Discussion with the Offices of Risk Management and University Counsel was provided as an opportunity to answer Directors' questions, enable discussion, and promote the exchange of ideas between new Directors and experienced Directors.
Attendance by faculty and staff planning to lead study abroad programs is not required but highly encouraged by the institution. In the past year, the series was well attended by new Directors, while attendance by experienced directors declined from the previous year. There is discussion within the Provost’s Office regarding requiring training as part of the program approval process for group study abroad programs.

Brief evaluations of the sessions have typically been distributed following each workshop, but they have not provided much useful information for making decisions about program improvement. Evaluations submitted by participants in the Training for New Directors indicated that slightly more than half the attendees (7 of 12) found the information "helpful" or "very helpful", but none of the twelve participants answered the questions related to what information was most helpful or what topics they'd like to see at future training workshops. Perhaps this is because they had not yet taken a group abroad and so were uncertain what information they might need. The Risks and Liability session was also found to be "helpful" or "very helpful" by approximately half the attendees (12 of 23), and these more-experienced Directors listed five "most helpful" topics and had suggestions for future sessions. The Roundtable discussion was "helpful" or "very helpful" to 15 of 21 in attendance, and again this more experienced group was able to pinpoint what was valuable to them and what topics they'd like covered in additional sessions.

There is a need for the coordinators and sponsors of the training program to understand the impact of the sessions and to make necessary improvements so that faculty, staff, and the institution are offering high quality and safe study abroad programs. The Study Abroad Center is conducting a comprehensive evaluation of training in preparation for the next series of workshops.
The Study Abroad Center provides a number of student orientation sessions each semester, including special sessions for short-term programs. Orientation is aimed at providing students with awareness and resources so that they can better prepare for their time abroad (see Appendix I). Orientation provides information and training on the following topics: emergencies, safety, security, health, sexual harassment, student conduct codes, traveling, financial management, program logistics, and cultural adjustment. Students are provided with a Study Abroad Student Handbook that expands on the session topics and includes important resources and websites for reference. Orientation sessions involve the entire staff of the Center including Graduate Assistants and undergraduate students who are study abroad returnees. Overall, these general (not country-specific) sessions are deemed valuable by attendees; virtually all October 2005 participants rated their sessions "3" or higher on a five-point scale, with over 85% rating the sessions "4" or "5".
IV. SELF ASSESSMENT

QUALITY ASSESSMENT OF PROGRAMS AND SERVICES

The Study Abroad Center regularly evaluates its programs and services, including:

- Predeparture Orientation
- Study abroad programs
- Program Director Training workshops
- Non-student clients of the Study Abroad Center
- Students visiting the office
- International Opportunities Fair/Study Abroad Fair

Predeparture Orientation

We offer general Predeparture Orientation sessions four or five times a semester to accommodate students’ schedules. Typically, they are scheduled in the late afternoon, early evening, or on a Saturday. Each of these sessions lasts two hours. Many students think this is too long; staff feel it is the minimum length of time needed to cover everything considered essential (see Appendix I). In order to supplement the Predeparture Orientation with other information that we would include given sufficient time, the Center has developed workshops covering such topics as packing, sexual harassment, study abroad and financial aid, and the uses of the International Student Identity Cards. Participation in these workshops has varied widely.

Since the Predeparture Orientation is aimed at preparing students for international travel and is not designed for specific program sites and countries, each study abroad program is required to offer a program-specific orientation. The content and contact hours for these orientations are specified in the Study Abroad Program Proposal forms reviewed by the Study Abroad and Exchange Advisory Committee.
In order to reach more students at a time that is convenient to them, the Center has developed a Predeparture Orientation course using WebCT. In developing this program, staff wanted students to be fully engaged as they are when playing video games. Consequently, there is a gaming element to the program, and students have to successfully steer virtual study abroad students through a series of incidents that provide the players with learning opportunities that will be relevant to their own study abroad experience.

The course material is presented as a series of “modules” that guide students through the information in a concise and consistent manner. These modules are not available all at once but instead are “released” one at a time as students progress through the course. Each module has a pretest and posttest. Students must take the pretest so the module can be released. If they pass it, they can move directly to the next module’s pretest without having to go through the module or taking the posttest. We do, however, encourage students to review the module content to be certain that they have all the information they will need. If students don’t pass the pretest, they need to go through the module and pass the posttest before the next module is released. Students can always go back and review any module they have previously viewed.

As students go through the modules, they will also have available numerous tools such as calendars where they can enter key dates and activities, on-line resources to help them find information about their destination, and downloadable checklists and tip sheets to help them plan for their trip.

The modules include:
1. First Things First
2. Packing
3. Transportation
4. Understanding Culture
5. Dealing with Cultural Differences
Study Abroad Programs

A program evaluation (see Appendix J) is available for students to provide feedback on program quality and can be downloaded from the Center’s website. We also encourage Program Directors to hand these out during the last class session. This we have found is the most effective means of ensuring they are completed, although they may not all make their way back to the Study Abroad Center. Further, this particular tactic only works for programs that have ISU Program Directors accompanying the group.

Our response rate has typically been very low. We have offered prizes and various inducements but have not really had much success. The size and complexity of the evaluation instrument was drastically reduced a few years ago to make it easier and faster to complete. We felt that the information we would no longer obtain, while valuable, would be offset by a higher response rate. This did not prove to be the case despite the fact that on a number of occasions we e-mailed the survey to all students who studied abroad within a given period. Withholding credit until the evaluation is completed is one means at our disposal. We are reluctant, however, to go this route.

In addition, we require Program Directors to submit a report within 60 days of the end of their programs. Failure to submit this report results in the program becoming ineligible for a Program Director Grant. Some of the reports we receive are perfunctory, while others provide a wealth of information including photographs and student testimonials.
Last year’s response rate was 93% but necessitated up to four reminders in some instances.

**Program Director Workshops**
Everyone agrees that all Program Directors, particularly new ones, need to participate in these workshops. Attendance is voluntary and, at least for new Directors, levels of participation are high. The workshops should, however, be required. We are fortunate in having excellent cooperation with staff in the Office of University Counsel and the Office of Risk Management. They bring a wealth of information to these sessions, and their participation clearly demonstrates the university’s commitment to study abroad and to the development of academically rigorous and safe programs.

Given how busy faculty and staff are, scheduling these workshops is problematic. We have tended to favor the noon-hour. As with the students, a number of Program Directors feel the sessions are too long and that the information could as easily be read (see Appendix H). Our response is similar to our reaction to student criticism on this topic: There is a body of information that needs to be imparted, and a workshop is the most reliable means by which we can be sure this information has been received.

**Survey of Non-Student Clients**
The Study Abroad Center e-mailed a survey to non-student clients of the office (see Appendix K). Approximately 60 faculty and staff received the survey, and we had a response rate of 43%. We were interested to discover how this constituency viewed the quality of services and programs we offered and how successful we were in meeting their needs.

Overall, and despite some pointed comments, the evaluations were very positive. On 10 of the 12 areas covered by the survey, respondents were 100% satisfied or very satisfied with what we were doing. In two areas, Program Director Workshops and International Opportunities Fair (Study Abroad Fair), the Center scored 93% and 81%, respectively.
Survey of Students Visiting the Office

In order for staff to obtain feedback from students on the quality of their office visit, we ask students to complete a short survey (“How Are We Doing?”, Appendix K). The last review of the survey occurred in September, 2005. Out of 101 responses, 79 indicated they were very satisfied with their visit, 15 were satisfied, and 3 were very dissatisfied. Since we do not require respondents to identify themselves, we were not able to follow up on those students who were dissatisfied with their visit.

Overall, we appear to be doing a good job in meeting the needs and expectations of students who visit the Center. The Global Ambassadors (undergraduate student assistants), who are often the first staff members that students will meet when entering the office, are enthusiastic and courteous. These first impressions are very important, and it does appear that students enjoy visiting the Center.

Study Abroad Fair

This is the largest programming event sponsored by the Study Abroad Center. Approximately 600 students attend, along with 70-plus exhibitors. In addition to Iowa State programs, we welcome other universities and organizations. The event is coordinated with similar ones at the University of Iowa, University of Northern Iowa, and Drake University in Des Moines, with all the fairs scheduled during the same week in September. The Fair is held in the Great Hall of the Memorial Union and runs from 11:00 a.m. to 2:00 p.m.

To promote the event, the Center places ads in the Iowa State Daily (student newspaper) and encourages the paper to run stories on the event, places flyers and posters around campus, places table-tents in the Food Court of the Memorial Union and student cafeterias around campus, sends e-mail to faculty and advisers, and tells all the students who visit the Center. Both students and exhibitors (particularly the off-campus exhibitors) appear satisfied with the organization of the event (see Appendix K). Off-campus exhibitors in particular seem very satisfied with the quality of students who stop by their tables.
For the last two years, we have had a photo competition in conjunction with the event, and students are able to vote for the photo they feel best represents the study abroad experience.

RESOURCES

Financing Study Abroad
Those involved in the field of study abroad will readily understand that the funding of study abroad is a complex issue incorporating a number of different models and underlying philosophies. At Iowa State, study abroad is subsidized. That is, student participants are not responsible for all the costs involved in the provision of these programs. The extent to which individual programs are subsidized varies according to which college or department is offering the program and that unit’s need to generate non-state or new monies to support the administration of these programs.

The Center’s philosophy has been to try to keep our fees low and in line with other institutions’ fees while a) recognizing the need to meet our own budget obligations, b) understanding that the elasticity of demand for some programs will enable us to charge higher fees than others without impacting enrollment, c) realizing that some programs will not generate income commensurate with the time and effort involved in their administration, and d) that while study abroad is an entrepreneurial activity, profit is not the raison d’etre: some programs will lose money, and there is a need to balance the demand of the marketplace with the imperative of offering a variety of rigorous educational programs in diverse locations.

The Study Abroad Center manages 25 program accounts as part of Project Assist. In FY05, these accounts generated $1.1 million in receipts and $1.2 million in expenditures. In FY06, these accounts are expected to experience just slightly higher receipts and revenues. We expect all programs to operate in the black and factor into their budgets any deficits that have accumulated the previous year. From each of the students
participating in a Project Assist program, the Study Abroad Center receives a fee of $75 to cover administrative costs.

As previously stated, Study Abroad Center (in conjunction with study abroad colleagues at the University of Iowa and the University of Northern Iowa) operates a number of semester programs. In addition, the Center also operates semester programs at the Universities of Otago and Massey in New Zealand and the American College of Thessaloniki, Greece. All these programs have associated administrative fees that are levied by the consortium and by individual institutions. In FY06, these programs will generate $32K in fee receipts. The Study Abroad Center will also receive a rebate from some of these programs based on the number of participants.

The Study Abroad Center generates additional revenue from service fees charged to students. These fees are charged for services ranging from passport photos, International Student Identity Cards, Optional Practical Training photos (for international students), and study abroad program and exchange fees.

Finally, the Study Abroad Center receives funding from state appropriations that cover most of the Center’s non-student salaries. In FY06, this funding amounts to $280K.
FY2006 Operating Budget for the Study Abroad Center

**Income**
- Peace Corps Grant for Peace Corps Rep $7,937
- Culture Corps Grant $21,600
- Regents Fees (projected 05-06) $54,300
- Project Assist Fees $22,966
- Exchange Fee $18,850
- Study Abroad Fee $52,250
- Study Abroad Services $10,370

*Total Income from Fees and Grant* $188,273

State Appropriations $328,909

*Total Income from Fees and Appropriations* $517,182

**Expenses**

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries</td>
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</tr>
<tr>
<td>Personnel Costs (Salaries, Wages, Benefits)</td>
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<tr>
<td>Culture Corps Global Ambassador Wages</td>
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<td>Culture Corps Grants</td>
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<td>Administrative Services and Honoraria</td>
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<td>Telecommunications and data charges</td>
<td>$17,029</td>
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<tr>
<td>Printing</td>
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<tr>
<td>Advertising, Mailing, Subscriptions, etc.</td>
<td>$18,159</td>
</tr>
<tr>
<td>Supplies</td>
<td>$4,965</td>
</tr>
<tr>
<td><strong>Total Expenses</strong></td>
<td><strong>$536,834</strong></td>
</tr>
</tbody>
</table>

**Net Loss** ($19,652)

**Reserves**
- Project Assist $37,301
- Study Abroad Services $20,337
- Regents $87,522

**Total Reserves** $145,160

**Reserves after projected FY06 net loss** $125,508

Beginning FY2006, a number of fiscal changes were instituted that require the Study Abroad Center to be responsible for a higher proportion of staff salaries. Specifically, with the reorganization of International Education Services into two separate offices, the Study Abroad Center lost funding for the graduate assistantships that had previously been paid for by the Office of the Vice President for Student Affairs. In addition to their salaries and benefits, the Center also became responsible for their tuition (37.5% of the in-state rate). Soft monies now also cover a more significant portion of Jane Edwards’
salary, previously covered by state funds. This expense has been partially offset by the reallocation of state funds to fully cover the salaries of some professional staff whose salaries previously were partially covered by soft monies.

Fees assessed by the Center include:

- **Study Abroad Administrative Fee - $95**
  Assessed all students who participate in a group program earning ISU credit

- **Project Assist Fee - $75**
  Assessed students who participate in Project Assist programs

- **Exchange Program Fee - $300**
  Assessed students who participate in an ISU exchange administered by the Study Abroad Center

- **Regents’ Semester Program Fee $300 - $500**
  Assessed students who participate in the Regents’ Semester programs. These funds are held in reserve to cover administrative expenses and contingences. When funds in any of the Regents’ Program accounts exceed $15,000, the overage is apportioned among the three Regents’ institutions based on number of participants sent from each school.

  The Study Abroad Center also assesses a fee ranging from $250 - $500 to each student participating on these programs to cover our administrative expenses.

- **ISU Semester Programs - $300**
  Assessed students participating in our semester programs in Greece, New Zealand, and the U.K. (London College of Fashion).

In conclusion, we will need to identify those areas where we can reduce our costs and consider some fee adjustments in order to balance our budget and maintain a healthy reserve. The Center’s ability to increase the Study Abroad Administrative fee and the Project Assist fee is limited because of political considerations; consequently, we will need to focus on the semester program and exchange program fees.

**Office Space**
The Study Abroad Center is located in rooms 256 and 255 of the Memorial Union in an extension of the original building that connects it to the parking ramp and that in turn serves the Union and visitors to the campus. The Center occupies 2861 square feet and provides individual offices for all professional staff and cubicles for graduate assistants and support employees.

The Study Abroad Center library is well-equipped for small group presentations and has audiovisual equipment including a laptop computer and multimedia projector with Internet access. An overhead projector and VCR are also available. In addition, there are two computers available for students to browse the Web should they not find what they need in the 1,000 volumes lining the library shelves, including a variety of travel guides, videotapes, language tapes, DVDs, and hard-copy information on Iowa State programs and those offered by other institutions and organizations.

In addition to the books, travel videos, and language tapes available to students and staff through the Study Abroad Center’s library, borrowers may also check out “Display Kits”, collections of artifacts (household goods, clothing, artwork, etc.) that are either representative or emblematic of the culture of the country or region on which the Kit is based. Our current holdings include Display Kits for approximately 40 countries. All items in the Kits have been donated by exchanges students, international students, or ISU students and staff who have been abroad.

The Kits were started in what was the International Resource Center; in its prime, the IRC loaned or was developing Kits (then called “Culture Kits”) for 183 countries, and these were loaned primarily to elementary schools throughout the state of Iowa. Along with the university’s decision to close the IRC in 1997 came the related decision to maintain only those Kits that would best serve ISU faculty and students who were about to go abroad. As a result, Kits that were for countries or regions in which ISU had no presence were reviewed for relevance and, in many cases, decommissioned. The remaining Kits were revised to be more age-appropriate for the intended audience.
With the phenomenal increase in information now available on the World-Wide Web, the SAC has seen a sharp decline in use of the Display Kits over the past few years. The biggest user by far is the group of International Friendship Fair volunteers (international students from ISU who visit local elementary schools for a week each semester), followed by our own staff (who use the artifacts as props during program-related information meetings and orientations). As items are broken or lost, they are not being replaced; it is anticipated that the Kits will no longer be in circulation within about five years’ time.

Scholarships
The Center administers a number of scholarships, the most important of which is the Sojourner Scholarship. In FY05, 345 applied for the Sojourner from the Study Abroad Center, and 255 were deemed eligible. The average award was $463, an increase from the $392 average award in FY2004. This increase was a result of an additional end-of-year allocation of $25,000 from Financial Aid. The total amount of scholarship funding ($118,000) also included a $500 Lewis scholarship and a $500 Putzier award (see summary below).

Sojourner Scholarships are awarded to students on credit-bearing study abroad programs who apply for the scholarship by the designated deadline, demonstrate financial need through the FAFSA, and meet the minimum grade point average of 2.5 for undergraduates and Vet Med students and 3.0 for graduate students. The scholarship deadlines are March 15 for Summer programs, April 15 for Fall and Academic Year programs, and November 1 for Spring Programs. In addition to the base criteria listed above, bonus points and increments to the base award are made for:

- higher GPA (3.0 for undergrads/Vet Med and 3.25 for graduate students)
- first time abroad
- undergraduate status
- top 1/3 according to need (as determined by FAFSA)
- top 1/3 according to program cost (budget submitted by program or exchange coordinator)
- academic-year programs

Approximately 40% of funds available are awarded for Summer programs and 30% for Fall and Spring, respectively.

### Study Abroad Center Scholarships Summary FY1995 - 2005

<table>
<thead>
<tr>
<th></th>
<th>Students Studying Abroad</th>
<th>Students Applying for Scholarships</th>
<th>Students Receiving Scholarships</th>
<th>Money to Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number of Students Studying Abroad</td>
<td>Number of Applicants</td>
<td>Increase in # Over Previous Year</td>
<td>% Students Studying Abroad Applying for Awards</td>
</tr>
<tr>
<td>FY 1995</td>
<td>280</td>
<td>94</td>
<td>34%</td>
<td>76</td>
</tr>
<tr>
<td>FY 1996</td>
<td>256</td>
<td>109</td>
<td>16%</td>
<td>73</td>
</tr>
<tr>
<td>FY 1997</td>
<td>517</td>
<td>245</td>
<td>125%</td>
<td>175</td>
</tr>
<tr>
<td>FY 1998</td>
<td>629</td>
<td>333</td>
<td>36%</td>
<td>255</td>
</tr>
<tr>
<td>FY 1999</td>
<td>862</td>
<td>442</td>
<td>33%</td>
<td>265</td>
</tr>
<tr>
<td>FY 2000</td>
<td>968</td>
<td>428</td>
<td>3%</td>
<td>283</td>
</tr>
<tr>
<td>FY 2001</td>
<td>1049</td>
<td>291</td>
<td>-32%</td>
<td>169</td>
</tr>
<tr>
<td>FY 2002</td>
<td>860</td>
<td>255</td>
<td>-12%</td>
<td>163</td>
</tr>
<tr>
<td>FY 2003</td>
<td>1100</td>
<td>298</td>
<td>17%</td>
<td>216</td>
</tr>
<tr>
<td>FY 2004</td>
<td>1134</td>
<td>337</td>
<td>13%</td>
<td>238</td>
</tr>
<tr>
<td>FY 2005</td>
<td>1184</td>
<td>345</td>
<td>2%</td>
<td>255</td>
</tr>
</tbody>
</table>

*One-time funding from a variety of sources

In addition to the Study Abroad Center some of the colleges also have scholarships designated for study abroad. In FY05 they were:

- Agriculture: $34,300
- Business: $30,000
- Design: $2,000
Engineering $23,000
Human Science $23,000
Liberal Arts and Sciences $10,000

COMPARISON WITH PEER INSTITUTIONS

Iowa State University peer institutions are, for the most part, leading Carnegie I universities in the field of study abroad. Study abroad statistics for 2003-2004 and enrollment data (Fall 2003) presented below were obtained from Open Doors 2004, direct solicitation, and information available on institution websites. Open Doors data are collected for the academic year beginning in the Fall and including the following Summer and do not include non-degree-seeking participants. Iowa State data in the chart below have been modified to reflect these differences.

<table>
<thead>
<tr>
<th>INSTITUTION</th>
<th>ENROLLMENT</th>
<th># ABROAD</th>
<th>% ABROAD</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Arizona (10)</td>
<td>37,083</td>
<td>1,591</td>
<td>4.3%</td>
</tr>
<tr>
<td>University of California-Davis</td>
<td>30,229</td>
<td>500</td>
<td>1.7%</td>
</tr>
<tr>
<td>University of Illinois (14)</td>
<td>38,872</td>
<td>1,456</td>
<td>3.7%</td>
</tr>
<tr>
<td>Michigan State University (2)</td>
<td>44,518</td>
<td>2,269</td>
<td>5.1%</td>
</tr>
<tr>
<td>University of Minnesota Twin Cities (7)</td>
<td>49,474</td>
<td>1,664</td>
<td>3.4%</td>
</tr>
<tr>
<td>North Carolina State University - Raleigh</td>
<td>28,192</td>
<td>553</td>
<td>2.0%</td>
</tr>
<tr>
<td>Ohio State University (19)</td>
<td>50,995</td>
<td>1,399</td>
<td>2.6%</td>
</tr>
<tr>
<td>Purdue University – Main Campus</td>
<td>38,847</td>
<td>955</td>
<td>2.5%</td>
</tr>
<tr>
<td>Texas A&amp;M University</td>
<td>44,435</td>
<td>1,330</td>
<td>3.0%</td>
</tr>
<tr>
<td>University of Wisconsin-Madison (8)</td>
<td>41,595</td>
<td>1,609</td>
<td>3.9%</td>
</tr>
<tr>
<td>Iowa State University</td>
<td>27,380</td>
<td>1,042</td>
<td>3.8%</td>
</tr>
</tbody>
</table>

(Open Doors 2004 rankings of top 20 Doctoral/Research institutions indicated in parenthesis)

Iowa State is the smallest of the eleven institutions. A few are similar in size, but most are significantly larger. This disparity is reflected in the number of students the larger institutions send abroad. Of the 11 schools, 7 sent more students abroad during 2003 – 2004 than did Iowa State; however, when we compare the percentage of student
enrollment that studied abroad, Iowa State ranks fourth behind Michigan State University, University of Arizona, and the University of Wisconsin – Madison. Given the size disparity between Iowa State and some of our peers, it will be difficult to match the numbers of students some of these schools send abroad annually; however, we can certainly make progress to improve our position with regard to the percentage of student enrollment that studies abroad. In fact, we have made progress: A decline in enrollment at Iowa State (26,380 for Fall 2004) and an increase in participation in our programs (1,184 for FY05) have raised this figure to 4.5% for FY05.

The most popular destinations for Iowa State students in 2003-04 (Italy, UK, Australia, Spain, Canada, and Mexico) were not that dissimilar from the national figures provided by Open Doors 2004 (UK, Italy, Spain, France, Australia, and Mexico). The College of Design has certainly played a major role in the prominence of Italy as a destination: 63% of students who studied in Italy in FY05 were from that college. In the case of Canada, the impact of the College of Design has been more dramatic still: 100% of the 74 students who studied in Canada in FY05 were design students.

Staffing Ratios
The peer survey of student/staff ratio (January 2004) indicates that the Study Abroad Center at Iowa State has the highest student to staff ratio. In fact, since the survey was taken, the Iowa State study abroad population has increased to 1184 while the number of professional and support staff have fallen from 7.75 FTE to 6.875 FTE (5.25 FTE professional and 1.625 FTE clerical). Our student to staff ratio is now 172 to 1.

This reduction in staff stems from the fact that in Spring 2005 we lost Rebecca Matters (.75 FTE professional staff) and Debbie Oliver (.75 FTE clerical staff) who both went on disability. Since both Rebecca and Debbie handled the business side of our operation, their departure was a great loss. Danette Bontrager (1 FTE professional) was hired in November 2005 to assume their responsibilities. Further, Molly Simpson’s hours were reduced from 40 to 25 hours per week (.625 FTE). It should be pointed out that the
survey does not acknowledge other individuals who work in study abroad at Iowa State or at our peer institutions.

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>FTE PROFESSIONAL</th>
<th>FTE SUPPORT</th>
<th># OF STUDENTS</th>
<th>STUDENT STAFF RATIO</th>
</tr>
</thead>
<tbody>
<tr>
<td>U. Minn. Twin Cities</td>
<td>18</td>
<td>18</td>
<td>1200</td>
<td>34</td>
</tr>
<tr>
<td>U. Calif. Davis</td>
<td>7</td>
<td>0</td>
<td>450</td>
<td>64</td>
</tr>
<tr>
<td>Purdue U.</td>
<td>6</td>
<td>4</td>
<td>700</td>
<td>70</td>
</tr>
<tr>
<td>Texas A &amp; M</td>
<td>10</td>
<td>4</td>
<td>1100</td>
<td>78</td>
</tr>
<tr>
<td>Michigan State</td>
<td>16</td>
<td>8</td>
<td>2000</td>
<td>83</td>
</tr>
<tr>
<td>U. of Arizona</td>
<td>5</td>
<td>4</td>
<td>800</td>
<td>89</td>
</tr>
<tr>
<td>U. of Wisc. Madison</td>
<td>8</td>
<td>4</td>
<td>1250</td>
<td>104</td>
</tr>
<tr>
<td>North Carolina State</td>
<td>4</td>
<td>2</td>
<td>650</td>
<td>108</td>
</tr>
<tr>
<td>U. Illinios Cham/Urb</td>
<td>8</td>
<td>4</td>
<td>1400</td>
<td>117</td>
</tr>
<tr>
<td>Ohio State</td>
<td>8</td>
<td>3</td>
<td>1400</td>
<td>127</td>
</tr>
<tr>
<td>Iowa State</td>
<td>5</td>
<td>2.75</td>
<td>1100</td>
<td>142</td>
</tr>
</tbody>
</table>

The range of services and programs we provide and the issues and challenges we face, I suspect, are little different from those that confront our colleagues. Study abroad is a dynamic field that operates in a world of increasing litigation, shifting regulations governing the movement of people, a heightened concern regarding the safety of Americans abroad, and the indefinable threat of disease that plagues many developing and, increasingly, developed nations. The need to protect both the student and the institution has transformed the profession in the last ten years. Concurrent with this development has been an explosion in the numbers of students who study abroad. Our concern with health and safety is often not reciprocated by program participants. Study abroad students are risk takers and, like many of their peers who remain in the U.S., they have a keen sense of immortality that is sometimes exacerbated by alcohol. We can only do so much; however, it is unclear how much we need to do. Where does our responsibility end? Court rulings do not make this clear. The onus is on the profession to establish standards, which it has done. By adopting and implementing a code of professional ethics and standards, we can best serve students and our institution. We therefore tend to develop similar sets of policies and procedures.
V. FUTURE DIRECTIONS AND CONCLUDING STATEMENT

FUTURE DIRECTIONS

Increasing numbers of students are studying abroad each year. In 2002-2003, 174,629 U.S. students studied abroad – up 8.5% over the previous year (2004 Open Doors report). This number has increased consistently since the mid-Eighties and by 129% over the last ten years. There is no reason to assume that this trend will not continue. Despite concerns over cost, terrorism, disease, and a worsening image of the U.S. abroad, students in ever-greater numbers are interested in study abroad. At Iowa State, study abroad participation grew by 278% over the last ten years, although it slowed considerably (to 13%) during the last five years. Still, the Study Abroad Center continues to see more high school students visiting the Center interested in our programs, and the numbers who visit our booth at Experience Iowa State (an orientation program for prospective students and their parents) suggest a very healthy future. Clearly, the trends are promising; however, it would be presumptuous to assume that all students interested in studying abroad actually do so.

The Cooperative Institutional Research Program (CIRP) Freshman Survey results for Fall 2003 indicated that 18.7% estimated that their chances of participating in a study abroad program were very high. An earlier survey (Student Profile 2000 – 2001) of incoming freshman in Fall 2000 indicated that 30% were interested in studying in a foreign country. Whatever this number may be, it is reasonable to assume that it grows after students have settled in, have had time to consider their various academic options and have talked to friends who have studied abroad. While 5.3% of ISU 2005 undergraduate enrollment studied abroad (approximately 21% of the graduating class), there is a good number of students who fail to do so. We can increase participation in two ways: 1) by increasing the number of students who are interested and 2) by removing the obstacles that prevent interested students from studying abroad. While we probably can do more to increase the visibility of study abroad, our best advocates are students; as the number of
students who study abroad increases, the number of advocates for study abroad also increases. Removing the obstacles is a more productive and cost-effective option, since increasing student interest without removing the obstacles will only result in more disappointed students. The Study Abroad Strategic Planning Committee identified this as one of the areas in need of attention, along with promoting curriculum integration and providing support for faculty and staff interested in leading group programs (see Vision Statement, Appendix C).

While colleges vary significantly in the percentage of their enrollment that studies abroad, there are also marked differences between departments within the same college. Why is this? Rather than tackle these issues at a university-wide level, the Study Abroad Strategic Planning Committee members feel a department-level approach will be more productive since there are departments that are clearly doing a lot of things right and others that can do more. By examining departments, the extent to which obstacles are unique to a particular department can be determined. Perhaps it is a concern that overseas institutions do not have the latest software or scientific apparatus. These concerns can easily be put to rest and institutions identified that have appropriate technologies. Perhaps it is a need to document more precisely the syllabi followed by study abroad students for certification purposes. Again, this is information that can be obtained from partner institutions. Perhaps some departments are less willing or less able to fund faculty to lead group programs, or faculty have other commitments that prevent them from doing this. We then need to develop appropriate incentives both for faculty and their departments. The point is that, without knowing precisely what the obstacles are, we cannot hope to alleviate the concerns of faculty and staff who advise students and take groups abroad. Successful departments are also worth examining because they might yield strategies that could serve as a model for other parts of the college or campus. The committee is seeking funding to answer these very questions.

The Study Abroad Center plans to develop an on-line application and has had preliminary discussions with Information Technology Services. Such a system would need to satisfy a number of criteria that will be developed in consultation with other administrative units.
The decentralized nature of study abroad at Iowa State will necessarily add to the complexity of the application software program, but such a system should save time and increase access to valuable information.

Two key programming areas are identified for planned growth: semester programs and service-learning programs. The Study Abroad Center will explore new semester options while continuing to encourage growth in existing programs. During Spring 2006, staff will visit a number of Canadian institutions with the view to developing a new English-speaking non-exchange site. We also continue to be interested in service-learning programs and have had some success in this area. “Experience Kenya”, a five-week summer option we offered previously, included a volunteer component, sponsored by a local Rotary Club, that involved having students work in a hostel for street children, building fences around the compound to keep animals out, and teaching children to read and write. For many Iowa State students, this service-learning component was one of the highlights of the program. Currently, Iowa State University offers only one program built around a service-learning component, our summer program “In the Footsteps of the Incas” located in Peru. We recognize that by providing these hands-on opportunities as part of existing programs, be they service-learning, internships, volunteer work, etc., we enable students to discover aspects of the host culture they otherwise may not encounter. Further, these types of experiences are ones that appeal to students who are looking for career-related experiences or meaningful interaction with local populations.

Finally, issues of health and safety will continue to be an area that demands attention. At present, we do not have a university health insurance policy required for study abroad students. Students are currently required to demonstrate that they have insurance that will cover them while abroad. In addition, they are required to purchase the International Student Identity Card. With the assistance of the Office of Risk Management, we plan to investigate the efficacy of requiring students to purchase a single study abroad insurance plan. We will also talk with our colleagues at the University of Iowa and at the University of Northern Iowa regarding their interest in developing a Regents’ plan.
CONCLUDING STATEMENT

Study abroad at Iowa State is an exciting place to be whether it is working in the Study Abroad Center, the college offices, or leading groups of students abroad. There has been tremendous growth, and there are many opportunities to build on this growth. Support remains high, and students continue to be interested in these opportunities. There are challenges, certainly; however, there is also commitment, and this speaks well for our future.

We are grateful to the many faculty and staff who have taken students abroad or who have talked with students about study abroad opportunities and awakened an interest. The experience of studying abroad can be profound and is often the most memorable experience of the undergraduate years. It is an important educational opportunity that cannot be underestimated. For these reasons, we want study abroad to grow at Iowa State. We are also committed to providing quality programs and services and welcome the opportunity to share ideas with our learned colleagues in the External Review Team; we feel their insights will better enable us to achieve our goals.