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## PROCEEDINGS OF EDUCATING IN PARADISE – INTERNET EDITION

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***Day 4 - October 8, 2000..... 2***

***Concluding Session - Villa del Poggio Imperiale, Florence ..... 2***

Valdo Spini.....	2
Member of Parliament, Chairman of the Defense Committee of the Italian Chamber of Deputies .....	2
Gian Franco Borio and Mario Borio.....	7
The Institutional Framework: Legal and Fiscal Challenges .....	7
Pasquale Pesce.....	14
American Foundations in Italy.....	14
Conclusions .....	17
Address: Serafina Hager.....	17
Special Assistant to the Provost for International Initiatives, Georgetown University	18
AACUPI-style associations in other European countries.....	21
The Association of American Programs in Spain (APUNE).....	22
Kim Griffin, President of APUNE.....	22
Association of American Colleges in Greece.....	27
AAICU - Association of American International Colleges and Universities .....	28
Erik Nielsen –Franklin College Switzerland.....	28
Nabeel F. Haidar – Lebanese American University .....	31
Rebecca Spitzmiller.....	35
Council on International Educational Exchange.....	35
Concluding Round Table.....	37
Riccardo Pratesi and Portia Prebys, Moderators.....	37

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***Appendices ..... 38***

Association of American Colleges in Greece - By-Laws .....	38
List of Participants / Elenco dei Partecipanti.....	43

**DAY 4 - OCTOBER 8, 2000**

**CONCLUDING SESSION - VILLA DEL POGGIO IMPERIALE, FLORENCE**

**Session Chairs / Moderatori: Portia Prebys and Enzo Cheli**

***Portia Prebys:***

Good morning, everyone. I would like to welcome you to the last morning of “Educating in Paradise.” It really seems like a paradise in this beautiful Villa dell’Educando at Poggio Imperiale.

I would like to welcome, back home, if you will, because Valdo Spini always has a home amongst us. He has, in a sense, created our paradise; he has created a legal and fiscal home by helping us through many difficult moments.

I am very pleased to introduce to you Valdo Spini, who is a member of Parliament of long standing. He is Chairman of the Defense Committee of the Italian Chamber of Deputies, and former co-Chairman of the Commission for Cultural Exchange between Italy and the United States (the Fulbright Commission). He has also been a Minister, and, many times, Under-Secretary in many ministries. So, he is a hands-on member of Parliament, and someone who has been very gracious in understanding our realities. Valdo, may I turn the floor over to you?

**VALDO SPINI**

***Member of Parliament, Chairman of the Defense Committee of the Italian Chamber of Deputies***

Thank you very much, Portia. I must thank you, AACUPI, the Circolo Rosselli, and Prof. Pratesi for the organization of such an important assembly. I was told just this morning to speak in English, so I will ask you to be understanding.

In fact, we had many problems organizing, from a legal and tax point of view, the affiliations of American universities in Italy. In this sense, there is a very long history of modifications that took place in order to arrive at an organic piece of legislation. We had some first-aid legislation in the Finance Law, at a time in which it was a very difficult problem to deal with the Italian Finance Minister. And, then, we tried to make a law to define the situation of American affiliations in Italy, both from the point of view of labor legislation, which does not translate, mechanically, from Italian labor legislation, to the American affiliations, in order to make them more flexible and more able to fulfill their purpose, and, also, from the tax point of view, because the money that was needed from the mother university by the daughter university had to be taxed, and, if we did not modify this, probably, many of these programs would be discouraged and abandon Italy.

But, fortunately, we found some comprehension at that moment, so, we were able to change the Finance Law. Then, we tried to establish organic legislation. At times, we had success. I want to remember today Paolo Barile, the famous Italian lawyer who had been my colleague Minister in the Ciampi government, and with whom we made the Decreto-Legge, which is an act of the Government which has the force of law. This Decreto-Legge was called the Barile Bill in honor of Barile. This seemed to be the solution, but, unfortunately, – and this is very Italian – the Decreto-Legge was never converted into law. So, it had the force of law, but it did not really become law. So, I, with some other m. p. colleagues, on January 5, 1997, presented this legislation, that is, another law, on “Rules and Methods of Affiliation in Italy of Foreign Universities or Colleges at the University Level”. This was a turning point, because we understood that, to say only American, could create some misunderstanding, or some feeling of privileged dealing. So, from that moment, we decided to try to develop legislation for all foreign affiliations. Attention. I say this to the

Americans. As far as what regards European countries, we are no longer speaking about “foreign” universities. For them, we have the European Community regulations, and law. So, when we say “foreign”, waiting for Chinese, Russian, Ukrainian institutions, we mean, mostly, American, and, I think, some Canadian, and maybe other institutions. But, when we say “foreign”, we mean mostly American. Everybody wishes that many other countries could have affiliations here, but at the moment, this means mostly Americans.

It was not too easy to pass that law, so, at a certain moment, we were able to put some of the articles of the law into a more general law about universities and scientific research, which was Law N° 4, of 14 January, 1999. So, it is a law that will be two years old next January. As you can see, with Article 2 of this law on affiliations in Italy of foreign universities and colleges, we practically have what we had decided to have in our original bill. I think this is a good regulation. There is an official record of every foreign university. This official record is drawn up by the Minister of Universities and Scientific Research. This gives some order, among other things, and gives them a particular disposition in terms of what was our concern, that is, exemption from Article 34, comma 8-bis, of Law 154, of 27 April, 1989, and gives to these universities the possibility of making private law contracts for their teachers. This means that they are not subject to what regards the State-run universities in Italy. It would be impossible for an American university to fulfill everything that is determined for the State-run universities in Italy.

Is everything finished or not? I think our lawyers could say it much better than me, but, nothing is ever finished, ever. This is true of everything. In particular, there are still some problems to deal with: for what I can perceive, there are still some problems with visas for students. In this sense, I think the Foreign Affairs Minister of Italy can help us. There are also other details regarding what regards tax or legislative problems. I think the matter of visas is a practical matter of having an agreement between the Foreign Affairs Minister and the Interior Minister. For what regards other dispositions of law, I think that, maybe a kind of paper or document can come from this meeting about what we need to do, and, naturally, we will try to do it, at the right level, whether national, regional or local. So, I think this meeting can be very good to make a point about what we have been able to do, which is not little, in fact, because, as you can understand, there was a certain jealousy, especially as regards labor legislation, etc. We have done very much.

So, we can have a kind of summary of what has been done, and a kind of summary of what we have to do. Naturally, I and, I think, many other members of Parliament and Senators are very disposed to take another step in this direction. I must say that the success of this meeting is very important in that direction, because now public opinion in Italy is very aware of the importance of these programs.

You have given us the number of students that come into Italy, about ten thousand every year. You have about the equivalent to calculate over four hundred and thirty billion liras as the presumptive support that these American students in these programs give in a direct way to Italian economic life. I will not enter into the magic with which we have calculated these billions of liras but, it's exact.

I think public opinion is aware of what this means in general terms, not only economic, but, also, social and political. I always remember that, in 1986, I visited the Senate of the State of California. As you know, California has a gross national product that is much bigger than the Italian one. And when this grand rumor went around that I was Florentine, some senators wanted to greet me just because I was Florentine, and because they had attended this Temple Program in Italy. That is a little example of how much this creates something, also, because they wanted to enter into this themselves. Even the fact that we are very glad to hear from the “avvocati”, and others, the next step is to create good legislation about foreign affiliations. I underline this. Now, we prefer to talk about foreign affiliations, in general.

But given this, I think we have to make a second point, that is, how this seminar of Florence can become, in a certain sense, permanent, naturally, for maybe a smaller number of days, but this is not so easy to do. But, I think it will be very good if this seminar can become permanent because, as

you realize, both in Italy and in the U. S. A., there is a kind of stereotype of one country for the other. In America, there are still some stereotypes about Italy, about its role, its function, that I think can be really changed by a perception of real Italian life, by living with the people, living with the Italian situation, etc. In Italy, there are still some stereotypes about American political life. For instance, I had the pleasure of attending the Democratic Convention in Los Angeles last July, and I could tell the difference from what the Italian newspapers were writing about it. Sometimes, I was really surprised – even the best Italian newspapers – because there was this perception of American political life as something superficial, funny. Naturally, this was facilitated by the kiss between Vice-President Gore and his wife, etc.

There is nothing to say to explain what is inside all of these phenomena, so, I think, that the developments of this exchange can be really useful to change the stereotype each country has of the other. Florence is a very good town to do it in, also, because we host the European University that, I think, is a very important institution. We also host some other important cultural institutions: the British Institute, for example. I think it can really be a good place in order to make it, in a certain sense, permanent, and trying to put at the center of our seminar, surely, as you have done, naturally, fiscal and legal problems, but, also, to talk, and exchange ideas about the development of cultural relations between the two countries. So, I think this is the proposition we can make, both to Portia, and to Riccardo, to study, to have this seminar every year, maybe one day, but to have a kind of exchange, and to see at what stage we are.

In this sense, I must say that, having given a contribution to the good working of American universities and colleges in Italy, the third point I would like to stress, to underline, is the reverse. I feel very dissatisfied from that standpoint. I know that many people have already said this but, in fact, we have two directions of university and cultural tourism. Not only American people in Italy, but, also, with the globalization that is going on, many Italian people are in the U. S., and I feel very dissatisfied regarding the possibility of recognizing, officially, the courses they have taken, the degrees they have received. It is something very difficult; I know there are people who use a kind of triangle, in the sense that there are some agreements between the U. S. and Great Britain, and, given the fact that Great Britain is in the European Union, if I am well informed, this is a way of recognizing American degrees in Italy, but it's a bit complicated. I think, from the Italian point of view, we have to facilitate the return of these people who are going to the U. S., and, recently, maybe you read in the Italian newspaper about two scientists who really have had great success in the United States, they have made very important discoveries. Last week, they indicated they are forced to go to the U. S., because, in Italy, there is too much nepotism, and, so, they have been forced to leave.

This is sad for Italian people in the sense that, naturally, everybody in this world is now free to go where he wants to go, but, in a certain sense, Italy must do what it can to facilitate the return of these people in order not to lose precious brains and precious preparation. So, my concrete proposal which can be, naturally, changed if there is a better proposal, would be this: we have to have a cultural agreement between Italy and the U. S. This cultural agreement has, from time to time, been renewed, and changed according to new necessities. I think this could be a way to renew the cultural agreement between Italy and the U. S. and include in this new agreement, some of these ideas of exchange. In a certain sense, we have to facilitate that the law can really be at the level of the times, the times are very changing, the situation is very changing. I think that our laws and regulations should be able to be in time with the reality and not behind the reality.

So, I think these three points may be important, ones we can really stress in our work of these days. What now we have to do in order to have a still better functioning of the American affiliations in Italy; the second, how to achieve this, in a certain sense, giving a permanent cultural contribution to the relationship between our States; and, the third point, I would like to talk with you about is why don't we think of the reverse, of what happens to Italian students in the U. S. And, I think if we'd been able to work out papers about these three points, we could continue to work together, because what we have done is really very important, because it is according to the

exchange of education that really you can have the experience, or the perception of the world that is much different that you receive from the press, television, or oral tradition.

Myself, I had the chance to go, for the first time, to the U. S. in 1958. I did not attend college at the time, I attended the seventh grade of the Peabody School in Cambridge, Massachusetts. But, naturally, this experience for me was decisive in order to have a first hand perception of the American reality, of the American way to teach, etc. Naturally, it is much better to do it in more advanced age, when you have more cultural possibilities of understanding, and perceiving; but, I think, this is really decisive for the relationship between our countries. And, so, let me conclude by saying this: we have worked so well these past few days, but we must not lose the context; I think we can make Florence a privileged town, Florence and Fiesole, naturally, can be, in a certain sense, a permanent place in which to discover our studies of this cultural relationship. Development about the political will to increase this relationship can be stressed, year by year, in order to achieve always new and better objectives and goals. We have achieved so much, that we can be encouraged to achieve much more. Thank you.

***Portia Prebys:***

Thank you very much. Does anyone have any questions for Valdo Spini. Yes. Could you come up to the front please.

***Participant:***

I can relate to the problem of “brain drain.” My question for you is this: is there an organ that actually is in touch with, or wants to create a structure, for those people who have had the opportunity to grow professionally abroad, and who now want to bring their experience, and their new skills back home? If there isn’t such an organization, could it be a possibility to encourage these brains who, for different reasons had to go somewhere else, to now come back?

***Valdo Spini:***

When you read the newspaper maybe you read about these two scientists who have studied un nuovo batterio su una malattia infantile, how do you translate this? Somebody was congratulating them, and they said thank you for the congratulations, but we have to denounce that we were forced to abandon Italy, because we could not develop our activities, because of the relationship we had in our institute. I think that the first step we have to take is that we have regulations, agreements, recognizing degrees. The first step is regulation, it is law, to have an organism, to have something. Maybe this can be also very useful. Maybe we can study having one of these existing bodies, I don’t know if the Fulbright Commission, or other bodies, can be taken as points of reference about this.

The trouble is that if the two governments had an agreement about this subject and, maybe, if the two governments could also establish one or another of these bodies in order to do this, it would be ideal. In fact, we must admit that in Italy there is not a coherent, systematic policy about this. We lack this. I hope that this marvelous work of American universities in Italy can encourage us, also, to make, in a certain sense, something in the reverse. I think that the two governments can establish a body that can really do this job. Then, the initiatives are various; for instance, and Mariella Zoppi could discuss this better than I can. The Regione Toscana encourages the sons or daughters of immigrants from Tuscany to come here to have some scholarships, to study, in order to maintain the relationship between Tuscany and immigration out of Tuscany; there are some initiatives. But, I think that the two governments should find a regulation and, maybe, this is a good suggestion, a specific body in order to encourage this.

***Portia Prebys:***

Thank you. I, as President of AACUPI, would like to accept the challenge from Valdo Spini and others, about working upon these agreements, both formally and informally, between Italian institutions and American institutions of higher learning. However, I think we need to understand

that the problem is extremely complex. When our colleagues at home, in our home institutions, learn that an examination taken at the University of Venice is not accepted at the University of Naples, or at the University of Florence, or any other place, it seems like we have a bigger problem to face before we cross the Atlantic, and I would exhort the Italian government to do something, first, about this because it would make our lives much, much easier in trying to take these credits, and these examinations across the Atlantic, both ways, because it would work both ways, Americans coming to Italy, and Italians going to the U. S. So, again, with the Common Market, it seems that when we get the Italian universities to agree on accepting one another's examinations, then, it would be an easy step to do so within Europe, and, then, to cross the Atlantic. That doesn't mean we cannot start already, but there is a lot of framework, and lots of base work, to be done before this becomes reality. And, again, AACUPI is extremely interested in this problem; we are very willing to work on it, formally and informally, but it is a very complex problem.

***Portia Prebys:***

Yes, please come to the front.

***Participant:***

I have a question related to exchanges, American or otherwise, on the European level? Shouldn't you talk about the problem here, in Europe, before crossing the Atlantic? We should test it in Italy, shouldn't we? Wouldn't it be a solution, coordinating Europe, the European state? I was wondering if there is some kind of initiative about this between the members of the Parliaments of the various European countries?

***Valdo Spini:***

I think this is a very good remark. The fact that Italy has now developed a reform, not such an easy one, but one in which the university gives the first degree after three years, and, then, another degree after two more years, which is more similar, naturally, to the Anglo Saxon system, or other systems. I think that it would be very good to have coordination at the European level. I must say, first of all, in our world, naturally, we have to accept the fact that a French scientist will live in the U. S., or an American scientist will live in Great Britain. We cannot have the protection we used to have. What we have to do is to give really free choice, not have barriers that can push you not to have free choice. But, naturally, one could study where it is more convenient. These barriers we have in Europe. In this sense, we can talk about "fuga di cervelli". I think that the two propositions are not alternatives.

The fact that Italy can develop an updateable agreement, a particular cultural agreement with the U. S., and the fact that we try to have common relationships between Europe and the U. S., I don't think these are alternatives, also, because, to find a European solution, is not so easy. It's a bit complicated. Even if, I am not very informed, I think that Great Britain has already some solutions so, maybe we can study this, also. Great Britain has this solution because they are more similar as a university. What I think we have to do, at a European level, is to develop a common push on scientific research, to have a level comparable to that of the U. S., that is, to make the policy of scientific research one of the core objectives of the European Union. That, I think, could be very, very important, because if we are able to put together the force of our countries, we can have a dialogue with the U. S. that is less uneven. This is the same for language. We can defend much better our language together, than isolated. The battle of every single country is without hope, we can defend our language, our culture, in a common way. So, I don't think the two positions are alternatives, I think that both have to go on. The problem, naturally, is of political will. For Italy, the problem became very concrete, I can make a concrete example, just to show you. Somebody I know, took an examination of English at New York University and it was not recognized by the foreign university. Why? Because NYU, at the time, was on a semester system, and, at the time, the Italian course was one year, and it was not considered valid by a European institution. So, you can

smile about it. The course of English at NYU was not fully recognized by the University of Florence. That is something completely absurd, but, from the bureaucratic point of view, six months don't have the same weight as one year. Naturally, this we changed, because we have changed our university system. But this is to give you an idea of how absurd the situation is and how urgent it is to do something about it.

And, I think, the success of the American universities in Florence, in Tuscany, in Italy, can also give our foreign ministers, our university ministers, our cultural ministers, the concrete idea of how important it is to do something, also, on the other side. I think both the relations will increase in this sense, it is not Italian revenge. I think this is a circular process, increasing the number of Italian people, or the number of European people who go to the U. S., which will increase the number of American people who would like to come here. And, naturally, we can have many jokes about it. One of the jokes I've already told, but, maybe, some part of the public is new. We lived in a house in Florence, and our neighbor was a lady who supported herself renting rooms to the American girls who studied in the American universities in Florence, and we made friends with one of these girls. She said to us, "I go to the library of political sciences; I go very often". I said, "Oh, that's a very good library, it's a good cultural milieu, etc." She answered, "Yes, io vado alla biblioteca di scienze politiche perché lì si trovano bravi ragazzi". Anche questo fa parte, ovviamente, dell'attrazione di Firenze.

### ***Portia Prebys:***

Any other questions? I would like to turn the floor over to Gian Franco Borio who, along with Mario Borio, will speak about our current legal and fiscal challenges.

## **GIAN FRANCO BORIO AND MARIO BORIO**

### ***The Institutional Framework: Legal and Fiscal Challenges***

I am afraid that there is a lot of expectation from this morning's section. There are a number of issues which have been put on the table, and with which we will try to deal. It's true that the title of this panel is quite realistic: legal and tax challenges. I would like to adapt it, and change it, into legal and tax accomplishments. So, what we, AACUPI, have been able to do in the last decade, and what still remains to be done.

Onorevole Spini was right when he said that the Barile law which, now, we could easily rename the Barile-Spini Law, because Onorevole Spini helped so much on that, was meant, at the very beginning, as the final point of a political and cultural movement which led to the approval of the law. Well, now, this has become a starting point because "l'appetito vien mangiando", living on a daily basis, with all the legal and tax difficulties, and issues, which come to our attention, this has become a starting point, a lot still has to be done.

Now, for the first challenge, the first basic challenge over any kind of foreign academic problem, I would like to come back to the old definition of the North American problem, trying to establish something permanent in Italy. Well, the first challenge is quite a general one, in the comparative legal word, we say the meeting of the minds is the key point, and, having two completely different systems like the common law system, from which all the North American programs come, and with the Italian legal system, which is the heart of Roman Law, the civil law system, well, that's always the main challenge. It's quite difficult, at first, to have the two worlds combine together. The risk is that there is no meeting, but that there is a clash, and this is something which some of you have already experienced in our situation. Well, the meeting of the minds is the key point, the North American colleges have a different legal background, a different legal framework, and all of a sudden, to say so, they land in Dante's land, which is a completely different system, a completely different situation.

So, the Italian problem has been, and, sometimes, still is, to understand who these aliens are. The aliens have the problem of understanding how to adapt to the local reality and by local reality, I'm not saying only legislation, as such, but I say, also, local regulations; from the difficulty of obtaining a certificate at a certain public office, and from the mentality which is quite, quite different, the application of the laws, and, also, the closing of the eyes, about some school infringement of the law, is quite different from U. S., or Canadian standards. Well, this has been the first problem, for too many years.

North American programs in Italy have been operating on a permanent basis, where sizeable programs in the 20's, and in the 30's, and, then, in the 50's, and in the 60's, and 70's, and, so on. But, usually, each program went on it's own and had, obviously, its own local small legal system, which was built, maybe proprieties were purchased, or, were received as donations, proprieties were rented, contractual agreements were made, students were sent here, and the program was born, and completed. But, no one exactly knew how these programs could be defined and regulated from a strict legal point of view.

Onorevole Spini has already mentioned the two pieces of our legislation which now regulate this activity. The first one, the oldest one, now, dating back to 1989, was just to solve a specific one, a specific tax problem, a tax issue. Then, the new one, the Barile-Spini Law which is, again, included in law number 4, of 1999, it's article two, of this legislation. Well, this gives, at last, a formal, legal definition of foreign academic programs in Italy, it gives the conditions under which such programs can be authorized by the Italian system, in a sense, and it's the Ministero dell'Università di Ricerca Scientifica that is competent. It gives, again, some tax releases, and gives some labeled law briefs. Now, without going into old details, of the new legislation, which has been implemented in this addition, I would like to note that there are still some adjustments to be made on the administrative level.

Well, I would like just to read to you the precise definition of the law, because article 2 of this law number 4, 1999, clearly confirms that, given certain conditions, and following a given administrative procedure, branches in Italy of universities, or higher educational institutions at the university level, having their legal office in the territory of foreign states, and Onorevole Spini explained the pardon that did not approve the old which said U. S. and Canada, so foreign states, and there, in their home states of origin, as a known problem, acting according to their domestic law, well, they can be authorized to operate on a permanent basis, in Italy, by the competent minister, the Minister of the University, in connection with, "in concerto", as we say in Italian, administrative law, with two other ministers, who are the Minister of Foreign Affairs, and the Minister of the Internal Affairs.

So, now, we know how to define these programs, in Italian, it is "filiazioni di università straniere", thanks to this law, from a general, legal point of view, as we would say, from a civil point of view, "dal punto di vista del codice civile italiano", these branches can be deemed branches of foreign legal entities, or "sede secondaria di una persona giuridica straniera". The foreign legal entity is the home institution, so, the home university, "l'università estera è la persona giuridica straniera"; the program in Italy is the branch, it is the "sede secondaria". When we come to the peculiarities of each program, which have to be studied case by case, this is, because sometimes, the foreign university is a state university, therefore, with specific rules, in other situations, there can be a consortium of universities, you have the number of members vary in this situation, etc. And, even the local branch can differentiate a number of points of view. But, the legal framework, the general rule now is the same for everyone.

The first consequence of all of this is that each program wishing to operate on a permanent basis in Italy, needs, first, to formally open this branch, in other words, to register at the local civil court "tribunale competente per zona", at a specific registry, which is called "registro delle persone giuridiche", which is something quite different from the corporation registry, "registro delle imprese o delle società", and, immediately, gives it a difference in the eyes of the Italian authorities.

When applying for this kind of registration, the Italian authorities, the civil court, first, and then, all the offices, the tax office, first, naturally, immediately, understands that you are not going to perform any kind of commercial activity in Italy, any kind of business activity in Italy, otherwise, you should have the branch registered under the “registro delle imprese”, the business registry. On the one hand, there is this small registry, because in some small civil courts, it’s a very limited registry, which sometimes, is lost in the “archivi del tribunale”, but, it exists. Once this has been accomplished, and it’s, unfortunately, a bureaucratic procedure, so, it takes time to complete it, once that it is completed, then, a formal application has to be submitted to the Ministero dell’Università, and the other two Ministries, again, supplying a number of pieces of documentation, especially, to give evidence of the two main key conditions which can allow the Minister to give the authorization to operate, and to complete the “cerchio”, to complete this.

The foreign academic programs are all authorized to operate in Italy if, first of all, the branch has as it’s sole purpose and activity, the study in Italy of program courses, which are fully part of the didactic, or research program, of the home institution over all academic programs. So, your courses here, in Italy, must be fully part of the plan of study of the home institution. Secondly, all courses must be solely given to your students, I mean to students duly enrolled at home, that’s the other key point, because in the past we had some cases in which, for instance, a language school, or other kinds of Italian institutions, Italian operations, tried to get into this legislation, because of the tax benefit which derived from it. So, these are the two conditions: first, the programs must be part of the overall academic U. S. or Canadian program; secondly, the students must be formally enrolled in the U. S., or in Canada, and then sent to study here in Italy. This gives the legal environment, the legal basis for operating.

What are the consequences? Well, first of all tax consequences, and we come back to the past, because the first piece of legislation was passed in 1989, because of a series of tax assessments, and inspections, made by the Italian tax police, especially, here, in Florence. Then, they did not focus on what these problems were, because they said, well, this is a commercial entity, the students pay their tuition fee to the university, in general, so, this is a commercial activity to be taxed, according to Italy, because you have a permanent establishment, according to Italian tax law. Thanks to our legislation, Parliament acknowledged that, given all those conditions already mentioned, these activities performed in Italy by the branches of foreign academic institutions do not qualify as commercial activity from any tax point of view. In other words, from the Italian tax point of view, the branches are non commercial, they are “enti non commerciali”.

So, there is no corporate income tax, or IRPEG as we call it. But be careful, being non commercial, from a tax point of view, doesn’t mean having a completely exempt status for all the points of the Italian tax system, because even non commercial entities like the Italian university, the public university, we have to make the comparison, are, unfortunately, subject to some minor, or major taxation, depending on how you look at it. So, even your programs are subject to tax obligations and tax fulfillments. The main tax that is still owed by your programs was introduced in 1997, and it’s called IRAP. IRAP is the regional tax on productive activities, and it is a special provision for non commercial entities, in general, so, your programs are not exempt from such tax. IRAP is a tax which is calculated on the total amount of the salaries and compensation which are paid by branches to it’s own collaborators, and so on. It’s four point thirty five percent of this total amount. There will be some changes in the future, thanks to the “legge finanziaria” of this year, but anyway, this is a tax that is due, and this has been confirmed by the ministries, it has been confirmed by the authorities of both countries. And, as a matter of fact, the bilateral treaty covering double taxation in Italy and the U. S. has been changed because of IRAP. Now, IRAP can be credited in the U. S., even if paid by the local branch, but it depends, obviously, on whether or not the home institution pays any kind of income tax, which usually is not the rule. So, this might be a cost which is applicable to the branch, but, it is, unfortunately, due. There is no doubt about it.

Some of the directors of some of the programs also perform some kinds of local commercial activities. We have heard during this symposium about programs having not only nice property, a

nice villa, but also producing wine, or oil. Well, that's an agricultural activity which is commercial and taxed, which is completely distinguishable from the academic services, obviously.

Programs can own properties in Italy, and there will be taxation on such property on a cadastral basis. The cadastral basis is a national tax which is attributed to the property even if no income at all is earned. In that case, IRPEG, the corporation tax, will be due at 50% because it's an academic institution and so on. There is no local tax on properties, the so called ICI, which is not to be pronounced *ici, alla francese*, which stands for "imposta comunale sugli immobili". There is a specific exemption on it, but you see that a number of issues need to be known, in advance, because most of all, for budget purposes, because once you plan an activity in Italy, then, on a yearly basis, you need to know in advance how much you are going to devote of your finances to deal with all these local taxes.

Unfortunately, the main tax, and this might be the point, which AACUPI will challenge with the authorities, sooner or later, the main financial point relates to the "imposta sul valore aggiunto" IVA, or VAT tax, which is paid by your programs, now. IVA is one of the oldest Italian indirect taxes, it was introduced because of the European Common Market, so, we come back to Europe. On IVA, I'll pass the microphone for a couple of minutes over to my older partner. We are known as the Borio & Borio team. Unfortunately, for him, he is not my brother, but my father, but, anyway, he is much more experienced in this area than I am. So, maybe, "lascio la parola a chi ne sa molto di più".

### ***Mario Borio:***

Una delle sfide fiscali che l'AACUPI potrà lanciare, in un prossimo futuro, sarà quella riguardante appunto l'IVA. L'IVA, istituita il 26 ottobre del '72, coincide con il passaggio di Gian Franco dall'asilo alla scuola elementare, l'IVA. L'imposta sul valore aggiunto, sui beni e sui servizi, che i programmi nord americani subiscono, in quanto viene abilitata, e che essendo considerati i programmi stessi consumatori finali, non possono in alcun modo scappare, e, quindi, il programma risulta un posto secco e definitivo. L'IVA in Italia, appunto, è stata istituita il 26 ottobre, 1972, con il numero 683. In precedenza, esisteva l'IGE "imposta generale sull'entrata", che noi addetti ai lavori, commercialisti e avvocati, avevamo definito "imposta a cascata", perché: sul valore del bene come servizio veniva applicata l'IGE. In realtà, le aliquote erano migliori rispetto all'IVA, erano il 2%, o il 4%, ad ogni successivo passaggio, l'IGE aumentava sull'imponibile, sull'IGE precedente, per cui era una cascata successiva, fino a oltre 2, 3 o 4 passaggi, si cumulava sempre di più.

Con l'introduzione dell'IVA, i vostri programmi si fanno carico di tale imposta, e non essendo possibile il recupero, salvo in casi del tutto particolari, come, ad esempio, quando il programma svolge, anche, un'altra attività, per esempio agricola, ci sono dei programmi nord americani che possiedono, in Italia, dei terreni coltivabili, e che, quindi, sono assoggettati al regime agricolo, a culture di olio, vino, e vengono, questi prodotti, fatturati appunto. E solo in casi particolari, una parte, o totalmente, questa IVA può essere recuperata, o compensata. Oltre questi pochi casi, i vostri programmi non recuperano l'IVA, per cui, resta il cosiddetto, posto secco, e non è possibile recuperare. Da questo, ne consegue che la sfida futura che altri, con la nostra assistenza legale e fiscale, ma, soprattutto, l'apporto dei parlamentari italiani che, in altri casi, hanno fattivamente collaborato con interventi in sede legislativa.

La futura sfida sarà quella di intervenire presso le competenti autorità italiane in materia e, particolarmente, con il Ministero delle Finanze, al fine di ottenere che cosa? Leggo, in ordine di importanza, e di difficoltà di conseguimento: l'esenzione totale da imposta che grava sui beni e sui servizi che voi avete, in subordine; esenzione parziale dell'imposta, sempre su questi beni e servizi. Un'ulteriore terza possibilità che va a diminuire in senso d'importanza sarebbe un'aliquota ridotta sui beni e sui servizi, ultima spiaggia, qualora i precedenti non fossero praticabili e accettabili. Esenzione totale, o parziale, su alcuni beni che sono tipici dei vostri programmi; mi riferisco ai materiali didattici, libri, o altri costi inerenti alla vostra attività. A questo scopo, avevamo tramite altri, richiesto a tutti i programmi la quantificazione annuale dell'IVA pagata, al fine di avere un

orientamento globale dell'incasso da parte dell'erario italiano sui beni e servizi acquistati e costruiti dai programmi in Italia. Questo è importantissimo per motivi che adesso ho accennato. Poi, non nascondiamo l'estrema difficoltà che potrà incontrare tale richiesta di esenzione totale, o parziale, in quanto la prima reazione da parte del fisco italiano sarà quella di fare quello che noi abbiamo chiesto a voi programmi, farà la somma di tutta l'IVA che grava sui vostri beni e servizi, e dirà "quanto verrò a perdere in termini di entrate fiscali, se esento, totalmente, o parzialmente, i programmi dall'IVA?" Questo è un preteso di cassa che lo Stato deve fare, per, poi, capire il danno che subisce l'erario, e cercare di recuperare questo imponibile da altre parti, da inserire nelle varie leggi finanziarie che ogni anno, entro la fine dell'anno, vanno presentate.

Oltre questo, la problematica di un'eventuale esenzione parziale, o totale, dell'IVA coinvolge anche degli aspetti che travalicano i confini dello Stato Italiano, in quanto coinvolge anche l'Unione Europea per effetto della richiesta armonizzazione che ogni Stato deve attuare nelle sue decisioni fiscali, in quanto aderente all'Unione Europea, e per non creare delle disparità tra i nuovi Stati. Questa richiesta vi porterà, o esenzioni, o riduzioni, dell'IVA. Altre problematiche porterà allo Stato, perché la richiesta viene fatta dai programmi nord americani. Le altre università straniere, e l'università italiana, diranno: uguale trattamento, vogliamo, a maggior ragione noi, in quanto, altrimenti, si creerà una disparità di trattamenti fra enti di soggetti stranieri e soggetti italiani. La previsione dei tempi che saranno necessari alle competenti autorità italiane per la valutazione di una richiesta di questo genere, saranno necessariamente lunghi, perché coinvolge parecchie tematiche. Come ricordo delle recenti olimpiadi dove i records, le sfide, sono la qualità per riuscire a battere il precedente record. Speriamo di ottenere da parte dello Stato Italiano, e da parte nostra, di riuscire a battere il record degli undici anni della legge Barile per ottenere termini concreti. Questo è, in estrema sintesi, il quadro.

#### ***Gian Franco Borio:***

Thank you. The point is, if I may make one observation, that, again, this is a European point, a European challenge. IVA counts for some 20% of all the purchases which all the North American programs effect here in Italy. So, 20% is a remarkable sum, obviously. It was introduced at the European level, and it can be changed by each member State only upon a procedure of scrutiny by the European Commission. Now, if all, or a number of States, ask for a reduction of the VAT, or, the exemption of it in a specific field of activity, like cultural and academic services, there is a good chance that the European Commission officially would propose it to the European Parliament, and the European Council, which is the meeting of all the member State governments, and this can become, maybe, a directive, or a European regulation. This is, again, the moment because the President of the Commission is an Italian, because one of the fine points of this program was, again, to sustain culture, and research, so, this is the moment in which a European AACUPI should act on Bruxelles, first, rather than on just Italy, and this, obviously, can be applied to the other challenges.

Now, we turn to the future which North American programs in Italy and in Europe will have. A lot of discussion has been devoted to the issue of the acknowledgment of the academic titles of degrees and credits. Again, this is something that has to be negotiated, as Onorevole Spini has correctly pointed out, on a European level. This would be the answer, also, to the remarks that have been made. If it's Bruxelles that needs to understand the importance of the bilateral cultural relationship between the U. S. A. and the United States of Europe, at least, from the academic point of view, then, the domestic rules will have to be changed, sooner or later. Then, each State will have some possibility of having some "spazio di manovra", in order to adapt to it's own reality. At that point, a bilateral agreement between Italy and the U. S. A. can close the roof, can even make a better environment for your programs here. The attack should be bilateral, it should be from two points of view, Bruxelles, first, and Rome, second.

May I just mention two, or three other points that your programs have to take into account when planning and investing in Italy, because, in the end, it becomes an investment. We have dealt with all these points with more particulars, and more details, in the little report we have given

AACUPI and which is obviously at your disposal and anyone of your programs requires it. (This information will be published in the second volume of the proceedings of this symposium.) We try to activate it regularly by our monthly *Newsletters* given to the Association. But, once a program intends to operate in Italy, there are, at least, three issues that have to be clarified enough: first of all, how to locate, with whom to locate, and how to host the students.

How to locate means the usual choice of purchasing, or renting a property. It's obvious that you need some space, some adequate space for your academic activities. The choice is between purchasing a property, and renting a property. Well, it's impossible, here, to go into the technicalities of the purchasing procedure. Italian law is very different from common law, so, it's a complicated, bureaucratic, urbanistic, cadastral, and notarial procedure. Usually, anyone who wants to purchase a property in Italy needs the assistance of a number of professionals. So, you just cannot rely on one attorney to do everything, you need an attorney for the legal part, and not only, also a notary public, and this is mandatory, not only are notary publics in Italy much more important than in the U. S. or, than English notary publics, they are the "pubblici ufficiali" who can materially write the documentation involved in property changing hands. Then, you will need, obviously, an architect, or a "geometra", someone who is very much expert on the urbanistic and cadastral situation of the property, because then, the new owners may have to make renovations, and the like. You will probably need, also, a "commercialista", a tax consultant, a CPA, because of the taxes which are involved in a purchase. So, it's a remarkable procedure.

A little bit easier is renting properties, but, again, a number of procedures will have to be followed. In any case, there are quite strict rules, at least in theory, on the possibility of adapting and renovating existing buildings to meet one's needs. For new buildings, things should be easier, in a sense, because all the safety works, and safety procedures, for accommodating students, and faculty, on those premises should be easier to implement. But, think of an old property, something like this marvelous villa, for instance. Well, one has to combine two different legislations, one which is very protective of the building, so that nothing can be changed, unless a specific authorization is obtained by the local competent soprintendenza, etc., especially, if the property is somehow tied up by the Italian authorities, on one hand, and, then, you need to adapt it to your own exigencies. If, for example, you have to host a computer lab, if you have to host 50 students in a room because there is a need for classrooms, etc. There are, now, several regulations which are quite strict, again, imported from the Common Market, from the European Union. So, it's difficult, sometimes, to combine the two things, and when you think of the investment, this can be a substantial part of the financial investment.

Then, with whom to operate, and by whom. I would say the how to lies with your faculty, and collaborators. It's obvious that any program in Italy will need a faculty team, a faculty staff, usually, imported from the home campus, but, also, from the local base, because we have been talking about cultural exchange. Your program needs local faculty, faculty who come from the local university, to come and teach your students. So, how to structure this relationship from the legal and fiscal point of view. Italian law is much stricter than common law. So, there are rules, which are mandatory, that cannot be derogated by the parties. Thanks to the Barile-Spini Law, something has changed for the better in the sense that limitation on the faculty activity exists, so, as far as the teaching activities are concerned, you will not need to formally employ, to formally establish a dependent relationship with faculty, be they Italian or non Italian, but you can just enter into a contractual agreement for professional services, which has, anyway, some taxes, and some social contribution consequences, which can be quite substantial if not identified in advance. On the other hand, if you want to utilize your own U. S. or Canadian staff, coming from North America, then, proper agreements, and proper documentation, has to be prepared.

In order to avoid paying for social contributions in two countries, the U. S., or Canada, and then Italy, as well, the main place of work would be Italy, obviously. The personal taxation of the faculty will be an issue, if not dealt with properly, in advance. There is a specific provision in the Bilateral Convention between Italy and the U. S., and Italy and Canada, for the avoidance of double

taxation, so that faculty are exempted from any kind of income tax in Italy for the first two years' stay in Italy. This is something that must be known, but implemented, correctly. A specific certificate must be obtained from the IRS, and so on. These are the things that must be known, in advance, and on this, you will need, inevitably, the assistance of a local CPA for taxes.

The third issue is how to host the students. There are three alternatives, in general. If your program acquires a property which allows you to build on your campus, then, you can host the students inside your facility, your campus. Again, urbanistic and city regulations would apply which you have to be aware of. The second alternative which is, maybe, the most used, so far, at least, in a city like Florence, is having the students hosted by Italian families. This is something that is very, very well in tune with the local society, the local population, because it gives a lot of cultural exchange between the parties, but, again, there are some rules which are applicable, rules that are applicable more to the families, than to the programs. But, the programs must know, in advance, otherwise, the families can opt for the wrong bureaucratic category, and, then, be taxed, heavily taxed, on this activity which should not be their main professional activity. They shouldn't become "affittacamere", or "alberghi", in the Italian legal sense of it.

The other alternative would be to rent specific apartments, or spaces, and, then, allocate to the students those apartments. Again, some bureaucracy is involved in all this, there are, for instance, very old anti terrorism rules, which impose the formal notification to the local Questura, to the local police authorities, of those students assigned to each apartment, and, if this is not declared, and something happens, there is a big fine assigned to the legal representative of the program, and, so on. So, all these are the daily small problems, which, all together, make for a legal framework that is quite complicated, if not known in advance.

I would like to conclude this preliminary report on our situation mentioning another point which has become a key issue. Onorevole Spini has already mentioned the issue of visa and sojourn permits. This is still a big challenge to be solved. Student visas, and sojourn permits are quite complicated, let's say, easily obtained, once the specific procedure is followed, depending on each Italian Consulate abroad. And this is the point which has to be always stressed. Each Italian Consulate abroad follows different rules, different usages. And, this is something which has not been resolved so far, even in the latest official instructions from the Ministero degli Affari Esteri, there is wide discrepancy on the part of each Consulate. This is clear, I mean, one can understand it. If you compare the Italian Consulates in the U. S. to the Italian Consulates in other parts of the world, there is a great deal of difference, on many levels. So, I believe that AACUPI will continue to press the various Italian ministries involved, to receive, at least, coherent and homogeneous regulations, for AACUPI member institutions, once and for all.

But the other issue which has been a problem for most of the programs is sojourn permits for their own faculty staff. There is specific legislation for this so-called "immigration consolidated act" to prevent illegal immigration into Italy, and the activities of professors, researchers, and so on, are ruled by a specific provision which should exempt them from a long bureaucratic procedure, which is needed for those who want to come to Italy, and work on a permanent basis. Unfortunately, the implementation of these rules and instructions which have been established and defined by the competent Ministero del Lavoro, e Ministero degli Affari Esteri, did not understand, at all, your particular and privileged situation. In other words, all these professors should be, in theory, formally employed in Italy in order to get their sojourn permit for work reasons. Now, these permits for work would be needed if they stay longer than 90 days. Sometimes, professors stay much longer than 90 days. This is not coherent with another law which says that you cannot be hired by the same subject both in the U. S. A., and in Italy. So, you see, there is a conflict of laws which has not been resolved so far. Unfortunately, our authorities have not understood this situation, yet. Then, things are solved on a case by case basis, so the local office of the "Direzione Provinciale del Lavoro" understands the situation, and says it's fine, but, sometimes, we have to face some serious problems. So, this will be another issue to deal with, in the near future. Hopefully, it will be resolved much sooner than the other ones were. Thank you for your attention.

### ***Portia Prebys:***

It's always wonderful to have some facts from Mario and Gian Franco Borio.

I would ask Pasquale Pesce to join us at the head table. He is going to talk about American Foundations in Italy. Pasquale Pesce is a former program director. He directed the Intercollegiate Center for Classical Studies, for many years in Rome. He was the Director of the Rockefeller Foundation Center in Bellagio. He was a very successful past President of AACUPI, at the time when we had to rally, in order to get some legal recognition. And, now, Pasquale has become an expert on American Foundations in Italy: how to form them, what they mean, and so forth. Pasquale.

### **PASQUALE PESCE**

#### ***American Foundations in Italy***

Grazie. Buon giorno. Thank you for the opportunity che mi date oggi di parlare delle fondazioni americane in Italia. Naturalmente, vi parlerò delle fondazioni americane, quelle culturali, quelle di cui ho avuto diretta esperienza, perché ne ho dirette, oppure, anche attualmente, faccio parte della board of directors. A quale titolo vi parlo delle fondazioni americane? Attualmente, faccio un'attività di consulente, per l'appunto, le organizzazioni "not-for-profit" in Italia, ma, particolarmente, per le organizzazioni che sono U. S., ed Europa, in generale. Quindi, non starò qui a dirvi come si crea, o come si può organizzare, una fondazione in Italia di questo tipo. Anche perché ne avete sentite tantissime di leggi. La situazione per le fondazioni in Italia non è più semplice, anzi, è tanto complessa, però sono abbastanza ottimista in quanto l'Europa praticamente riesce, in qualche modo, a dare delle direttive, a stabilire delle leggi comunitarie che possano essere simili un po' in tutta l'Europa. Perché l'esperienza delle fondazioni è molto più sentita in Inghilterra, come in Germania, basta che io vi presenti il caso delle donazioni. Il fund-raising, per esempio, è uno dei grossi problemi, soprattutto in Italia, ma, per esempio, il governo tedesco ha deciso sei mesi fa che i contributi dati alle organizzazioni non-profit sono esenti da tasse. Invece, se vengono dati per successione, ci sono grosse tasse da pagare.

Allora, la cosa di cui voglio parlare è anche un po' riferita all'argomento principale di questa conferenza, insomma il taglio, mi sembrava, che stanno dando i vostri discorsi era quello dell'impatto economico delle organizzazioni americane in Italia. E, devo dire che la ricerca che è stata fatta dall'IRPET è estremamente importante, ed è un valido strumento da utilizzare, non soltanto a livello locale, ma anche a livello nazionale, per far capire quanto è importante la nostra presenza qui in Italia. Io sono abbastanza ottimista che, per il futuro, possa essere più facile per noi, tutti, nel momento in cui le generazioni politiche saranno alternate da quelle nuove e, soprattutto, perché molti, e molti italiani hanno avuto esperienze all'estero, e possono, più facilmente, capire l'importanza di questa nostra presenza.

Ora, vorrei, anche, affrontare l'argomento delle fondazioni americane, guardandolo sotto due aspetti fondamentali, e, soprattutto, riferito al mio passato, alla mia esperienza lavorativa. Sono stato, per circa sette anni, Direttore della Fondazione Rockefeller, e, per quasi sedici anni, responsabile del Centro Universitario di Studi Classici a Roma, quindi, un programma universitario americano, che, allora, era gestito, e amministrato, dalla Stanford University. Quindi, vorrei affrontare l'argomento, guardando le fondazioni americane su questi due aspetti, e cercare di fare un parallelismo, e mettere in evidenza le varie situazioni.

Devo ammettere che la presenza di fondazioni americane è poco conosciuta, in Italia, in modo particolare. Cominciamo a dire, perché sono in Italia? Il motivo principale perché sono in Italia le fondazioni americane, è perché hanno avuto, e hanno un patrimonio, che sarebbe l'oggetto principale per istituire la fondazione in Italia. Quindi, abbiamo fondazioni di tipo che io vi vorrei presentare in questo momento, che sono state obbligate ad essere in Italia, dal fatto che la proprietà è

in Italia, quindi, viene dato l'usufrutto dell'autorizzazione per poter espletare l'opportunità in situ, e, quindi, di un bene immobile che è impossibile portare altrove; a meno che uno lo venda, e, allora, gli scopi per la fondazione vanno perduti, completamente. Quindi, l'interesse non è quello di portare studenti in Italia, in quanto c'è l'interesse culturale programmatico, ma è un fatto reale. Perché queste fondazioni vorrebbero entrare nella ricerca dell'IRPET? In effetti, come tutti gli altri programmi, le fondazioni hanno un bilancio, e questo bilancio viene, praticamente, utilizzato per la gestione, per il personale, e per le attività, che le fondazioni svolgono qui, in Italia, sul territorio nazionale. Quindi, sono delle spese abbastanza alte, si parla di diversi milioni di dollari.

Le fondazioni di cui io vorrei parlare, proprio perché, appunto, sono poco conosciute, qui, in Italia, sono tre: una è la Fondazione Rockefeller, che risiede a Bellagio, sul lago di Como, poi, la Fondazione Bogliasco, che è vicino a Genova, in provincia di Genova, e la più recente, la Santa Maddalena, che è qui in Val d'Arno, a 27 km da Firenze.

La prima fondazione è la Fondazione Rockefeller. Devo dire, innanzitutto, facciamo una distinzione tra le fondazioni. La Fondazione Rockefeller è un "grant-making foundation"; è una fondazione che, in modo particolare, non si occupa solo delle attività che svolge nella sua prestigiosa Villa, sul lago di Como, e nel centro interuniversitario di conferenze, di cui ho avuto l'onore di dirigere per sette anni, diciamo che la fondazione ha altri programmi. Tutti conoscete sicuramente la Fondazione Rockefeller, uno dei dieci più importanti, dei "top ten" fondazioni americane e, quindi, ha programmi che svolge in tutto il mondo. Ma, si è trovata a ricevere delle donazioni, nel 1959, da una cittadina americana, Hella Walker, innamorata dell'Europa, e arrivata agli inizi del secolo, e diventata, prima, una contessa polacca, poi, una principessa serenissima, questo, naturalmente, attraverso diversi matrimoni.

Era il periodo in cui l'America, e gli americani, erano visti come quelli che portavano i capitali, mentre l'Europa poteva offrire i titoli, e, quindi, questo connubio è andato molto bene. Quindi, Hella Walker, figlia di Hiram Walker, del whisky company, in vacanza sul lago di Como, presso la Villa Serbelloni, che, a suo tempo, era proprietà della famiglia Serbelloni, innamoratasi del posto, l'ha comprata. E, vi è rimasta per trent'anni, alla fine, per poter, diciamo, dare la possibilità agli altri, di godere di questo paradiso, in questo caso possiamo parlare apertamente di paradiso, ha voluto che, la proprietà, fosse destinata alla possibilità di incontri internazionali. Quindi, ha cercato diverse istituzioni, naturalmente americane, per portare avanti questo tipo di attività, e a suo tempo, nel 1959, Dean Rusk, che era il presidente della Rockefeller Foundation, prima di diventare il Segretario di Stato di John Kennedy, e guardando con lungimiranza all'utilizzo che si poteva realizzare della proprietà, ha accettato questa donazione.

Devo dire che la donazione è stata accettata con molta difficoltà, perché non era negli interessi, e nelle attività, della Fondazione, di possedere una proprietà di quel livello. Quindi, diciamo, è uscita un po', la Fondazione, da quello che era il proprio ambito, e, ancora oggi, il Centro di Studi e di Conferenze di Bellagio rappresenta soltanto il 2% dell'intera attività della Fondazione Rockefeller, quindi, la minima parte dell'attività, anche avendo un bilancio di circa tre milioni di dollari l'anno, un grosso impatto economico, quindi. Direi che, in qualche modo, rappresenta un po' la Fiat di Bellagio, in quanto assume l'un per cento della popolazione, e, quindi, è una grossa presenza economica nel territorio. Ovvio, che la differenza dei programmi universitari che ospitano studenti, vengono ospitati studiosi, artisti, e professionisti americani, e da tutte le parti del mondo, quindi, se vogliamo parlare di quel turismo di studio, in questo caso, diciamo, che è aperto un po' a tutte le discipline, e a tutte le nazionalità. Quindi, questo dovrebbe essere un qualcosa, in più, da aggiungere per la ricerca.

I tre programmi che la Fondazione Rockefeller svolge sul lago di Como sono quello di ospitare le conferenze, ne ospita circa 35 l'anno, su tematiche che sono prettamente dei programmi della fondazione, che svolge la casa-madre, a New York, ma, nello stesso tempo, offre residenze lì per un mese ad artisti, scrittori, scienziati, quindi, a tutte le varie discipline possibili, ed immaginabili. Inoltre, ha anche il programma di team residencies, della durata di 5 a 28 giorni, per un gruppo di persone, di un massimo da 3 a 10, per discutere di speciali tematiche, e risolvere problemi. Quindi,

diciamo che, in effetti, la cosa più importante di essere in questo centro, non è solo di trovare un ambiente stimolante al proprio lavoro, perché, in effetti, tutte queste persone vengono accettate in seguito ad una selezione, e la selezione viene fatta in base a progetti che presentano. Una volta accettati, possono sviluppare, possono, praticamente, attivarsi, in questi programmi, e sviluppare il proprio lavoro, indipendentemente, all'interno della sede della fondazione. Ma, la cosa più importante è le interazioni dei partecipanti. In questo caso, interagire con diversi studiosi, di diverse nazionalità, crea, tante volte, dei rapporti di lunga durata.

Ecco, ieri si parlava che passare un semestre a Roma, o a Firenze, o, in generale, in Italia, cambia la vita di questi studenti. Devo dire che è vero, ma, è vero, anche, il fatto che non è soltanto per quanto riguarda tutto quello che può essere la cultura, soprattutto, l'ambiente e, soprattutto, la qualità della vita di cui si viene a far parte, qui, in Italia. Molte volte, quando sento gli studenti, o gli ex studenti, quello che ricordano, in particolare, è la possibilità di potersi conoscere, reciprocamente, e avere l'esperienza, in comune. Questo è stato, per loro, uno dei grossi punti importanti, e poi, quando sono tornati a casa, non hanno fatto altro che pubblicizzare questo tipo di esperienza avuta, per averla fatta, e perché, per loro, è stata, davvero, un momento importante nella loro vita.

Devo dire, anche, all'interno di queste fondazioni, succede la stessa cosa, in modo particolare per i partecipanti che provengono dai paesi meno industrializzati. Quindi, per queste persone qui, poter contattare loro pari, di paesi del mondo occidentale, e più industrializzato, si sviluppano delle opportunità estremamente importanti, sia a livello professionale, che di scambi culturali. Quindi, questo è per quanto riguarda la Fondazione Rockefeller.

Un po' figlio della Fondazione Rockefeller, ma, soprattutto, figlio del Centro Studi e Conferenze di Bellagio, è la Fondazione Bogliasco. La Fondazione Bogliasco, che è in questo caso, adesso è una "corporate foundation", e, soprattutto, "an operating foundation". Questo che vuol dire? Vuol dire che la fondazione è stata istituita *ad hoc*, sempre negli U. S. A., per gestire the Liguria Study Center for the Arts and Humanities, ed è nata nel 1996. La fondazione ospita, in tre prestigiose ville sulla costa ligure, artisti, scrittori e, soprattutto, rappresentanti del mondo dell'arte e delle lettere. E' nata nel momento in cui, negli Stati Uniti, proprio il mondo artistico soffriva di grosse difficoltà economiche, anche perché, al livello federale, sono stati tagliati grossi contributi. Quindi, è venuto fuori proprio la necessità, soprattutto, da parte di organizzazioni "non-profit", di poter creare dei programmi *ad hoc*.

Quindi, il Liguria Study Center for the Arts and Humanities adesso celebra il suo quarto anno di attività con 154 residenti. E' una fondazione che, praticamente, dedica tutte le sue risorse all'attività del Centro Studi a Bogliasco. Il sistema è un po' simile a quello di Bellagio, cioè la fondazione offre delle residenze, delle permanenze, all'interno di questi fabbricati, ma, soprattutto, quello che fanno è cercare di stimolarli ad avere delle interazioni, non soltanto, all'interno della comunità presente nella fondazione, ma, soprattutto, con la comunità locale di Bogliasco, e interagendo con Genova, e con l'Università di Genova. Quindi, ci sono varie possibilità di rapporti tra le varie istituzioni culturali e, spero, che questo possa, ancora maggiormente, ampliarsi, anche, al di fuori di quello che praticamente è il territorio di Genova.

L'ultima nata è la Santa Maddalena. La Santa Maddalena Foundation, un'altra "operating foundation", aperto quest'anno, il 1° gennaio, nata negli Stati Uniti, gestisce The Gregor and Beatrice von Rezzori Retreat for Writers and Botanists. E' la proprietà di Gregor von Rezzori, scrittore, che nasce in Romania, vive a Vienna, e, per la maggior parte, in Germania, soprattutto, dopo la Seconda Guerra Mondiale, e diventa uno scrittore, anche conosciuto negli Stati Uniti. La sua proprietà, che è stato lasciato dalla vedova agli scopi della Fondazione, è una bellissima casa rustica, con una torre quattrocentesca, in mezzo degli ulivi, con una grossa estensione di terreno, isolatissima. In questo caso, l'isolamento è un *plus*. E' importante, perché permette, non solo di lavorare tranquillamente, ma, dà, anche, la possibilità di interagire, maggiormente, tra i partecipanti. Poi, essere così vicino a Firenze, e tutto il resto dell'Italia, possono usufruire delle strutture culturali sul territorio.

La Santa Maddalena, come ho detto, è la più recente. I giovani sono sempre i più poveri; i vecchi, gli anziani, sono i più ricchi, e, tante volte, hanno anche delle possibilità, anche al livello di organizzazione legale, e strutturale. Chi è stato in Italia prima degli anni Ottanta, forse, ha avuto la possibilità di ottenere cose che le altre non possono, più. La legge dovrebbe essere uguale per tutti. Quindi, per questa fondazione, in modo particolare, c'è il problema di "fund-raising". Questo problema è grossissimo in Italia, adesso, perché ci sono leggi, ma sono minime, per donare alle organizzazioni "non-profit", ma parliamo di quello che gli americani chiamano "peanuts", parliamo di pochi milioni di lire, che uno può destinare. Quindi, ovviamente, è impossibile gestire un'organizzazione a questo livello, senza poter fare una grossa campagna di "fund-raising", mentre negli Stati Uniti, e in altri paesi, pure, è abbastanza facile. Ora, le cose stanno cambiando. Speriamo che cambieranno abbastanza velocemente, perché tutta la parte legislativa, e burocratica, che riguarda il terzo settore nel "non-profit", proprio perché sta creando opportunità di lavoro, hanno un grosso impatto economico, e, soprattutto, anche perché stiamo venendo fuori da uno stato assistenzialista, è sempre più probabile che queste organizzazioni possono avere il loro spazio.

Attualmente, queste proprietà di tipo culturale, dove poter farsi che le proprietà private possono essere utilizzate come fondazioni? Onestamente, se uno proviene dagli Stati Uniti, è più facile crearla negli Stati Uniti. Chi ha bisogno di informazione sulle fondazioni, come deve fare, ecc. Sono a disposizione per dare tutte le informazioni necessarie, per avere, appunto, nel futuro un'opportunità maggiore, per creare fondazioni, con scopi culturali. Quindi, diciamo che il patrimonio immobiliare e attività programmatiche aprono un rapporto tra le organizzazioni "not-for-profit", perché i loro donatori, e fondatori stranieri, hanno subito il fascino profondo della cultura italiana, tanto da indurre loro a cercare una residenza permanente. La loro esperienza è stata intensissima, da indurre, successivamente, a far sì che attraverso le loro donazioni, il paradiso fosse condiviso.

Per concludere, vorrei fare un appunto su quello che era la ricerca dell'IRPET, ieri, che secondo me, deve essere utilizzato come strumento per ottenere altre agevolazioni. Qui, non parliamo di agevolazioni nel senso di favori. Bisogna, veramente, chiedere perché si fa un'attività importante per l'Italia, e per gli Stati Uniti, ma, è un'attività culturale che, certamente, è patrimonio di tutti. I valori che sono stato quantificati, siamo tutti d'accordo, sono sottostimati, direi, particolarmente, se noi andiamo a considerare, in aggiunta, un altro aspetto che è impossibile quantificare. Risulta che, negli ultimi 125 anni, i "social leaders" hanno viaggiato attraverso l'Italia per quello che viene definito il "Grand Tour". Oggi, questo Tour si è evoluto nella partecipazione degli studenti, nei vari programmi, presenti sul nostro territorio. Una volta completata la loro esperienza, questi stessi studenti ritornano a casa, impregnati dalla cultura italiana, che non è solo arte e architettura, ma è, anche, design, fashion, food. Tutto questo crea una forte domanda per il "made-in-Italy" nel mercato dei paesi di appartenenza, aumentando, così, l'esportazione per l'Italia. Sappiamo bene che questo è un settore importante per l'economia nostra. Certamente, il tutto sarebbe molto ridimensionato, se non ci fossero le nostre istituzioni, che rendono possibile la continuazione di questo Tour. Grazie.

### ***Portia Prebys:***

Thank you. I would like to ask Dr. Serafina Hager to come up. Dr. Hager is very familiar with everything that goes on in Italy, having been here many times. She is going to address us today on International Education: "Crossing Borders and Building Ties in an Interdependent World".

## **CONCLUSIONS**

### **ADDRESS:**

**SERAFINA HAGER**

## **International Education Crossing Borders and Building Ties in an Interdependent World**

I would like to commend the organizers Portia Prebys, Heidi Flores, and numerous other collaborators who had the genial ideal of a conference on issues that have tremendous impact on both American and Italian institutions of higher learning. I am honored and privileged to be among the elected few in “Paradise.” Having taken part in the events of the last three days, I must admit that the conference has fulfilled its promise. It has informed, stimulated, and challenged us to action on issues of international education. However, it has accomplished much more than that. Judging from the number of representatives and participants from both American and Italian institutions of higher learning, it has facilitated the crossing of institutional borders, and I highly congratulate you for that.

We have gathered here, drawn by a shared vision of a philosophy of education that is all encompassing, that celebrates cultural and ethnic diversity. An education that, in its truest sense, leads individuals to growth. However, we also know that growth, both at the individual and institutional level, requires openness to change. The institution and its members have an obligation to move forward. We can learn from the past, but we must also look toward the future. World events in the last twenty years clearly call us to examine our practices, and point us to the demands that a new worldview places on institutions entrusted with the education of our youth.

In our international efforts, we must look at global changes and leave the comfortable confines of our past traditions. Our curriculum must reflect the challenges presented by a new China and a new Europe. We must forever be open to an *aggiornamento*. Please allow me to make a few remarks on the current state of international education. We do not need to be convinced that the added value of an experience abroad is a necessity in today’s interconnected world. As an Italian who has lived abroad more than half my life, and has learned to really know a culture different from my own, I share and adamantly promote crossing national borders, even though not all borders lead to “Paradise.”

Nonetheless, even if we dismantle the myth of “Paradise,” the reality remains that we live in a global community, and cannot escape the demands that the new world order places on us. In light of these demands, the problem before us is to examine what efforts are in place, in progress, or will be necessary, to create, to ensure that institutions of higher learning do not lose sight of the global dimension of the curriculum. In examining the mission and goals statements of colleges and universities, I discovered that every single institution has included in its strategic plan, a goal to internationalize its college or university. A similar goal is endorsed by The Carnegie Foundation for the Advancement of Teaching, a strong proponent of international education. A new report entitled *Reinventing Undergraduate Education* emphasizes the international dimension of education. The American Council on Education (ACE) is, also, taking a stronger stance on the significance of an international education. It has made available to universities a number of resources, from *Educating for Global Competence*, to guidelines for *College and University Linkages Abroad*, a conference. In September, I attended a conference on International Initiatives sponsored by ACE. The group, composed of Presidents and Provosts, met to address issues which ranged from the role of chief academic officers to promote “comprehensive internationalization”, to policies, integration of the global dimension in the institution’s mission and goals statement, distance learning, to even a suggestion to include, in some areas of the Middle States review, a question to determine to what extent learning has been impacted by internationalization. The Federal government has joined in the debate to raise consciousness to the added value of crossing borders. In April, The White House sent a memorandum to the heads of executive departments and agencies on the subject of international education policy. The statement from the White House reads as follows: “To continue to compete successfully in the global economy and to maintain our role as a world leader, the United States needs to ensure that its citizens develop a broad understanding of the world, proficiency in

other languages, and knowledge of other cultures.”<sup>1</sup> It, then, called for a coordinated and coherent international education strategy, and pledged a commitment from the Federal Government to encourage students from other countries to study in the U. S., promote overseas study for U. S. students, support faculty exchanges, expand high-quality foreign language learning, and advance new technologies to aid the transfer of knowledge across the world.

In response to President Clinton’s April memorandum to establish a national policy on international education, Secretary of Education Richard Riley has declared November 13-17 *International Education Week*. This is the first time the U. S. government has designated such a week to highlight the importance of internationalizing our curriculum. If we consider these efforts as a whole, we would deduce that these signals bode well for our goal to cross borders and infuse a globalism into our philosophy of education. The presence of so many college and university programs in Italy seems to confirm the desire to achieve this worthy goal.

Unquestionably, international and global have become today’s buzzwords. We are all familiar with the benefits we reap by transcending the peculiarities of our own traditions and culture and understanding another. The question I would like to pose is the following: How much is this rhetoric, and to what extent have the government and institutions implemented this ambitious goal? For industry, crossing borders is no longer viewed simply as an intellectual enhancement. It is inherently linked with the development of the nation’s economic and political future. We have learned from the report issued by IRPET that *Academic Tourism* in Italy alone contributes Lit. 334.000.000, Lit. 548.000.000 if we include their families and guests, to the national GNP. Reports issued by a number of leading American universities, including Duke, Johns Hopkins, Notre Dame, and my own institution, Georgetown, call upon the administration and faculty to shape the curriculum to include a program of studies that will offer students greater understanding of world cultures, history, economic and political systems, and scientific achievements of other peoples to prepare them to work in a global environment. Some colleges and universities have responded to this call by strengthening and expanding their student exchange programs. At Georgetown, for example, we have more than 75 programs across the world. We even require an overseas study experience for language majors.

These initiatives seem giant steps, however, the conceptual formulation of worthy goals is often tempered by harsh realities that prevent full internationalization of an institution. As we move toward a concerted effort to internationalize American institutions of higher learning, I would like to address five areas. Although I will speak about American institutions, I would hope that the same can be said for Italian or European universities.

### ***Institutional Structure***

If universities are serious in promoting international education, they must support that initiative with a position reporting directly to the Provost to coordinate, facilitate, create, support and sustain international initiatives across campus. Many international efforts are department-based, lacking the support and visibility they deserve. International, with its concomitant crossover to interdisciplinarity, underscores the need for systematic attention required at the administrative level beyond an office of international student programs. Only if firmly grounded and sustained by an institution, will international efforts achieve the objectives conceptualized in so many mission and goals statements. Similarly, if the Federal Government is serious in its goal toward internationalization, it must do more than issue statements and memoranda. It must assist institutions through faculty’s grants, aid for international students, and support of internationalization of public education to facilitate crossing borders.

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<sup>1</sup>The White House, Office of the Press Secretary, April 19, 2000.

## *Curriculum*

In the September report on the internationalization of higher education, the American Council on Education states that colleges and universities lack broad curricular internationalization of their curriculum. While foreign language study and area study are recognized as components of an international education, colleges and universities have not reached a consensus on what constitutes international education. Further, their findings show that less than 2% of all higher education students have achieved the basic standards of “global preparedness”.<sup>2</sup> What emerged in the study is that much work needs to be done in the internationalization of undergraduate curriculum and co-curriculum. Although foreign language instruction is viewed as an integral part of gaining international competence in college, statistics show a significant decline in foreign language enrollment in the last forty years. Overseas study participation accounts for only 0.8 percent of total enrollments, mostly students in the humanities and social sciences. Although the number of sites has increased, there is “a shift toward shorter periods of international study.” Many factors contribute to this shift. I would like to offer two: first, a growing reluctance on the part of students to leave the home campus because of broad curricular resources available there, and, second, the problems inherent with going abroad during junior year. We are all aware that junior year is a particularly significant year in students’ intellectual growth. In most colleges and universities, students have completed their core requirements and begin in-depth exploration of areas that may lead to their thesis. An hiatus at this juncture may not be desirable, both from the student and faculty perspective. To address this concern, colleges and universities may need to reevaluate the traditional junior year abroad. They may want to consider a sophomore year abroad, instead.

Furthermore, no systematic assessment has been conducted to determine to what extent the overseas experience is preparing students to achieve global preparedness, nor the extent to which they are integrating themselves into the culture of the country. With so many students who are permitted to study abroad with little or no language proficiency, what measures are colleges and universities taking to prevent overseas programs from becoming isolated islands within the host country. How can we ensure that crossing borders is more than a geographical crossing? Similarly, how are American campuses benefiting from the presence of international students? Since they are not eligible for financial aid, most international students are a homogenous group who isolate themselves, and are never fully integrated. We fail to see what a valuable resource they can be to internationalize American campuses. We do not need to go very far to cross borders.

## *Faculty Development*

Although colleges and universities have concentrated more on providing students with international opportunities, they have not attended much to faculty development in the international arena. To raise faculty international consciousness and involvement, institutions need to create incentives that will encourage faculty exchanges and reward international efforts initiated by faculty. Internationalism at the faculty level is crucial. A Carnegie Foundation Study of 14 countries conducted to assess internationalism at the faculty level, discovered that American faculty alone stood out for their lack of commitment to internationalism.<sup>3</sup> While 80% of the faculty in the 13 other countries value connection with scholars in other countries, slightly over 50% of the American faculty seek such a connection. On every measure studied, including foreign trips for research, American faculty ranked last. Many reasons cause this problem, including poor foreign language preparation, and a concern for rank and tenure. However, for international education to be taken

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<sup>2</sup>Internationalization of U. S. Higher Education: A Status Report, American Council on Education, September 2000.

<sup>3</sup>Philip G. Altbach & Patti McGill Peterson, Internationalize Higher Education, Change, July/August 1998.

seriously, faculty members must join the ranks of supporters and universities need to establish a systematic program to encourage and support faculty development in the international area.

### ***Resources***

Everyone agrees that it is good, if not necessary, to internationalize our colleges and universities. We could overcome departmental debates on the definition of shaping an international curriculum; however, the biggest obstacle remains resources. In an environment of tight budgets and fiscal constraints, international education is viewed as an expensive proposition. From faculty resources required to infuse international perspectives into the curriculum to the financial burden that an overseas program places on the university, international education must become part of the strategic plan of colleges and universities and a concerted effort must be made to show how the benefits of an international education outweigh its drawbacks. Therefore, it becomes imperative that colleges and universities appoint an individual or establish an office to enhance communication, oversee resource-sharing, and seek opportunities for external support. Otherwise, international initiatives will be viewed as conflicting with departmental academic and faculty efforts.

### ***Assessment***

Finally, colleges and universities must commit themselves to regular review of their international efforts to ensure that they meet the goals and objectives outlined in their mission and goal statements. An assessment both at the internal and external level to ensure objective measures and recommendations is key to a dynamic educational process that takes into account demographical, economical, political, and cultural changes.

I would encourage AACUPI to continue this magnificent effort to share, and disseminate information, on overseas study experiences, and to assess, periodically, the intrinsic meaning of global education. To continue to raise questions, to probe, and to facilitate the road to “Paradise,” we will need more Virgils to guide us to a Paradise that is not a mythical place, but firmly grounded in reality—a true reciprocal exchange of open borders with a free flow in both directions, just as Lorenzetti beautifully portrays in the *Effects of the Allegory of the Good Government*. Let us also look at the new, and not the old, Europe. Let us learn from the Erasmus and Socrates programs, the free flow of students and faculty to benefit from rich heritages that we must continually renew.

Finally, I would like to urge you to consider holding a conference such as this on the other side of the Atlantic, and initiate a dialogue on international education with American colleges and universities to strengthen links across national borders.

Thank you.

### ***Portia Prebys:***

Thank you very much. And now it is time to consider the future.

## **AACUPI-STYLE ASSOCIATIONS IN OTHER EUROPEAN COUNTRIES**

### ***Portia Prebys:***

We believe that there is an enormous challenge for the future here. We know that the European Union has produced many positive things for its members; one of the less positive things is that America has been cut out, financially, economically, culturally in some ways, and we have gone into detail in these matters over these past days. We believe there is a challenge for the future, and we would like to talk about it. There are several AACUPI-style associations in other European countries, though not in all European countries. The fact that most American students who study in Europe study in England, (Italy is second), prompted us to invite the Association of Study Abroad

Programs in the United Kingdom to join us, but they were unable to do so. At this point, I would like to welcome Kim Griffin, who represents the Association of American Programs in Spain. Kim.

## **THE ASSOCIATION OF AMERICAN PROGRAMS IN SPAIN (APUNE)**

### ***Kim Griffin, President of APUNE***

Thank you very much. As Dr. Prebys said, I am the very recent President-elect of APUNE, the Asociación de Programas Universitarias Nordamericanos de España, and I am also the Director of the Middlebury College Program in Spain. We have four sites right now, and are expanding. So, I am wearing two hats.

I very sincerely appreciate that APUNE has been invited to this conference. This seems to be the start of a long and productive, mutually favorable relationship. Even though we do not have funds to do this, I would invite all of your directors to attend any of the APUNE meetings in Spain. I also see that there is a similar tradition in both Italy and Spain, that is, when one takes possession of the microphone, you know when that person will start, but you do not know when he will finish. But, I will try to be brief and concise. There is a lot to say, and I am very conscious that we are coming to the end of a very long and dense four days. I am thankful, professionally, on behalf of APUNE, but also personally, because this is my first trip to Italy, despite having lived 25 years in Europe.

I would like to describe very briefly the history of APUNE. It is very similar to that of AACUPI, so I will not go into detail, but, I think, what is probably more interesting to you, is to go through some of the similarities, and the differences between the two organizations, and, maybe, touch on some points where it looks like we might work together in the future.

APUNE is an organization that was provided more for moral support for directors than for anything else. It was, originally, conceived as an open forum, particularly, for gathering and disseminating information, especially to directors. Since then, it has taken on some more roles. We started in 1968, so we are quite an old organization, but, for about 15 years, it was a place for directors to come together, and talk about problems, and possible solutions. It was, originally, founded because there was a need to establish some sort of academic quality criteria amongst American programs. It was established only for non-profit, accredited organizations, like yours, and originally, though this is just beginning to change, it was established for only Spanish-speaking programs. This is one of the differences we will find between our two organizations. For about 15 years, we had between 20 and 30 members, until the 1980s.

I see that we have a similar history. It was in the 1980s, that, all of a sudden, the Spanish authorities realized who we were, or, at least, that there was something out there that was not quite under their administrative control, and we began to have some legal problems, not as serious as the ones you have here in Italy. The legal problems came, not because we were doing anything illegal, but because, previously, in Spain, there was literally no fiscal or administrative infrastructure that could take programs such as ours into account.

When we began to look at this situation, with lawyers and legal representatives, we realized that, even though there now is more of an infrastructure, there still is nothing that contemplates our activities. In fact, we came to the very unusual conclusion that, at this point, by the Spanish administration, at least labor-wise, we are considered something similar to airline ground personnel. That's where we are for the Spanish administration.

American programs, on the one hand, enjoy some economic benefits: not having to pay many taxes, not having to pay social security for employees, etc. For quite a few years that meant saving an awful lot of money. When we began to look at legalities, and to ask programs to become legal, some of them actually left the Association, rather than become legal, because of the expenses that it was going to entail. Unfortunately, we have not been able to convince the Spanish administration, yet, that we should have any sort of a discount on, for example, paying social security benefits and

such, to our employees. So, from the 1980s, we dealt with how we could become legal in this legal vacuum, and what that could mean for our programs. And that, also, is when APUNE took on a new significance. Right now, we are at the crossroads of becoming even more significant, with more members. We now have 40 members, with three new applications, and we are about to begin actively recruiting programs that, we think, should belong to the organization for our benefit, and for theirs. So, I think we will be growing for the next five years, or so.

Our most recent accomplishment has been the recognition of all the programs in the Association by the Comunidad di Madrid, at least, the programs that are within the community of Madrid, and that will be extended to some of the other autonomous regions in Spain. That recognition is still tenuous; it does not really mean anything, tangibly, but, at least, we have our names published in the *Boletín Oficial de la Comunidad*, and, once you are on paper, you exist. So, that is a big help.

Most recently, our newest accomplishment is the creation of a web-page. I am handing out a list of APUNE members, and a map of Spain. You can see that, although the vast majority of the programs are located in Madrid, there are a number of program outside Madrid, spread all over Spain. As for our activities, we hold meetings, once a year in Madrid and, in recognition of the large number of programs located outside Madrid, once a year at another location, usually in connection with a Spanish university that is willing to host our organization. Up until now, this has been very successful for making our American programs known within the Spanish university system. We, also, try to combine our meetings, especially outside of Madrid, with cultural pleasure and cultural business. We have speakers and we take tours, etc. It is interesting, and brings us all together and working on some common issues.

As far as the university programs are concerned, apart from program legalization and assistance with legal issues, we also do quite a bit with information, as I said before. We distribute the *Living and Study in Spain* booklet for directors, so that different universities in the States get to know the programs that exist in Spain. Also, the web-site.

Probably, the most important activity is evaluation of our programs, which we do every five years. We create evaluation committees that go around and evaluate each of the programs, every five years, although we are going to expand it to every seven years, because it really is not necessary to do it so often. For the directors, the services we offer are help with obtaining work permit exemptions. A difficult point was directors who come over from the United States: what is their legal situation, their labor situation in Spain? APUNE has managed to get the directors included in the work permit exemption program, so that they are allowed to stay for up to one year, which is renewable, without a work permit or any other sort of special visa. We have orientation sessions with the new rotating directors, which usually falls to us veteran directors, the so-called permanent directors.

In the area of developing policies and guidelines, we have found that it has been helpful for us to draw up an official statement about certain issues that could be distributed to our home campuses, so that the home campuses know pretty much what the program directors of other programs think about certain issues in Spain. We have come up with guidelines on personal responsibilities, students' responsibilities while they are studying abroad, crime and personal safety (which is a big topic in Spain, as I am sure it is here, too), legal considerations, not just for the programs, but for students, if they get into any sort of legal trouble, health and medical attention, health insurance. Drug and alcohol abuse has caused a lot of discussion in our organization, so we probably will come out with a statement about how programs see this issue in Spain, where drug and alcohol consumption is quite common and quite legal, even at a young age, and how we feel our American students should fit into that whole situation. We also publish a list of emergency numbers for all our students.

Most recently, we have created committees to investigate other difficulties programs have had, particularly, a committee on serving students with special needs. This has become a kind of information clearing house for the programs. We are working with Handicap International, as far as

looking into specific information on accessibility for handicapped students. We are coming up with itineraries for handicapped students. We are trying to become very proactive, inviting students with all types of disabilities to participate in programs in Spain. It is not easy. Madrid is probably one of the worst possible cities in the world to come to if you are physically or mobility limited. But, there are possibilities, and what we need to do is print them up. We also publish case studies for program directors, about certain problems that we have all had to deal with, and how we have dealt with them: what was successful, and what was not so successful. This has been particularly interesting in the case of psychological problems. I, myself, had to commit a student of ours, a couple of years ago, to a mental institution in Madrid, with all the legal ramifications that had. Once you commit someone, it is not very easy to get them out unless you go through the Spanish courts. That is a case study that will be very helpful for directors, in the future, because it certainly was an interesting experience for me.

We also invite speakers to our meetings. For example, we had the organization for anorexics and bulimics in Spain, which is a very common problem with our students. We had the Association for the Blind, which is very powerful in Spain, and very helpful to our blind students who come, as well. We invite speakers to talk about racism, and discrimination issues in Spain.

As for services for students, we publish emergency numbers, as I said. Visas. Like in Italy, this was a big problem for us in Spain. Student visas are required. We now have special forms just for APUNE students, which label them as APUNE, and facilitate their getting their visas. Some related problems are the increased number of international students coming on our programs, particularly, from Eastern European countries. As you know, Spain is considered by many European countries as the back door to illegal immigration into Europe. Spanish authorities are now very suspicious of Eastern European students who come to study in Spain on American programs, refusing them visas even though they are legally enrolled in American universities, and really are under the same economic and legal conditions as our other students. So, we are in contact with the Spanish consulates in Sofia, Bulgaria, in Moscow, and in several other places.

Also, the Spanish government has just requested that all American students sign a health form in order to be able to get their visas, a form which, by American standards, would be judged unconstitutional, by issuing such a statement and forcing someone to sign it. So, APUNE has worked with the Italian Foreign Affairs Ministry to rework that health statement, so that it is in line with what an American doctor can sign, which he would not, by any means, have been able to sign in the Spanish government's version.

Major accomplishments? I guess, I have already mentioned them, mainly, recognition by the Spanish authorities. Future projects, particularly, would be cultivating more relations with Spanish authorities, and recruiting new programs.

Very briefly, then, the similarities and differences that I see between our two organizations and where, I think, we come together are, for similarities, the Roman law base for legal and fiscal matters, which is so very similar, that, I think, we can learn a lot from each other. The university system in Spain is very similar to the Italian system. We have a growing number of students wanting to directly enroll in Spanish universities, and, more and more programs, wanting their students to directly enroll, therefore, we are dealing now with a classical campus, which is very different; private versus public education, student expectations, professor-student relationships, schedules, calendars, a rigid curriculum (for our students who wish to choose flexibly their courses at the Spanish university, it is very difficult). Reforms in the Spanish education system: it has been very interesting for me to hear how Italy is going along the self-same lines as the Spanish reforms; as someone said earlier, they do not reform by inaugurating a new system, and eliminating the old system, but, they inaugurate a new system by combining it with the old system.

We have the same home-campus movements that are affecting us. Letters is no longer our biggest source of student enrollment. Spanish majors, now, are not only Spanish majors, but double majors, in Spanish and Economics, in Spanish and Biology, Spanish and Psychology, International Studies, Economics, etc. For the first time, we are seeing that these departments back home – and I

speak very personally about Middlebury College, which, as many of you know, is off in the wilds of Vermont, one of the most un-international locations you can imagine – for the first time, departments such as Biology, Psychology, Architecture, are accepting credits for requirements in those departments for course work that students are taking in Spain. That is a situation quite different from what it was a few years ago. I suspect that some of that may be happening, as well, here.

On the other hand, Spanish majors in literature we are all finding are taking a dive. I, myself, had to cancel three literature courses, this semester, for the first time. So, we are seeing quite a different movement in Spain, as well as in Italy. Even though we have more enrolled and more students coming to Spain, they are very different students, with very different curricular expectations. Our language departments back home are not very happy about this, because we become service departments, rather than major departments. I wonder if that, maybe, is not similar here. I am also interested in internships, and I am hearing, here, as well, about all of the legal problems that involves. I suspect, it is the same here in Italy as in Spain. Even though our home campuses are requesting us to take on internships, and get our students out into the community, into community service, and so on, that is all well, and good, except, we run into the trade unions, who do not believe in volunteer work, because that could be a paid job for someone, and the unemployment rate is 20% in Spain. And, another problem we face is how to hold students to the commitment to community service. It sounds very nice to do an internship, but when students travel every weekend, and have other interests, it is not always as possible as we would like it to be.

Our programs are also discussing the advantages of being in Madrid, as opposed to the advantages of being in smaller towns. Special courses, specifically for Americans versus direct enrollment, that sounds the same, although, I have to say that the tendency now is more toward direct enrollment in provincial universities, moving away from Madrid and out into the provinces. Spain has undergone, in the last ten years, a very graphic decentralization of the higher education system. There are, at least, eight or nine new public universities in Spain. They have, also, just recently allowed private universities in Spain; they had not previously allowed the direct, separate incorporation of Catholic universities.

This decentralization of the universities has created magnificent opportunities for American programs. These universities are young; most of their staff are young, the professors are young. Many of them have studied abroad; they know what it is like to be a foreign student, to learn a different language, and to study in a different language. And, they are very open to having American universities come and collaborate with them. Yes, it is true that they do not have the prestige of the University of Madrid, or the University of Salamanca, or the University of Santiago, or the University of Barcelona, but, on the other hand, you do not have 110 thousand students packed into the classrooms, either. I have a friend who is the Dean of the Economics Department at the University of Madrid. He, once, did a study of what would happen if the University of Madrid required attendance of all its students. It turns out there would be three students to every chair at the University of Madrid, so, fortunately, class attendance is very low.

One problem that Spain has, which may not be a problem here in Italy, but that is interesting in any case, a problem related to this tendency to go out into the provinces outside Madrid, is the problem of other languages in Spain. An obvious choice would be to go to Barcelona, but a number of classes are taught in Catalan. The Basque country has wonderful universities, but, unless, you speak Basque, your choices are limited, and, then, there is the terrorism problem. At Santiago de Compostella, another wonderful and distinguished university, they speak Gallego. So, the other languages that have become very strong in the public universities in Spain are causing problems for the American programs to go outside.

Direct enrollment in Spanish universities is a problem, because the students do not have the background knowledge, or language competence of their classmates. On the other hand, we are starting to see – and, here, I speak more as the Director of Middlebury, where we have students direct-enrolled in three Spanish universities, along with Spanish students, and with no on-site Middlebury College staff – I have been very pleasantly surprised by the results. In spite of the

difficulties we knew would arise, we have realized that our students' strengths may not be in background knowledge, or language, but, they bring other skills that kick in to compensate for the lack of language or background skills. What is most important is that the students themselves, once they get over the initial shock, come to realize that they can depend on other skills that they have to compensate for lack of information. They, also, come to the realization that this may be true when they go out into the real working world, and might have to work abroad in another country where their language skills maybe are not so sound. But, they really come to develop other skills that might compensate for what they will need to do in this global economy.

I will run through the differences very quickly and then conclude with the future. In APUNE, we are more homogeneous; programs in Spain, in general, are more homogeneous. We do not have as many special programs, no art, or architecture. We are mostly Spanish language, culture and civilization. We are more grouped together, physically. Some of you may be familiar with the International Institute, which is where Middlebury is located along with several other programs: Boston, NYU, Syracuse, the SUNY system, etc. Or, we are grouped together within the Spanish universities. So, there are many of us that are kind of large, island programs, and others, that they themselves call "ghetto" programs within the Spanish universities. Both have their problems, and their advantages and disadvantages. We have very few historical properties. Middlebury is contemplating buying one of the first historical properties in Madrid, but, that is something that differentiates the two of us. I am sure that the Spanish programs will be interested in hearing about your experiences, because there are opportunities for buying historical properties in Spain. The International Institute is on a historical property, but it was built, and run, by an American foundation. Another difference between the two of us is that our home campuses split their Spanish-speaking students between programs in Spain and in Latin America. Fortunately, not all Spanish-speaking students come to Spain, but, we do have another place where we send Spanish-speaking students, which is Latin America. But, it does make us a little bit different from Italy.

We do not have quite as many legal problems, and we try to stay ahead of the game. Part of our non-legal problems have been sheer luck. The problems we have had have been more with disgruntled employees who try to bring the wrath of the Spanish administration down on us. This has been quite a threat for many years, which is, also, why we are so interested in becoming legal. We must pay social security; we do not have to pay taxes, like you. But, we are following all of your legal accomplishments with great interest, and we will probably follow in your footsteps.

The future? Where might we work together? First of all, I certainly have lots of work to do as the President of APUNE, as I have seen these past four days. I see that we need to cultivate an awful lot of good friends in Spain, something we have not done yet, from the new ambassador, who has just opened a center for Spanish studies in Arizona, so, I am hoping he is going to be very sympathetic to our cause. I did not realize that the former ambassador used to come to AACUPI meetings, and he has never been to an APUNE meeting, so, we have some work to do there. We do have a very close relationship with the Fulbright Commission; we hold our meetings there. I need to get to the mayors of the several cities where we are, the presidents of the autonomous communities, the councils for education – I can just see the hours I am going to spend in ministries waiting in the hall. I would also like to get a certain approach – believe it or not – to the King and Queen of Spain, who both are speakers of Spanish as a second language. The Queen was born and raised in Greece. The King, even though he is Spanish, was born and raised right here in Italy. And they are both very sympathetic to cultural education issues.

Our biggest question, as yours was the other day, is what do we want from the Spanish authorities. I think this economic study is very important, and we will replicate and, probably, expand it. Right now we represent about four thousand students in Spain, and I am sure we will get up to ten thousand very quickly. Enrollments in all our programs in Spain have grown tremendously over the past couple of years. The importance of joining with others at the European level. This is why we were so interested in cooperating with AACUPI, and getting involved in the European Credit Transfer System, which might be a way to start getting some Italian and Spanish students to

study in the United States and have their credits recognized. I would like to approach Javier Solana, who is a Spaniard, foreign minister for the EU, and a Fulbright scholar and studied in the United States. I think he would be a very strong ally for our combined organizations. I would like to start touching bases with American programs in South America. I think they would form quite a large coalition. We could go on and on: Asia, with Japan and China. I suspect the State Department might really take notice if, all of a sudden, they realized that there might be an organization representing all of the American program abroad. I, also, would like to work with AACUPI on relations with home campuses. I have not heard too much said about that in these sessions, except for Dr. Hager's speech. I think we could do a lot from here to encourage our home campuses to recognize the need for internationalization of curriculum, more and more, and really prepare our students to be multi-lingual, and multi-cultural. I know that Middlebury itself, surprisingly enough, in spite of its tradition with programs abroad, speaks of internationalization on campus and, never once, refers to the programs abroad, which is really absurd.

Finally, I would like to work with AACUPI in becoming, also, proactive in Spain and being of service to Spain. We have just started to notice a return of the brains – we were just talking about the brain drain. Spain is very similar to Italy, where young researchers and young intellectuals find a need to go the United States for further development, especially in the sciences. When they come back, they have nothing to come back to. They find something of a vacuum. So, the American programs are hosting a return job fair, where we invite American companies interested in young Spaniards who have just come back from studying in the United States, and who might offer them job or research positions. We will be combining that with the Spanish universities, so, that we are hosting a job fair for returning young Spaniards for universities and companies that might take notice of the fact that these are very well linguistically, and scientifically prepared young Spaniards.

Thank you very much for your attention, and your invitation.

### ***Portia Prebys:***

There is an Association of American Colleges in Greece. I was invited there, in 1996, to help them form this association similar to AACUPI. Their association, however, was formed in direct response to taxation on the part of the Greek government, which stepped in, and wanted to tax all of their property. They simply did not have an instrument with which to fight this, and this was their first action after they were founded, in 1997.

The President of the Association of American Colleges in Greece is John Bailey, who is President of the American College of Greece, is unable to be with us in Florence this weekend. He very kindly provided us with the following information on our Greek counterpart and the By-Laws (*Editors' Note: published in the Appendices to this volume*). We all hope their example will encourage the birth of other similar organizations in other countries throughout Europe and the Mediterranean.

## **ASSOCIATION OF AMERICAN COLLEGES IN GREECE**

### ***International Students at American Institutions of Higher Education in Greece***

The member institutions of the Association of American Colleges in Greece (AACG) enroll, in addition to Greek students, significant numbers of youth from countries throughout the world, who are drawn to the prospect of living in Greece, studying in English and working towards American-accredited degrees. This inflow of qualified students advances the national objective of making Greece a magnet for international education, while also drawing foreign exchange to the country. In particular, Greece plays an important role in the Balkan region by educating in both public and private institutions, a number of students from neighboring countries. A small number of the international students at the American institutions actually hold scholarship awards from the Greek Ministry of Foreign Affairs. The presence of the students, also, contributes to the educational

experience of the Greek students studying on AACG's campuses. Currently, AACG's member institutions are hosting, approximately, 1,200 international students, who bring over \$10 million, annually, to this country.

AACG members contribute significantly to educational opportunity in Greece. The distinguished and influential Greek-Americans who serve on the boards of directors, or trustees, of these institutions, recognize these benefits. The members of the boards want to ensure that AACG institutions are treated fairly, and equitably.

***Portia Prebys:***

At this point I would like to turn the floor over to a brother organization of which AACUPI is an associate member. AAICU, the Association of American International Colleges and Universities, represents 25,000 students in Europe and in the Mediterranean. We have two representatives today from this organization, the President of Franklin College in Switzerland, Erik Nielsen, and the Head Dean, Nabeel Haidar, from the Lebanese American University in Beirut. They have traveled far to be with us this weekend, and I would like to turn the floor over to them.

**AAICU - ASSOCIATION OF AMERICAN INTERNATIONAL COLLEGES AND UNIVERSITIES**

*(Editors' Note: AAICU's membership consists of the American College of Greece, the American College of Thessaloniki, the American University of Beirut, the American University in Bulgaria, the American University in Cairo, the American University of Paris, Franklin College in Switzerland, Haigazian University College in Beirut, the Institute for American Universities in Aix-en-Provence, John Cabot University, Lebanese American University in Beirut, Richmond the American International University in London, and the University of La Verne in Athens, with two associate members: the Association of American College and University Programs in Italy, and Saint Louis University in Madrid.)*

***Erik Nielsen –Franklin College Switzerland***

Thank you very much, Portia. I cannot say I have traveled very far – I think it is about three and a half hours – but, let me begin by taking this occasion to thank you, and Heidi, and Riccardo Pratesi, for the wonderful organization, and being kind enough to invite us. This has been a very stimulating three days, and it has been a very wonderful opportunity for me, personally, to reacquaint myself with old colleagues with whom I worked in Italy years ago, and, also, an opportunity to make new friends. So thank you very much.

I will keep my comments very brief. In good Swiss fashion, I will not time them, exactly, but they should be three and a half minutes, or something to that effect. As Portia has said, AAICU is the acronym for the Association of American International Colleges and Universities. There are twelve full members, and a couple of associate members, your own organization being one. We are distributed throughout Europe, and the Middle East, so, we quite disparate in our geographical locations. Our member institutions can be found in London, Paris, Madrid, Athens, Lugano, Cairo, Beirut, Bulgaria. So, we face a number of very different problems, we have different student profiles in some cases, and, by and large, we have basically different environments that we work and, sometimes, struggle in. In the last three days, I have heard many discussions and have come to the conclusion that we face many similar issues, but in some ways, we have differences. We vary in size from 300-400 students, my own being one of these, to 6-7 thousand students, such as my colleague Nabeel's institution. So, we go from either end of the spectrum. As you can imagine, the problems are quite diverse. Even in the dates of our founding. Some of our institutions go back as far as the 1860s, and others, most recently founded in the 1970s, so we have that to separate us, as well.

There are a number of things we do have in common by our Charter. In general, we are not for profit; we are all basically American 501C3. We are independent, that is to say, we are free-standing, and autonomous; we are not linked to, or, a branch campus of an institution in the United States. In that sense we are quite, quite different from many of the institutions, here, in the problems we sometimes face. We are degree-granting as well, for the most part. We are accredited by United States accrediting organizations, in the case of my institution, Franklin, the Middle States Commission on Higher Education. Our student populations differ. In some cases, our institutions have as many as 60% students from North America, and, in some cases, as low as 10%, although we are American institutions. Each year, our organization meets once, usually hosted by one of the member institutions, on one of our campuses. This year, we will be meeting in April, in Lugano, Switzerland. The Presidents, Vice Presidents, and Provosts, of the various institutions get together; we share information rather openly, I am pleased to say, about the problems that beset us, the tax issues, the labor issues, and even salary issues. So, it is a very open, collegial group, and we share a lot of information.

We are different in a number of ways. Because we are free-standing and autonomous, and because we are degree-granting, we are primarily responsibility for our own admissions. That may be different from the situation that most of you face. And these are very real issues for us, because we are often tuition-driven, our revenue source is students, and, therefore, admissions becomes a very serious issue for us. Outside funding becomes another very serious matter.

We have heard, over the last several days, how this environment is Paradise. Living in Lugano, I can only say that I am on the fringes of Paradise, not quite there, yet. We have some problems that beset us, and the institutions of AAICU. Because we are degree-granting, perhaps we are more sensitive to the fact that our degrees are not readily accepted in Europe; there is no transference. That's a problem. When you have a situation where your student population may be as much as 60% non-North American, and their goal is to return to their home countries, which are not the United States, or Canada, then, the value of their degree becomes very important. If it is not recognized in their home country, then, we have a very serious problem to deal with, in terms of their ability to find employment. This is an issue that all of our AAICU members are trying to deal with, just as you are. We have got to find a way in which our degrees are accepted in our home countries. Even our host countries, in this case, Switzerland, for me, are very restrictive about the value they will place on an American degree. They are very protective of their own degree-granting abilities.

Another problem that we face is, of course, financial aid issues. For many of you who have institutions that are based in the United States, financial aid comes through, not on the federal level, but on the level of the states where your institutions are housed. As an American institution abroad, with no campus in the United States, state aid is very difficult to get out of some states to bring into Switzerland. So that is another problem that we face.

Many of our AAICU institutions have problems getting tax-exempt status. If you think that Italy can be restrictive, Switzerland can be twice as restrictive in terms of letting money out of the country, or reducing their sources of revenue. So, trying to find tax-exempt status for us is difficult.

In Switzerland – I will speak to my own situation, first – the federal government is not the seat of power; power resides, for the most part, at the legislative level, in the cantons. The Canton of Ticino, where I am located, is considerably more restrictive. While Franklin College enjoys tax exempt status at the federal level, at the cantonal level we are taxed at something like 33% on the money that we bring into the country. So, in the way of revenues coming in from tuition, from foundations or grants, we run the risk of being taxed at 30%. This creates some very particular problems for us. There are avenues around this, but they get bureaucratic, and are cumbersome.

One avenue we have where we are not taxed is through scholarships; financial aid, or scholarship money is not taxed when it is brought in for students. The other is to create a parent corporation in the United States and bring money in by subordinate loan. Subordinate loans are not taxed; on the other hand, they show up in your audits and your books as an outstanding loan, which doesn't always look good, but, you have some note of forgiveness which says that, on the day that

you receive tax-exempt status your note will be forgiven. In our particular case, we now have a note that adds up to over three million U. S. dollars, and, we just keep adding to it when we need to bring money over. It's not a major problem, except when you go out fund-raising to foundations, corporations, and businesses and they ask for your audit. They look at it, and, sometimes, they read it quickly and miss the little footnotes. They see you have an outstanding loan of three million and it scares people away. So, it is something we have to deal with.

Because our institutions are degree-granting, and most of our students are there for all four years, we have the problem of having a large staff; therefore, the whole labor situation becomes somewhat complicated, particularly in Switzerland, where it is becoming increasingly more restrictive to bring Americans in. In fact, the Swiss have just passed a law that will change the priorities and will allow European countries to have first preference in work visas in Switzerland, and the United States has now gone from second tier, to third tier priority, which means it becomes increasingly difficult to bring faculty in. It is one thing to bring faculty over for a semester, as you might experience, or even a year; it is another if you are trying to create a college, or a university, and you want to bring faculty over who will spend their lives with you. The first problem is trying to get a Swiss visa, and that probably holds true in Athens, or in Paris, as well. It is extremely more difficult for us to get work permits for our faculty. In the case of my institution, as well as others, because we are American institutions, we feel it is important that we have a high percentage of American faculty. That adds to the problem.

Finally, in the area of fund-raising, it is difficult in some of the countries in which we operate that there really is no tax incentive for nationals to give to the home institution. If your student body consists of Americans that are going back to the United States, and your institution enjoys a 501C3, or its equivalent in Canada, you can certainly count on your alumni contributing to the extent that they would have had they attended an American institution in North America. On the other hand, if your alumni body consists of ex-students from Germany, from Switzerland, from France, not only do you have a cultural gap to overcome, an awareness of philanthropy that you have to try to inculcate in them, but you, also, have some very serious tax disincentives for giving any money. As a result, it becomes difficult to initiate large capital fund campaigns, although we have seen that in England at least they are becoming successful, using American fund-raisers and developers. In Switzerland, I find that still to be a difficult issue.

One other problem that I think we sometimes face is that we have faculty that come from different institutions, from a North American background, and we have faculty that come from the European labor force. We have very different expectations. You probably experience that as well, although, if you have a turnover every six months, or every year, perhaps that is obviated. For us, our faculty tend to live in our country, and develop ties, and roots with us. They spend ten or fifteen years, and, inevitably, the question of tenure comes up. In Switzerland, tenure is almost a non-existent concept, because of the labor structure. You end up trying to satisfy the needs of faculty coming from a variety of backgrounds and expectations. That creates another problem.

I will leave some time for my colleague to talk about other issues of AAICU. Perhaps, if you will grant me a couple of minutes, I would like to speak about my own institution, Franklin College. We are on the smaller end of the scale, with about 300 full-time students during the fall and spring semesters, and, probably, another 200 students who come through during the summer, usually, through articulation agreements that we have with American institutions. We have an MBA program with Long Island University, we have a teacher's education program with Lehigh University, and we have articulations with Connecticut College and Skidmore, Brandeis, and a number of other institutions, so we often get their students during the summer. Our student make-up is, perhaps, a little different from some of the other institutions that belong to AAICU. We are 45% North American in our student population; the other 55% come from 56 different countries according to the most recent census. So we like to think of ourselves as being very international in our make-up. Many of our students carry dual passports. Probably 85% of our faculty carry a U. S. passport, although many of them have dual passports, as well. Probably 90% of our faculty have been

educated in the United States, or have taught in the American system, at some point. We like to think of ourselves as an institution in the liberal arts tradition, but because we have such a high percentage of non-North American students, many of them really come with a focus on professional or pre-professional, programs.

I have to admit to you that our largest major would be International Business, and Banking and Finance would, probably, be our second most popular major, primarily, with our European students. For those of you who don't know, there are 67 banks located in Lugano, 12 miles from the Italian border, and there is a reason for that. It is the second largest banking city in Switzerland, so Banking and Finance becomes very popular. It does make for a problem, though. Talk about internships? It is very difficult to place our students in banks because of Swiss bank secrecy. They are not terribly open to having students have access to the files and records of any of their clients. In fact, anything that might in any way prove indiscrete for their clients is heavily frowned-upon. This is the heart of Swiss banking and always has been, so, we have to find other avenues for internships for our students.

Although we are an American institution and we run on an American curriculum for two semesters, we do have an aspect that is unique: we have an academic travel program, as well. We stop in the middle of the semester; in fact, next week we will be breaking for two weeks, and probably 90% of our student body will leave to go to another part of the world, for two weeks, with a faculty member. We will have 26 students in Beijing and Shanghai, 25 in Mozambique, probably 30 going to Montreal, Quebec City and Ottawa, somewhat less exotic; we will have a group going to Washington and New York. We do this each semester. The only rule is that the student cannot go back to the country where they hold their passport. So, they really have to go to a different country. In order to graduate, a student must do six academic travels in the course of eight semesters. Usually, in their senior year, they are working on their theses, or finishing up their requirements, whatever they may be. By and large, we see ourselves as a very international school.

I was very interested in the comments of Professor Hager from Georgetown about internationalism. I think it is very true. Having been a professor at Bowdoin College, Trinity University, and a number of other places, I have always heard the buzz words about globalism and internationalism, but, when it comes down to it, getting your students away from your campus is somewhat problematic. I heard a student yesterday – she is in the audience today, from Saint Mary's College– talk about the difficulties that science majors encounter in trying to break out of a rigid and lock-step curriculum, whether it be in chemistry, or physics, or whatever, to come over to Europe simply to get a global perspective. I think that problem still exists, today, and we need to do more in that direction, to make it easier for our students to go abroad. By and large, we see ourselves at Franklin as a very international institution, and it is our goal in the future to maintain our percentage balance the way it is right now. We do not wish to have an American population of more than 45%. We fear that we would become an American enclave in Switzerland, so, we try to establish an international balance.

With that I will pass the microphone over to my colleague, Nabeel Haidar.

### ***Nabeel F. Haidar – Lebanese American University***

Thank you. I do not think I would be true to the tradition of this conference if I did not start by thanking Portia, Riccardo and Heidi. I, also, would like to thank all of you who stayed here to hear the last speaker before lunch on Sunday! I, also, have to tell you that, ever since I heard that Portia was inviting our university to come speak here, I have been at a loss as to what to speak about. Finally, I said that I have a good paper that I gave two years back when I was the keynote speaker for the Joint Plenary Session of the European Association for International Education (EAIE) and the Council on International Educational Exchange, and I thought this would be a great paper to give, adapted to the occasion. This morning, I heard Professor Hager do away with half of it. Then, I thought I would just stick to AAICU, and my colleague next to me just did away with

100% of what I had to say. So, if you judge whatever I have to say now to be incoherent, you know the reasons why.

In 1967, shortly after I arrived in the United States, where I was brought to do my work for a Ph.D. in Chemistry –I was in Lexington, Kentucky – I was invited by a friend of mine to share dinner with his family. His wife and mother-in-law were sitting on the doorstep in cut-off shorts and barefooted. I was dressed in a suit and tie. The first thing the mother-in-law said was, “He’s dressed like us!” The wife, being a university graduate, was more alert and inquisitive. She wanted to know what means of transportation I used to get to Lexington, Kentucky. When I answered that I came by camel to Madrid – and indeed I flew Iberian Airlines at the time – and, then, took a plane from Madrid to New York, she seemed perfectly satisfied with the answer, until I, awkwardly, corrected the joke and told her I flew Iberia from Beirut to Madrid, and, then, to New York.

That incident left an imprint on my mind, and it was, perhaps, right there and then that I decided, and I realized, that, although I had a lot of chemistry to study, I also had a lot of cultural tutoring to do. It was 1967, just after the Arab-Israeli War, and every benevolent organization was looking for speakers to speak about that war, so I was invited to the Kiwanis Club, to the Lions Club, to the Rotary, to many high schools, to tell them about Lebanon, and about the situation over there. And, every time I spoke to those groups, I used to start by saying, “I am a Lebanese Christian, who lives in a mountainous, green country that has absolutely no deserts, and where one of the most favorite sports is skiing.” For my audiences, this alien should be an Arab with a headdress, who must live in a tent in a sandy desert, and who prays to Allah several times a day, exactly as the honest people of Hollywood have portrayed us to be.

Well, by 1970, when I left the United States, I am glad to tell you that I had graduated many people from Culture 101, and I, also, had passed Culture 101, because I had to correct many of the misconceptions I had about American society as portrayed by American television, itself. We are, of course, not in the 1970s, nor, in the late 1960s, and the Information Age has bridged many of the gaps that existed. But I think, from what I have heard here, yesterday and today, we can underline the fact that people do not really know a country very well until they have come to a country, lived in it, breathed the air, eaten the food, and lived the culture of that country. In a global society, where information is not stored in the hallowed halls of universities, and the heads and minds of professors, educational exchange has, perhaps, changed importance, but, nevertheless, it has become even more important, and more commanding, because in this Age of Communication, which is characterized by the explosion of information, the feeding and retrieval of this information must be accompanied by a better understanding of other cultures in order for the world to come closer. For, I am really and truly afraid that the explosion in information, if not used well, will not bring people together but will break them apart from each other. This is a very important issue for all of us, here, to consider: how to use information, in order to bring people together. (If you see me flipping through the pages, it is because everything here has been said!)

In the 19<sup>th</sup> century, Europeans and Americans chose Lebanon as the one area in the Middle East where they could concentrate their efforts to bring their education. Why Lebanon? Because Lebanon is multi-cultural, multi-confessional. This is the only country in the Arab world, in the Middle East, where people are split almost half and half, between the two great religions that emanated from there, Christianity and Islam. Of course, there is Judaism as a third religion, but Jews in Lebanon are a minority.

In 1860, the Presbyterian missionaries established, in Lebanon, the American University of Beirut, later, the Jesuit missionaries, from France, established in Lebanon, St. Joseph University. In 1924, women Presbyterian missionaries founded the university I belong to: it was known as the American Junior College, became Beirut College for Women, and, today, we are the Lebanese American University. The university I represent was the first women’s college in the whole Ottoman Empire, and remained the only women’s college for many years, until it became coeducational in 1970. The importance of these institutions that were established, mainly, by missionaries in that part

of the world, was to bridge the gap that existed between the cultures of what I would call the Eastern Mediterranean and the Western Mediterranean.

The Eastern Mediterranean, especially the Middle East, is a spiritual area. This is where the three great monotheistic religions were started. The West is perceived by the Eastern Mediterranean as the land of know-how, the land of decision-making, and the people of the Eastern Mediterranean look at the Western Mediterranean – and when I say Western Mediterranean, you know, you have to give it the extension it deserves, to Europe and the Americas – they look to the governments and peoples of Western lands for support, and assistance in their struggle to fulfill their human rights. This is a very important issue in education that we have to realize. The Eastern Mediterranean people look for Western support, and they hope that this support will come, unadulterated and untainted with financial interests and concerns. To some of the people the Western bank is where support should come from, because the issue is basically, and, ethically, right, not because it is suitably right, and this is something that people on the Eastern side of the Mediterranean have been puzzled about. They read the history of the Western cultures, and they hear about ideas like *liberté – égalité – fraternité*, and they expect that these ideas would be at the top of people's minds to be transmitted to other countries. They are, usually, frustrated when they see that these are conditional: if it suits us, we are for human rights, if it does not suit us, then, human rights do not mean anything. So, this is one thing that, in our educational systems now, as we talk about international education, I hope we would take care of this issue.

There is nothing as far from the truth as saying that Christians are Christians and Moslems are Moslems, and neither one will change, and I am talking as a Christian, but a Lebanese Christian. In fact, Christians have changed, and the Christians, today, are very different from the Christians of yesterday. In Lebanon, there are no Christians, and there are no Moslems; the Christians are Christian Moslems, and the Moslems are Moslem Christians. Over the years, they have taken a lot from each other. Many people with think that, because of the protracted war over the sixteen years from 1975 and 1990, there is a lot of intolerance. This is not true. When you go to Lebanon, you will see that the church and the mosque are next to each other; people use adjacent doors to go to do their own praying. The fact is that politics, economic issues, came together, and brought people apart. There is nothing more difficult than being in a small country, and having two very powerful neighbors, two powerful neighbors who are monolithic, while the country you are in is very heterogeneous. You ask, why am I saying this? I am saying this because we believe that, as an American institution located in that part of the world, part of our duty, part of our mission, is to overcome the seeds of intolerance, and the seeds of hatred and divisions. I believe this is something that has been written in our statement of purpose, which is written, not for American students, but for local students, national students of the Middle East who are going to study under the American system of education. So, this is one thing that characterizes our university: it was not established for American students to study in it, but, rather, for the local community, and for the Middle Eastern community in general, to come and study.

I am not going to belabor why cultural exchanges, international exchanges, are important. I have two professors in mind. One of them was educated in France. Every time he wants to change cars, he opts either for a Renault, or for a Peugeot. Not only did he get the language of the country where he studied, but he, also, is a proponent of economic exchange. The same thing goes for a Lebanese professor who was educated in Venice. He always buys Alfa Romeos or Lancias. Another was educated in Germany, and it is always an Audi or a Mercedes. I would bet you that their kitchens would also reflect this, even in the blenders, and the kitchen equipment they would buy.

Let me go to the Association of American International Colleges and Universities that President Nielsen spoke about. This association was established about thirty years ago, and it boasts among its members some of the most prestigious institutions of the Middle East. I mentioned the American University of Beirut, the American University of Cairo, and our own university, the Lebanese American University. American students, for reasons of credit transfer and similarity of academic calendars, find it more suitable to join AAICU institutions, because they are, essentially,

American in philosophy and nature, yet, properly located in key cities where good education could be integrated with tourism and cultural awareness.

Unlike local or national institutions in the Middle East, all AAICU institutions require a basic core program in liberal arts education. This core program is often perceived as the mind- and eye-opener to issues pertaining to human rights, democracy, liberal thinking, and cultural openness. It is, therefore, not strange to see that some of the governing regimes in the Middle East do not view these universities in a good light. In fact, they see these universities as divisive and dangerous to the unity of the country. In truth, these systems are afraid that the ideas professed and taught by these universities are dangerous and detrimental to their own regimes and, therefore, they would have liked to do away with them if they could have. But, because these universities are established; most of the intelligentsia of these countries have been taught under these systems, so, they do not dare touch them.

The value of AAICU lies not only in the value of the institutions, but, also, in the intrinsic value of the association itself, which is a forum for the exchange of thoughts, ideas, problems and solutions amongst institutions that are united by the fact that they are all foreign to the countries in which they operate. Some of us are more foreign than others. I have to say this, because we have a dual nationality as a university: we are Lebanese AND American; therefore, our degrees are not purely American degrees recognized by the Board the Regents of the University of the State of New York and, consequently, by universities across the United States, but our degrees are also recognized by the country of Lebanon, and, accordingly, because the national undergraduate degree is the license, specular to the French license, our degrees are accepted both in the United States and in Europe.

The lessons that could be derived from sharing experiences among AAICU member institution are many. Over the years, AAICU members have had common issues to discuss regarding accreditation, multiplicity of laws – which law are we under? Is it American law, as far as faculty are concerned, or is it the law of the land? We have been battling with this. You know, American institutions just raised the retirement age for tenured professors. Do you do this in a small country like Lebanon with not as many institutions, and not as many opportunities for people to apply to, if they have to leave. This is a problem that we have been grappling with, and, eventually, we decided not to go with the American law, because the law of the land prevailed. We consulted lawyers in the United States, and we have some verdicts on our side. This is one example. Another type of problem is taxation. Are we under Lebanese tax laws? Are we non-profit organizations in Lebanon as well? Fortunately, in Lebanon we do not have this problem, but I know that our colleagues in France and Greece have had these problems.

We also have curricular and academic problems. You cannot take, for example, a Western Civilization course, which we call in our dictionary “cultural studies program”, as it was made in a certain university in the United States, and apply in a country or in an area, in this case the Middle East, that is predominantly of Moslem confession. One has to make adaptations. I have to tell you that most of the Islamic world does not see the issues of human rights and women’s equality with men with the same eyes that we see them. In the Koran, it says that a woman inherits one half the amount a man inherits. Of course, this is anathema to people who profess adherence to human rights issues. So, how do you teach this? How do you teach the issues of the declaration on human rights? One has to make adaptations. And who said that Western civilization is the only way people can be cultured? Actually, we have opted to include other civilizations. Our program used to start with the *Iliad*; now we go back to *Gilgamesh*, the Phoenician epic, and we have introduced Hindu and Confucian excerpts for our students to be exposed to all kinds of cultures, and not, simply, to Western culture. Some American institutions, now, are doing that, but not as much as all the people gathered in this room would like to see.

Today, in this electronic age, the AAICU institutions and the various other American programs that exist in Europe –and we have been talking about this for some time – and also in the Middle East provide venues for life experimentation that go way beyond the enjoyment of scenery,

cities, and beautiful cafés (I love your cafés, I love your coffee, and I think this is one good reason to come back to Italy). These institutions are building blocks, in my opinion, for a true global village, a global village that is not only based on information retrieval, but on human understanding. And, if education is not human understanding, what is it? Then we should be in a different business.

Thank you.

***Portia Prebys:***

Thank you very much.

I would like to thank all three of our speakers for opening up new worlds to us. There are other paradises, elsewhere. I thought it was particularly fitting to have our guests from abroad speak to us about their realities, because those realities are also very important for cultural exchange. This is what we are doing as educators.

I would ask you for three more minutes of your time. We do not really know anything – we have not talked about it in any of these days – about the reality of Italians going to America. I have asked Rebecca Spitzmiller, who is the Director of the Council on International Educational Exchanges, to tell us very briefly about sending Italian students to the United States, for work and study experience. I would like to introduce to you Rebecca Spitzmiller, CIEE director for all of Italy.

**REBECCA SPITZMILLER**

***Council on International Educational Exchange***

Thank you Portia, and thank you AACUPI. Thank you to the cities of Florence and Fiesole for having hosted this wonderful session. I have been unfortunate in not being able to be here for the previous few days, but, I have gathered some very important information today. I have known AACUPI and AAICU for many years; in fact, I see some very familiar faces around the room. I was with John Cabot University for many years, and have been involved with the memberships of both these organizations. The Council on International Educational Exchange was the organization that hosted the meeting where the gentleman from Lebanon spoke a couple of years ago.

One common theme I have heard coming out in these sessions was “impact”. I think the impact of these organizations and of our students coming into Europe is fantastic. I am the outgoing speaker; I am going to speak about outgoing students. This is a different kind of impact. What I would like to talk about, most of all, is whether we could interact together. That is, how could Council Exchanges, which is based in Rome, for its Italian branch, but has worldwide headquarters both in Boston, and in New York, interact with you? But, in order to do that, I have to tell you what we do in Italy and what we do worldwide.

Like you, we are a member organization; our mission is very similar to yours, “to help people gain understanding, acquire knowledge and develop skill for living in a globally interdependent and culturally diverse world.” We have 53 years of experience. We have over 300 member institutions. On the train this morning, I highlighted those who are also AACUPI members, and there are exactly 38 AACUPI members, exactly half, that are also members of the Council. The American University of Cairo, by the way, is also a member institution of Council. We send a million students, annually, across national borders worldwide. We help thousands of educational institutions to do that.

In Italy, we send about a thousand students abroad, to work, and to study, mostly in the United States, but, also, throughout Europe, and the rest of the world. Most of our outgoing students from Italy go to the United States. They go to work; they go to study. Usually, if they are studying, especially in the younger years – we start at 12 years old, we have study programs all through the United States and also in England and throughout Europe – obviously, they are studying language at that point in most cases. We have programs where we link high schools, so high school exchange. We have the year in the United States. And, we believe in a lifetime of learning, up

building, where, once they learn a language, perhaps they would be able to integrate in that society, better. When we move into the university student area, we diversify from not just language study, but, also, into various fields. We offer summer sessions at some of the universities in the United States that are member institutions.

I am very interested in the equivalency and recognition of those courses back here, and I, also, would like to pick up the challenge to try to pursue what has been started in Europe under the Equivalent Credit Evaluation System, but in a very mosaic-like way. I am working on that, as well. We have programs for Italian students to work in the United States, in addition to only studying. That is, perhaps, one of the strongest things we offer to Italian students, because, if you know Italian students, you know they really need to gain that concrete skills preparation, and know-how, starting from how to write a curriculum vitae, and how to find a job. We at Council do that.

We have a web-site that has a thousand U. S. employers that are ready, willing, and able to hire Italian students. We provide the form they need to apply for the J1 visa to allow them to work legally in the United States. Every year, we send 42 thousand students, worldwide, to the United States. In Italy, that number is only about 400, and needs to grow. So, those of you who work with Italian institutions and have Italian students, let them know that they can do this. It is something very important for their futures. I am also trying to obtain reciprocity for those visas, so, I am also very interested in the other issue that came up about internships in Italy. I think we could work together very well in approaching the three ministries. I have been working at this since 1988, but I haven't seen much progress. I am trying to get reciprocity so that American students can obtain a proper, legal visa to work in Italy, even if it is an unpaid internship. We still are not very close to that. I have been bouncing from ministry to ministry, as you can well imagine. I think that if we combine our resources, especially with the statistical data you have brought in, we can really have a coalition.

The Italian universities are also really interested in this, because they have many extracomunitari that they would like to initiate into their own reciprocal exchanges with American universities. As for incoming programs, we have very few, but those we do have are very exciting. There is a volunteer program that has initiated some works at the Roman Imperial Forum this summer, and other school exchanges, in which students do come to Italy. I do not need to convince anyone here of the value of these programs, their "impact", again, that common term that we use to describe what happens economically, psychologically and emotionally, in preparing the students for their futures. I think the reforms in the Italian educational system are pointing, increasingly, in a favorable way, toward these exchanges. I would like to be a catalyst in those reforms. I think they are going to increasingly look toward American systems to find their way in that very difficult process. As Portia said, it is extremely complex, but I have an inside view, because the former director of Council Exchanges in Europe is now very much involved in the Brussels program, and he says to me, "Rebecca, the trick is to find out how we can do what the American system is doing without admitting it is an American thing". The credit system is a very simple idea that works. It is very complicated with quarters and semesters, but it is a simple system based on modules, which you all understand, and that is definitely the way European systems are moving. I am very interested in that project, and if anyone here is, please do let me know.

Last, we are working, now, on a program where we would like to involve the international community in Italy in a conference or convention. I am working very closely with Risorse per Roma, which is owned by the City of Rome. The first resource they would like to examine is human resources. I think that is very appropriate. They have asked me to try to help set up a way to hold a conference on the internationalization of the curriculum. This is for Roman universities, but hopefully, it will not end with Rome. I see that 32 of your members are in Rome, and I would like to invite AACUPI's participation in this project, to work together with the Italian universities. We are also working with our friends at the American Embassy Cultural Program to try to fit this within the context of the paper which was cited earlier, President Clinton's White House Policy statement on internationalizing education, so that is a very important program. I think, if we combine forces on

this number of areas we can start to have a greater impact and continue in the tradition you have set up for me. I wish to thank you for listening to this very late presentation.

***Portia Prebys:***

Thank you very much Rebecca. We appreciate your coming and we appreciate having the information.

**CONCLUDING ROUND TABLE**

***Riccardo Pratesi and Portia Prebys, Moderators***

***Portia Prebys:***

We have literally three minutes before this beautiful property, the Villa del Poggio Imperiale, closes to give their staff a Sunday afternoon at leisure, to produce a round table discussion on conclusions! I think we have been drawing conclusions for the last four days; I think we will be drawing conclusions, continuously, in the future; I think it is time to go home.

Thank you all very, very much for your participation, for your collaboration, and for all of your input. We are all extremely grateful to you. “Arrivederci alla prossima” until the next AACUPI and Circolo di Cultura Politica Fratelli Rosselli event. Thank you.

***Also invited to speak in this session:***

MONASH UNIVERSITY, MELBOURNE, IN PRATO

Presentation was both in English and in Italian, according to the wishes of the speaker. There was no registration fee for participation in any of the sessions.

Si ringraziano vivamente per il sostegno  
Banca Toscana  
Comune di Fiesole  
Comune di Firenze  
Consiglio Nazionale delle Ricerche  
Fondazione Carlo Marchi  
Provincia di Firenze  
Villa Banfi Wines

## **APPENDICES**

### **ASSOCIATION OF AMERICAN COLLEGES IN GREECE - BY-LAWS**

#### **ARTICLE I**

##### *Name and Nature*

The name of the Association shall be the Association of American Colleges in Greece, hereinafter referred to as “the Association.” The Association shall be of a voluntary nature without any profit motive.

#### **ARTICLE II**

##### *Purpose*

The Association shall have as its purpose to advance American sponsored higher education in Greece. The members of the Association shall be American non-profit educational institutions offering reputable programs of instruction at the post-secondary level, which have resolved to associate in order to achieve the following objectives:

1. to promote the common interests of the member institutions
2. to support high academic standards and unimpeachable integrity among American colleges in Greece
3. to serve as a forum for the exchange of information and ideas among members by means of regular meetings and other events
4. to communicate with agencies and officials of the Greek government, present the concerns and recommendations of the Association and seek the resolution of relevant issues
5. to maintain close cooperation with the U. S. Government and its Embassy and Consular representatives in Greece
6. to pursue equitable treatment under Greek law and equal opportunities for the member institutions, their students and staff
7. to develop cooperative relations with other institutions and educational bodies in Greece and abroad
8. to consider ways to enhance the stature and credibility of American higher education among the Hellenic public.

#### **ARTICLE III**

##### *The Executive Council*

III.1 The Executive Council of the Association shall consist of the chief executive officers, or their designees, of the six founding members and of other regular members later admitted to membership. The six founding members are:

- a. The American College of Greece, in Athens
- b. The American College of Thessaloniki, at Anatolia College in Thessaloniki
- c. The American School of Classical Studies, in Athens

- d. The Dimitris Perrotis College of Agricultural Studies, at the American Farm School in Thessaloniki
- e. The University of Indianapolis, in Athens
- f. The University of La Verne, in Athens.

III.2 The Executive Council alone shall determine the organizational and operational structures and procedures of the Association.

III.3 The Executive Council alone shall vote on any applications to the Association for membership.

III.4 The Executive Council alone shall have the right and power, by majority vote, to amend or rescind these by-laws and to dissolve the Association.

## **ARTICLE IV**

### ***Criteria for Regular and Associate Membership.***

#### ***Admission of New Members***

IV.1 To become a Regular Member of the Association, an applicant institution shall:

- a. be an American-sponsored, college-level educational institution with a substantial presence in Greece
- b. operate as a not-for-profit educational organization
- c. use English as its principal language of instruction
- d. offer academic programs that are comparable in curricula, objectives, and degrees to those of accredited college-level institutions in the U. S.
- e. be officially accredited by one of the U. S. regional accrediting bodies; or hold derivative accreditation from a regionally accredited parent institution; or demonstrate that it is purposefully advancing toward such accreditation.

IV.2 Institutions that do not meet the above criteria but share the Association's interests and concerns may, upon unanimous approval of the Executive Council at a meeting with a quorum, be admitted as Associate Members of the Association.

IV.3 In order to be admitted as a Regular Member or Associate Member of the Association, the applicant shall submit a request in writing to the Executive Council. The applicant must provide proof that it possesses the qualifications set forth in paragraphs 1 and 2 of this Article. Unanimous approval by the Executive Council is required for membership.

IV.4 Should a regular member cease to meet the criteria for regular membership, its membership will be discontinued.

## **ARTICLE V**

### ***Officers of the Association***

#### **V.1 The President**

- a. The President shall be elected at a General Meeting from among the chief executive officers of the regular membership by a simple majority of the Members, by show of hands or by secret ballot if requested.

b. The President shall be elected for a one-year term and shall serve no more than two consecutive terms. In the event of resignation or serious impediment, this to be judged by the Executive Council, the Council itself shall proceed to elect a President until the following General Meeting.

c. The President, though elected as an individual, represents his/her institution. Should that individual cease to be the chief executive officer of that institution, new elections for President shall be called.

d. The President shall represent the Association in relation to third parties and in legal proceedings as well as before all administrative and judicial authorities.

e. The President shall appoint and dissolve committees as needed.

f. The President shall convene the General Meetings of the Association.

g. The President shall superintend the implementation of resolutions of the General Meetings and the Executive Council.

h. The President shall not contract debts of any kind, nor grant pledges, mortgages or privileges over the assets of the Association without specific resolutions of the General Meetings of the Members.

#### V.2 The Vice President

a. The Vice President shall be elected at a General Meeting from among the chief executive officers of the regular membership by a simple majority of the Members, by show of hands or by secret ballot if requested.

b. The Vice President shall be elected for a for a one-year term and shall serve no more than two consecutive terms. In the event of resignation or serious impediment, this to be judged by the Executive Council, the Council itself shall proceed to elect a Vice President until the following General Meeting.

c. The Vice President shall serve as the replacement for the President in his/her absence.

#### V.3 The Secretary

a. The Secretary shall be elected at a General Meeting by a simple majority of the Members, by show of hands or by secret ballot if requested by any Regular Member.

b. The Secretary shall be elected for a one-year term. In the event of resignation or serious impediment, a new Secretary shall be appointed by the President until the next General Meeting.

c. The Secretary shall serve as the recorder of the Association's meetings, distribute information concerning Association business, inform members of decisions, and act as a central repository for the Association's archives.

#### V.4 The Treasurer

a. The Treasurer shall be elected at a General Meeting by a simple majority of the Members, by show of hands or by secret ballot if requested by any Regular Member.

b. The Treasurer shall be elected for a one-year term. In the event of resignation or serious impediment, a new Treasurer shall be appointed by the President until the next General Meeting.

c. The Treasurer shall attend to the economic management of the Association, in compliance with operational rules issued by the Executive Council. Specifically, s/he shall maintain the assets of the Association and expend or invest them on instructions from the Executive Council.

d. The Treasurer shall not contract debts of any kind, nor grant pledges, mortgages or privileges over the assets of the Association without specific resolutions of the General Meetings of the Members.

### **ARTICLE VI**

### ***General Meetings of the Association***

VI.1 General Meetings of the Association shall be convened by the President on a regular basis. Notification of General Meetings shall be sent to all Members 30 or more days prior to the meetings, except in cases of urgency, when special sessions shall be convened by fax, phone, or e-mail with a notice period of five days. In the notice for a General Meeting, the day, time, place, and agenda shall be specified.

VI.2 General Meetings shall be deemed to be properly constituted when two-thirds of the Association's Regular Members are present. A General Meeting held in special session shall be validly constituted according to the same terms.

VI.3 The General Meetings shall be chaired by the President and in his/her absence by the Vice President and in the absence also of the latter by a Member of the Executive Council. In the absence of the Secretary at a General Meeting, the President shall call on another Member to take the minutes.

VI.4 Resolutions at the General Meetings shall be passed by a simple majority, by show of hands or by secret ballot if requested by any Regular Member.

VI.5 Member institutions shall be represented by their chief executive officers, but a chief executive officer may designate a member of staff to represent the institution at meetings in her/his stead. Further, the chief executive officer may be accompanied to meetings by other members of his/her staff, but each institution shall have but one simple vote.

VI.5 The following duties fall upon the Association's Members at General Meetings.

- a. discussions and resolutions on all proposals for activities of the Association that might contribute to the fulfillment of its purpose
- b. the fixing of dues and special dues supporting the Association's activities
- c. discussion and resolution of expenditure accounts
- d. election of Officers of the Association.

## **ARTICLE VII**

### ***Finances of the Association***

VII.1 Receipts of the institution shall consist of:

- a. yearly dues of Member and Associate Member institutions, said dues to be established by vote at the first General Meeting of the academic year and payable within 30 days following that meeting
- b. any special dues, resolved at a General Meeting in relation to particular initiatives that require the availability of funds exceeding those in the ordinary budget
- c. voluntary contributions from third parties.

VII.2 A Member or Associate Member who ceases on whatever grounds to be part of the Association shall lose all rights over the Association's assets.

VII.3 The accounting period shall commence on 1 October and terminate on 30 September of the following year. The management and keeping of the accounts shall be entrusted to the Treasurer in accordance with the President's directions.

VII.4 In the event of dissolution of the Association, the General Meeting shall appoint one or more liquidators and determine their power. The net asset resulting from the liquidation shall be distributed according to the directions of the General Meeting.

## **ARTICLE VIII**

### ***Amendment of the By-Laws***

The Executive Council shall have the express power to make, alter, amend, and rescind the by-laws of the Association. Such action will be affected by a two-thirds vote of the Council's membership.

## LIST OF PARTICIPANTS / ELENCO DEI PARTECIPANTI

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Roma

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