The Association of American College and University Programs in Italy

Thirty Years of History, Activities and Impact of North American College and University Programs in Italy

Edited by

Portia Prebys

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INTRODUCTION

Portia Prebys*

EDUCATING IN PARADISE: THIRTY YEARS OF REALITIES AND EXPERIENCES OF NORTH AMERICAN COLLEGES AND UNIVERSITIES IN ITALY

The Association of American College and University Programs in Italy was founded in Rome, in February of 1978, by Richard Arndt, the Cultural Attaché at the United States Embassy in Rome, and by John D’Arms, then Director of the American Academy of Rome, to give form and substance to voluntary association by representatives of a small group of university-level study programs in Rome and Florence, that, in turn, had been founded by American colleges and universities to host exclusively their own American students. After having carefully studied their historical and administrative situations, the administrators of these programs were obliged to recognize that, while operating on Italian soil, they were functioning under highly unusual conditions, a fact that had implications and consequences for both nations in question. This demanding group at the head of the Association of American College and University Programs in Italy (AACUPI) considered it necessary to give some objective stability to their activities, in order to, later on, be able to answer to both the American and Italian authorities, regarding their academic presence, and comply with the multiple realities then existing.

At that time, it was generally recognized that the idea of a university’s having a study program abroad, distinct from the simple matter of sending individual students abroad, was a relatively new one worldwide. Before the Americans elaborated on this model, the only

* Portia Prebys, President of the Association of American College and University Programs in Italy, is Director of the Rome Program, Saint Mary’s College, Notre Dame, Indiana, USA.
historical precedents for university programs abroad were represented by colonial or imperial models, such as the University of Ceylon, which the British founded as part of their colonial responsibilities. For other reasons, Napoleon Bonaparte founded in Rome, at the Villa Medici, a sort of academy where young French students could study fine arts. The various national academies soon followed suit, in order to study, in Rome, the best that Italy had to offer, to encourage inspiration and creation in young artists and scholars. But the American university programs in question were extremely different in that they were independent, whether state or private: The United States has never had, for Constitutional motives, a ministry on the federal government level that was closely involved in education.

From the very beginning, it was clear that AACUPI and its member institutions were not seeking to impose the American educational model on other nations. For more than two hundred and fifty years, writers, painters, sculptors, and American men of letters had visited Italy—a paradise of riches offered to whomever was capable of comprehending them—taking back home with them, afterward, their experiences which were utilized, directly and indirectly, to create their own national culture. The same can be said of American students who have been coming to Italy, for over eighty years, to study in programs designed to help them better understand what Italy has to offer them.

The development that Americans gave to study abroad programs was dictated, in fact, right from the beginning, by a typically American interest in and a fascination for everything new in this paradise, due to the need for a richer educational experience, and to the desire to open up to other cultures so as to reduce one’s own provincialism. For the scholar, on all levels in Italy can be found a concentration of history, a disposition for new experiences in the field of culture, and new sources of knowledge and pleasure that do not exist in America. Personally and culturally, much is gained by an Italian experience, and what remains from an experience of this sort, a cultural self-definition that grows with time, is distinct, unique and singular, for each individual. Finding yourself in paradise, to then find yourself as a person because of this paradise, means reaching the top.

In fact, the American model of academic presence abroad is an historical anomaly which seems to have been followed only by Canada. The fact that American institutions of higher learning abroad represent an exception, rather than the rule, has conditioned, right from the beginning, the formation of AACUPI. Notwithstanding this, Americans still
maintain that the extension of studies abroad is a positive phenomenon and they wish it to continue. North Americans would undoubtedly be happy to see other nations institute study abroad programs, and, in theory, the majority of them would do their best to receive in the United States, similar programs, if it should be asked of them. It could not help but result in better understanding, and cooperation, between nations, on all levels. Unfortunately, this phenomenon has not occurred.

Certainly, in North America, universities receive more foreign students than any other nation. But, North American academic and fiscal structures would not tolerate a foreign university program that would come and set up shop, with its own faculty, and its own separate residence, participating at will and whim in American life. North Americans would be shocked by an operation of this type, and they would question who these people were and what they were doing on American soil. American immigration authorities, and tax officials, would study the situation very closely. As far as AACUPI is concerned, we realized right from the start that this type of foreign presence raised particularly acute problems in a highly centralized nation such as Italy.

Besides, this meeting of two cultures took place where no regulations nor laws existed that could have made this meeting easier. To face these problems, and for other reasons, as well, AACUPI came into existence and is proud today of its one hundred and thirty-five members; it is recognized as the common representative of American and Canadian institutions that operate study programs in Italy for their own students, over twenty thousand, who study in Italy every year.

Among the one hundred and thirty-five members of AACUPI, there are no two programs alike, from an ideological, didactic, organizational and administrative point of view: the variety of programs is both surprising and attractive. About one third of the member institutions seek to offer a broad educational and cultural base for a degree in architecture, usually, third or fourth year courses, with some member institutions hosting young architects studying to earn an M.A. These so-called architecture programs, offer courses in the history of architecture and art, urban studies, theory, design, and special projects that put the student into direct contact with the different cultural and historical context. An integral part of course work, numerous visits are organized within Rome and Florence, and to other cities and areas within Italy of noteworthy artistic, cultural and historical interest-experiences that are essential for a young architect, in today’s world, who will have to face working in the future in a global environment.
Many programs offer courses in general culture to their students, Liberal Arts, in short, along with courses in Italian language and literature. History of art, as well as the figurative arts, attract many American students, as do, too, archaeology and the Classics. Interdisciplinary study is the rule. Of late, there is a tendency to teach business courses along with the social, political, historical and human sciences. Mostly, these courses are taught in English on the Italian campus of the program in Italy. Moreover, many centers offer at least one or two courses in the Italian language to encourage the students to acquire a better command of the language. For years, many programs have had special and formal exchange relationships with Italian universities, especially in Bologna, Florence and Padua, by which, American students capable of doing so linguistically, attend courses exclusively in Italian on the Italian university campus while remaining enrolled in their home campus degree program. All programs offer their students field trips within Italy which illustrate on-site the subject matter taught previously in the classroom.

A serious study of academic tourism requested by, and based on AACUPI member institutions was carried out in 1992, and then, again, in 2000, by IRPET, the Istituto Regionale per la Programmazione Economica della Toscana, a Tuscan research institute, which provided extremely interesting data on these American programs. In particular, the last official study reported that 60% of these American students study art and history of art during their stay in Italy; that 51% study Italian language and culture; that 36% study economics and social sciences; that 32% study architecture; and that 18% study Classics. The investigation confirmed that in 2000 these university programs represented 6% of the entire national flow of tourists to places of historical interest, and represented for the Italian economy a direct expenditure of 436 billion Italian liras, without taking into consideration the indirect effects caused by their presence. This sum of money, generated almost exclusively in the United States, is transferred to Italy annually by college and university programs located here. Up-dated statistics for 2008 are provided at the end of this volume.

The reasons why a student comes to Italy to study are many, but almost always, it is for cultural stimulation. Italy presents a positive image of itself, a paradise, which decidedly influences a student’s choice to study abroad, and, particularly, in Italy. Many come, too, to seek their roots, as Italo-Americans, and, in this case, the paradise is of another nature. Today, in a top level curriculum, a period of study abroad of this
type is highly innovative, and quite desirable. These reasons become more real as time goes on: according to the IRPET study done in 2000: 87% of all students who have studied in Italy return, at least once in their lives, to revisit their fascinating paradise, that becomes, in the end, their personal realm.

The qualities of vitality, thoroughness and intensity that characterize these study programs are unique. The task awaiting the American student is an extremely serious one, and very challenging. Each program has well-defined and precise objectives; the academic level is excellent, the professors-Italians, Europeans, North Americans-are specialists in their field within the wide range of courses offered, and are dedicated to this specialized kind of teaching. Getting to this paradise is easy, staying on demands uncommon perseverance.

Young students have a deep fascination for Italy, that stimulates the imagination, very intense interests, both for the richness of the civilization and ancient arts that they can readily reach out and touch, and for the customs and cultural diversity that literature, cinema, music and television have continually thrust at them. Studying in paradise, perhaps, is what the student expects. Measuring up to the existing reality, a reality very distant from the American one, requires personal determination, however. Measuring the distance that exists between the United States—a cultural and geographic distance—and the nearness of Italy, ancient and modern, has always played a significant role in the development of the ideals and the icons that have slowly but surely identified America and being American. Sometimes, this role is easily identifiable, but, more often, difficult to live.

This image of Italy is successively, and inevitably mediated by the experience of direct knowledge: the fusion between desire and experience, between dream and reality, creates composite images, a subjective vision that often harmonizes with, but sometimes does not, the objective one. Each student is, day after day, put to the test by the comparison, sometimes disappointing, between the myth created in his imagination, and the reality of life in the host country. Paradise becomes real, and rendering this reality manageable and acceptable is one of the most delicate tasks facing the faculty in teaching these students. Every day, the student involved in the program, is guided through the human and social disciplines, to discover the profoundly diverse realities that this new country proposes to him socially, culturally, and on a human level. This critical process is constant for the student; it pervades every
single aspect of his or her daily life, every single choice made, from the simplest to the most complex.

These study abroad programs demand a great deal of work of their students, because they exact a multiple-faceted learning ability: an orientation to the various historical periods, and even more, an entry into them, culturally, in a country foreign to them. Their serious route to their new existence brings with it a new personal identity. This identity comes into being through meeting Italian culture, and is the personal response to this life experience, along with the personal capacity of fusing this experience with their culture of origin. This itinerary is covered only when accompanied by the love, by the patience, by the perseverance of he who wants to understand, and to live fully this new life, in the new host country, with reciprocal respect. For each and every student who has successfully traveled this road, his or her personal identity will be forever tied to Italy: a month, a semester, a year spent in Italy means, for these young people, the quality of their future life.

There are AACUPI programs in Alba, Arezzo, Ariccia, Ascoli Piceno, Asolo, Bàcoli, Bologna, Castel Gandolfo, Como, Cortona, Ferrara, Fiesole, Florence, Frattocchie, Genoa, Macerata, Marino, Milan, Orvieto, Padua, Parma, Perugia, Prato, Rome, Sansepolcro, Scandicci, Sesto Fiorentino, Siena, Sorrento, Turin, Venice, Vicchio, Vicenza and Viterbo. The oldest program is in Florence, Smith College, which was founded in 1931. Every year, new programs open in the more traditional centers, like Rome and Florence, but also in new cities, such as Viterbo and Perugia. The twenty thousand students who study in Italy every year spend, on the average, more than five months in the town of their choice, some enrolled in programs that last an academic quarter, others that last three, four and even eight, or nine months. Even those students who attend more advanced courses, both Master’s program students and PhD students, prefer to spend relatively long periods of time in their paradise, an average stay of more than five months, as well. Therefore, these opportunities for study in Italy are of particular importance because they represent long-term tourism, which produces important effects, and interaction with the economic and social reality of the areas in which these study programs are located.

The vast majority of programs does not recruit students on Italian soil, but brings its own students here, students who are already enrolled in a degree program on the home campus in the United States or Canada. Most of these students are American or Canadian citizens, but some come from other countries, having chosen, previously, to enroll in a
North American college or university degree program. Some programs accept students from colleges or universities that do not operate a program in Italy, but who wish to offer this opportunity to their enrollees. In this last case, these particular students enroll for the period of their stay in Italy in an institution that can offer them this experience. Therefore, all tuition is paid directly to the college or university in the United States or Canada, on North American soil. Many of these students receive loans from private or government entities, scholarships granted by the institutions themselves, and by other private and public entities. The IRPET study done in 2000 showed that more than 30% of the students studied in programs that cost more than $15,000; 16% studied in programs that cost from $10,000 to $15,000; and 33% studied in programs that cost from $8,000 to $10,000.

Less than a quarter of the programs own their own center in Italy, according to the last IRPET study. But, some own residences of great prestige and historical value, such as Harvard University’s Villa I Tatti, located in the hills around Fiesole, Georgetown University’s Villa Le Balze in Fiesole, and New York University’s Villa La Pietra on the Via Bolognese, in Florence, a very important bequest by Sir Harold Acton. These properties, located in historical centers, or in very particular residential areas, earthly paradises, require considerable upkeep and serious civic responsibilities.

In any case, the operating costs of a program are substantial: important fields of expenditure for all programs are salaries and stipends, external assistance, utilities and suppliers. Personnel, both academic and non academic, is numerous, and can be divided by nationality, about 50% Italian, and 50% American. More than a quarter of the latter group, the Americans, live permanently in Italy, and have, along with their families, become a tangible cultural bridge between our two worlds.

Still, the first and foremost objective of AACUPI has been to act as a clearing house for information and for ideas about problems connected to cultural exchange programs, within Italy, and amongst different countries, a distinctly different trade-off than simply exchanging students. In the beginning, a study or research group was envisioned that would collect information by mail, through word of mouth, or using more formal tools of communication, such as conferences and seminars. Because of AACUPI’s informative and research role, new programs can, today, obtain comparative information in almost every field of interest. Moreover, the total informative contribution furnished by associations of
this type can elevate research to a truly international level, reaching some kind of consensus for programs of this type operating abroad.

No less important as a role has been AACUPI’s charge to, first, identify potential fundamental legal and fiscal problems, intrinsic to the presence on foreign soil of non government institutions, and, then, resolve them in the most equitable manner possible. The transfer of the non-profit status of colleges and universities from Canada and the United States to Italy was necessary to focus on the true mission of these institutions operating in Italy, comprehend their goals and safeguard their integrity. In the past twenty years, the passage through the Italian Parliament of two specific laws, whose intention it has been to clarify the legal and fiscal position of AACUPI programs, and to protect, and regularize the specific nature of these programs, has made reciprocal understanding possible, with subsequent recognition by the Italian Ministry of the University and Scientific and Technological Research.

Another important secondary objective of AACUPI is to provide a defense mechanism, to answer the question: What is the best way to clarify and coordinate our needs so that our United States and Canadian Embassies and Consulates in Italy, and the Italian authorities, can, effectively, assist us in administrative matters and in matters pertinent to our non-profit status as educational institutions? The idea was that AACUPI, acting for everyone, could obtain better results than any single member acting alone. The introduction of and continued regular communication between member institutions, and the effective collaboration by everyone, have made the representation on the part of AACUPI of collective interests possible with official American, Canadian and Italian organs, and other official entities, such as cultural, philanthropic and educational institutions, not part of AACUPI. Working together, for everyone, succeeds.

Paradise does, indeed, exist in Italy, for us, for our students. This beautiful country continually confirms its inexhaustible capacity to enrich, to inspire, and to offer itself to whomever comes to draw from it, and, who then, creates for himself and for others. The future promises further exchange, in both directions, between Italy and the United States and Canada, an exchange that will necessarily elicit a better world, for everyone.
On the occasion of the publication of this volume to celebrate AACUPI’s Thirtieth Anniversary, my sincere thanks go to Gian Franco Borio and Robert Shackelford for their continuous and dedicated collaboration and encouragement; I am particularly grateful to James Zarr, without whose expertise and constant support this volume would not have been possible.

Rome, September, 2008
THE HISTORY OF AACUPI

INTRODUCTION

The Association of American College and University Programs in Italy (AACUPI) today numbers some one hundred and thirty-five member institutions. It is recognized, both by the Italian Government and by US and Canadian authorities in Italy, as a unified voice for American and Canadian educational institutions that operate programs of study for their students in Italy.

How did this Association come about, what has it accomplished, and what are its aims and plans for the future? These are the questions this brief history will try to answer.

1978 – THE ORIGIN OF AACUPI

The Association of American College and University Programs in Italy was founded in direct response to prompting by Richard Arndt, Cultural Attaché at the American Embassy in Rome, and by John D’Arms, Director of the American Academy in Rome. A grant from the International Communication Agency of the Embassy of the United States of America in Rome provided financial support to cover organizational expenses.

When the handful of programs from Florence and Rome that first contemplated joining together in a voluntary association assessed their situation, they were forced to recognize that American programs operating on Italian soil did so under highly unusual conditions, with implications and ramifications for both nations involved. It was generally recognized that the concept of a university conducting a program overseas (as distinguished from individual students studying abroad) was a relatively new one in the world. Before Americans invented the idea, the only historical precedents for overseas university programs were provided by imperial or colonial models, as in the
University of Ceylon, which the British set up as part of their colonial responsibilities.

On February 4, 1978, at the American Academy in Rome, the following representatives of American college and university programs operating in Italy met to draft and approve the Articles of Association for what duly became AACUPI: Elizabeth Guider for the American College of Rome; E. A. Bayne for the American Universities Field Staff, Center for Mediterranean Studies; Kyle Phillips, Bryn Mawr College; Michael Campo and Patricia Osmond de Martino, Cesare Barbieri Center, Trinity College; Benedetta Galassi Beria, Intercollegiate Center for Classical Studies in Rome; Thomas L. Hogan, SJ, Loyola University of Chicago Rome Center; William Cavendish and John Gillespie, John Cabot International College; Richard Piccolo, Pratt Institute; Hardu Keck and Don Aquilino, Rhode Island School of Design; Sister Mercita Lynch, CSC, and Portia Prebys, Saint Mary’s College Rome Program; Augusto Pallotta, Syracuse University in Florence; David Stone, Temple Abroad/ Tyler School of Art; Otto Seeler, University of Notre Dame; Astra Zarina, University of Washington.

Richard N. Gardner, US Ambassador to Italy, in 1978, addressed those representatives assembled for that pioneer gathering, pointing out what he considered the role of American academic programs in Italy and the nature of their relationship to the host country, stressing the importance of providing benefits in return for the privileges enjoyed in Italy, particularly, by relating effectively to the present concerns of the Italian people and by helping Italy build a secure and prosperous future. Ambassador Gardner urged those present to continue their efforts to promote a favorable image of America by their educational presence in Italy. In concluding, he promised the support of the US Embassy in Rome to the Association in those areas involving interaction between member institutions and Italian government authorities.

It was agreed that very first day that the Association should function on a national level, providing that the headquarters remained in Rome. All the representatives concurred that the laudable objective of improved relationships with Italian counterparts could best be realized by first assuring that our own programs promote the highest academic quality possible. On these bases, the group began to draft formal Articles of Constitution, which were then presented and approved at the second meeting held at the American Academy, on May 13, 1978.
UNIVERSITIES ABROAD: AN ANOMALY

From the very outset, it was clear that AACUPI should not try to impose the American educational model on other national educational systems. The new twist Americans have given to study abroad derives from a natural American curiosity, from a need for richer educational experience and exposure to other cultures so as to reduce their own provincialism. And, American society is prosperous enough to afford such a luxury.

In fact, the US model of an academic presence abroad is a historical anomaly, one which seems to have set an example only for Canada. The fact that North American overseas education represents an exception rather than the rule conditioned AACUPI’s formation right from the beginning. And yet, Americans and Canadians believe that the extension of education overseas is a good thing, and they want it to endure. North Americans would, indeed, be pleased to see overseas educational extension adopted by other nations, and, in theory, most would make an effort to find ways to welcome similar programs in the US and Canada, if they were asked to do so.

IN THE OTHER’S SHOES

As AACUPI’s founders started their discussions, they tried to put themselves in the other nation’s shoes. Yes, American and Canadian universities receive foreign students, more of them than any other nations. But the North American academic and fiscal fabric would not tolerate any university program from another nation which came to set up a separately-housed complex, with its own faculty, and dipped selectively into aspects of American life as it pleased. North Americans would be puzzled by such an entity and would worry about who these people were and why they were there. US and Canadian immigration authorities and the Internal Revenue offices would study the matter very closely. AACUPI recognized from the very beginning that this kind of foreign presence raises particularly acute problems in a highly centralized state like Italy. What is more, we were in the presence of a phenomenon which brought two cultures into contact, but we were lacking those rules or laws which would help that contact proceed smoothly.
AACUPI’S GOALS

Thus, AACUPI’s first and foremost goal was to become a clearing-house for information and ways of thinking about the problem of inter-nation exchange of academic programs (beyond the individual level of student exchanges). At the time, it was thought that a research or self-study group could try to pool information, either by mail, by word of mouth, or by more formal means, such as conferences and seminars. From this information and research function of AACUPI, new programs could get comparative information; moreover, perhaps the total information contributed by all such associations would raise the level of inquiry to a truly international level, resulting in some kind of consensus regarding programs of this sort operating abroad.

An important secondary goal was to provide a defense: how might we best define and coordinate our needs so that the American and Canadian Embassies and Consulates in Italy could assist us effectively in matters regarding our status and administrative issues? The idea was that AACUPI would have to be in a position to produce better results than its individual members could acting alone. A related issue involved academic standards: American education has always felt responsible for maintaining its own standards, if only out of fear that, if the educational world did not do it, some external agency would. AACUPI’s founders felt that a standards committee was essential to every aspect of American academic activities on Italian soil.

Another important secondary aim was to take the offensive by developing a rationale for receiving Federal as well as private funding to underwrite overseas education, since international studies in the domestic context are reasonably well-financed, while similar studies abroad are not. Few, if any, academic programs in Italy or elsewhere exist without some form of subsidy, but no way has been found to channel new funds into the area of American and Canadian education abroad. At the time, it was felt that a Europe-wide group in which AACUPI participated would be of general benefit to its members.

THE MIDDLE ROAD

As a result of the numerous discussions by AACUPI’s founders, it was decided that the Association should negotiate a middle ground between a general approach and a very specific one. Everyone endorsed AACUPI’s dual role: at the local level, it could be flexible enough to
meet the needs of individual programs, while at the regional and national levels, it could be used to promote the general needs of all its members. Thus, for example, the specific approach would be used to plan shared lecture programs for all students in Rome, or in Florence, or art projects, say, or exchanges of students between cities for art study or other experiences. The general focus would make it possible for members to cooperate on a geographical basis, or even on the basis of subject matter. In any case, *ad hoc* cooperation was to be encouraged and enhanced.

**1978**

**THE FIRST AACUPI CONSTITUTION**

So, AACUPI was formed and given a *Constitution*, the Preamble of which read:

> Desirous of enhancing and facilitating the international education interest of American university programs in Rome and Italy by cooperative effort; seeking to extend, protect and generally enrich their respective instructional programs and academic research activities by mutual assistance; seeking also to expand the scope of cooperative relationships between American programs and appropriate Italian counterpart institutions through educational and other cultural exchange; and being represented by authorized persons, the undersigned institutions are joining together in voluntary association.

The purposes described in the *Constitution* were to:

> ...include (but not be restricted to) the initiation and maintenance of regular communication among members and the sponsorship of such non-profit cooperative education policies, programs and collaborative activities as may be deemed beneficial for and by the membership; the Association may represent the collective interests of its members with American, Canadian, Italian or other official agencies as well as with non-member educational, cultural and philanthropic institutions or programs as may be deemed desirable by the majority of its members.

A gradual tightening of Italian bureaucratic control over the entire nation resulted in tighter control over the operation of our American and
Canadian institutions. This control manifested itself with inspections of various US academic programs, first by the Social Security Agency (INPS), then by the Labor Office (*Ufficio del Lavoro*), and, finally and more seriously, by the *Guardia di Finanza* (equivalent to the IRS).

Now organized and ready to meet the challenges ahead, AACUPI began to tackle some of the most pressing issues facing its members.

### 1979

**STUDENT VISAS**

The very first real challenge AACUPI met involved visas. In 1979, AACUPI lobbied for and succeeded in getting authorization for Italian consulates in the US to issue visas to American students enrolled in American programs in Italy, which had not been possible previously.

AACUPI continues to work closely with the *Ufficio Visti* of the *Ministero degli Affari Esteri* to clarify and streamline increasingly complicated immigration procedures that regard all of our programs. Our students today still reap the benefits of these efforts.

### 1983

**MUSEUM PASSES**

In 1983, AACUPI succeeded in obtaining authorization from the *Ministero per i Beni Culturali e Ambientali*, which oversees national museums and archaeological sites, to issue annual passes to its faculty and students, giving them free admission to all sites and museums maintained by the Ministry. The resulting financial savings to member institutions were incalculable. Unfortunately, in 1993 the Ministry revoked its decision. Negotiations to persuade the authorities to reinstate the museum pass are on-going.

At the same time, agreements were reached with the municipal authorities in Florence and Rome granting free admission at municipal museums and archaeological sites to the faculty and students of AACUPI programs. These agreements remained in effect throughout the 1990s and into the first few years of the turn of the century. As of 2008, rare discounts exist, but only for groups of students accompanied by a professor for on-site lectures at a few monuments and sites throughout Italy.
The non-European Union status of North American students seems to be the decisive factor for not granting discounted entry to museums and monuments. Also, most galleries and museums on the North American continent are privately-owned and do not offer across-the-board discounts to Italian students within the concept of joint reciprocity.

1988
TAX-EXEMPT LEGAL STATUS: THE BARILE BILL

From May through December of 1988, the Guardia di Finanza investigated fifteen American academic programs in Florence on the grounds that these programs were evading payment of IVA (Value Added Tax), as well as income tax. Heavy fines were levied on several programs. This circumstance, combined with the promise of further investigations and even heavier fines, caused great consternation both in Italy and at the home institutions in the US. The resulting pressure on local and national political authorities, together with the timely intervention of the US Ambassador to Italy, Maxwell Rabb, brought about the passage of a clause in the tax law passed by the Italian government on April 29, 1989, whereby tax-exempt status would be granted to all affiliates of foreign colleges or universities or institutions of higher learning that are non-profit entities in the US and Canada, provided that they are recognized as such by the Ministry of the University and Scientific Research.

As early as 1986, there had been discussion about the possibility of having a law passed by the Italian Parliament that would protect and regulate the very special nature of the American and Canadian academic programs in Italy. Member institutions were asked to help put together a definition of our status – a status that is, by the way, non-existent in Italy as far as academic institutions are concerned – and to suggest solutions. After much discussion, Prof. Paolo Barile, a noted expert in Florence on the Italian Constitution, was asked to draw up a bill to present to the Italian Parliament for passage. The fee for this endeavor was paid with AACUPI funds and additional monies solicited from member institutions. The proposed law was submitted to Parliament on July 5, 1988. Passage of the tax-exemption clause temporarily postponed efforts at promoting the “Barile Bill.” But this was not to be the last word on this piece of legislation, as we will see later.
1990
THE “NEW” AACUPI: OFFICERS, DUES, GENERAL MEETINGS

In order to coordinate applications for tax-exempt status to the Ministry of the University on behalf of AACUPI members, AACUPI itself had to become a legally-constituted association. This step was also required to protect AACUPI’s Officers, who were handling funds used for association purposes. Thus, the “new” AACUPI was constituted during the summer of 1990, which also made it possible to open a bank account in AACUPI’s name. This new status, however, necessarily generated any number of difficulties, among them the lack of familiarity with the Italian legal system and the need to keep financial records and issue legal communications in the Italian language, as well as the necessity of formally reconstituting the membership. Coincidentally, the resolution of these difficulties has also given rise to new, significant benefits for the membership at large.

AACUPI’s Officers consist of a President and a Secretary-Treasurer, elected to a two-year term by the membership, usually at the last General Meeting of the academic year. They are assisted by a Steering Committee and a number of ad hoc Project Coordinators. An up-to-date list of these individuals can be found at the end of this presentation. All work by the Officers and committee members is totally on a volunteer basis.

Annual membership dues are payable in US dollars or euros, beginning in June of each year, and are calculated using a basic flat fee, along with a formula taking into account the number of students in the program, the number of academic sessions held per year, and the ownership of property. Payment of annual dues entitles a member institution to attend all General Meetings and to receive all circulated information, as well as to participate in all Legal and Fiscal Management Organization Meetings and to receive at least eight Newsletters in both English and Italian prepared by the Studio Borio each year. Legal and Fiscal Management Organization Meetings are usually held in conjunction with the General Meetings.

Four General Meetings are held each academic year, usually on weekends. The first weekends in October, December, and February, and the third or fourth weekend in April have traditionally been convenient times for members to gather. Meeting venues rotate among Florence, Rome and other cities throughout Italy, with member institutions rotating
as hosts for these events. The host institutions often have been able to arrange special cultural events to coincide with these General Meetings, making it possible to visit monuments and sites that are otherwise inaccessible to individuals or individual programs. An official calendar of meeting dates and places for the following two years is sent out to the membership in June every year.

1993
THE CRYPTA BALBI PROJECT

In February, 1993, under the supervision of the Soprintendenza Archeologica di Roma (the Archaeological Superintendence of Rome), AACUPI announced that it intended to submit a proposal regarding the future use as well as design strategies for a unique site in the center of the city of Rome, the Crypta Balbi. The area of the Crypta Balbi presents significant traces and archaeological remains of the Roman Theater of Balbo, a consistent portion of the medieval fabric of the city of Rome, as well as Renaissance and Baroque buildings.

To this end, AACUPI organized an international architectural competition, open to students of the architectural schools and university programs that are members of AACUPI, whose purpose was to propose architectural designs for new facilities to be used by AACUPI and its members in the area of the Crypta Balbi. The competition offered students the possibility of working within one of the most interesting excavations of the ancient city. One of the very few large open sites in the historic center city, this area challenged the competitors to integrate aspects of archaeology, urban design, building restoration and architectural design. The competition sought to:

⇒ define a strategy for intervention within the Crypta Balbi, proposing a new layer of inhabitation in connection with the archaeological context;
⇒ propose a space for exchange among members of the North American academic community, as well as for interaction with the Italian one;
⇒ stimulate the regeneration of the surrounding urban fabric.

The competition provided AACUPI with 102 design entries giving appropriate approaches to the creation of new facilities and the
adapted use of the Crypta Balbi in the center of Rome. It is hoped that this initiative will set a precedent for collaboration among Italian and foreign institutions, thus benefiting the city.

The Competition Winners were selected by a distinguished jury, consisting of:

**Maria Letizia Conforto**, Soprintendenza Archeologica di Roma;  
**Antonio Simbolotti**, Ufficio Speciale Interventi Centro Storico di Roma;  
**Alessandro Anselmi**, Facoltà di Architettura, Università degli Studi di Roma “La Sapienza”;  
**Mario Manieri-Elia**, Ufficio Speciale Interventi Centro Storico di Roma;  
**Francesco Moschini**, Professore di Storia dell’Architettura, Politecnico di Bari;  
**Warren Obluck**, United States Cultural Attaché in Rome;  
**Marc Cousineau**, Canadian Cultural Attaché in Rome;  
**Portia Prebys**, President of AACUPI.

The results of the competition, announced in March, 1994, were:

1st Prize: **Gerry Smith**, Pennsylvania State University;  
2nd Prize: **Erika H. Zekos**, Rensselaer Polytechnic Institute;  

Special Mention:  
Scott Abrahams, Rhode Island School of Design  
Lisa D’Abbondanza, University of Waterloo  
Richard J. Garber, Rensselaer Polytechnic Institute  
Peter A. Larsen, University of Pennsylvania  
Eric Toker, University of Waterloo.

In September-October, 1994, all the entries submitted to the competition were put on exhibit at the Canadian Academic Centre in Italy at Palazzo Cardelli in Rome, and the prizes were awarded at the opening of the exhibition.

In March, 1995, the *Crypta Balbi* Committee (Cinzia Abbate, Heidi Flores, Lorenzo Pignatti, and Portia Prebys), along with Ove Arup and Partners (England), Flacsol (Germany), ENEL (Italy), and Eurosolare, Società AGIP (Italy), made a formal application entitled *A
Design Methodology for the Urban Re-Qualification of Abandoned Archaeological and Historical Sites to the Directorate-General for Energy of the European Commission for funding. The application was one of the finalists in this Europe-wide competition, which, unfortunately, the European Commission canceled in the spring of 1996. Funding for this project is still being sought.

1993 THE IRPET STUDY

In March of 1993, IRPET - Istituto Regionale per la Programmazione Economica della Toscana - commissioned and carried out, with the assistance of AACUPI, a report on the presence of our academic programs in Tuscany: “Il Turismo con Finalità di Studio Accademico in Toscana.” In brief, the results of this study showed that American students, in only 23 programs, spent a total of some 300,000 days studying in Tuscany in 1991-1992, with a direct expenditure of 40-42 billion Italian liras and an indirect expenditure of roughly the same amount. The study has been invaluable in demonstrating the importance of our programs as a component in the Tuscan economy.

An IRPET 2000 Study, comprehensive of programs throughout all of Italy, was commissioned by AACUPI with financial support by the Fondazione Carlo Marchi on the occasion of the symposium “Educating in Paradise” (October 5-8, 2000). The results are illustrated at the end of this publication, both in English and in Italian. A partial update to September 2008 is also therein provided.

1993 THE AACUPI PRIZE

Over the years, many Italian and American political, cultural, and academic figures have worked diligently to help AACUPI attain its goals. It was felt that some recognition of this contribution was due, so in 1993 the AACUPI Prize was initiated. On April 3, 1993, AACUPI honored Valdo Spini, Minister of the Environment, by awarding him the first “Premio AACUPI 1993 - AACUPI Prize 1993” for his continued support of AACUPI member institutions. To date, the AACUPI Prize has been given to the following distinguished individuals:
Warren Obluck, US Minister Counselor, for 1994;  
Paolo Blasi, Magnifico Rettore dell’Università degli Studi di Firenze, for 1995;  
Biancamaria Tedeschini-Lalli, Magnifico Rettore dell’Università degli Studi di Roma III, for 1996;  
Massimo Cacciari and Mario Messinis, Mayor of Venice and Superintendent of La Fenice Theater, respectively, for 1997;  
Valdo Spini, Member of Parliament and Chair of the Defense Committee of the Chamber of Deputies, for 1998;  
Cipriana Scelba, Executive Director Emeritus of the Fulbright Commission for Cultural Exchange Between Italy and the United States, for 1999;  
Furio Colombo, Member of the Italian Parliament and distinguished journalist, for 2000;  
Guido Fabiani, Magnifico Rettore dell’Università degli Studi di Roma III, and John A. White, Chancellor of the University of Arkansas, for 2001;  
Annamaria Petrioli Tofani, Director of the Uffizi Gallery in Florence, for 2003;  
Guido Fink, distinguished university professor, film critic and man of letters, for 2004.

The 1993 award ceremony, held at Georgetown University’s beautiful Villa Le Balze in Fiesole, was an occasion for the North American and Italian academic communities to come together to celebrate reciprocal cultural exchange on every level. The 1994 Prize was awarded during a weekend of meetings hosted by the Rockefeller Foundation’s Study and Conference Center at Bellagio on Lake Como. In 1995, the AACUPI Prize was presented at a dinner and dance in the elegant Ballroom of Palazzo Calcagnini-Aresi (1876-77), the US Consulate in Florence. The Sarah Lawrence College Florence Program provided the venue for the 1996 Award, and, in 1997, the AACUPI Prize was awarded at Wake Forest University in Venice, and at the beautiful Palazzo Grassi in conjunction with AACUPI’s presentation to the Mayor of Venice of a substantial donation for the rebuilding of La Fenice Theater, funds which were raised exclusively through the La Fenice Benefit Concert held in February of 1996.

In 1998, the historic Villa Corsi Salviati, then home of the University of Michigan-University of Wisconsin Academic Year Program in Sesto Fiorentino, witnessed the awarding, for the second
time, of the AACUPI Prize, to Valdo Spini, for his unceasing support of AACUPI initiatives and his untiring assistance to us in time of need. The very central and newly remodeled Palazzo dei Cartelloni, home to Bowling Green State University in Florence, hosted AACUPI for the Prize in 1999 to Cipriana Scelba, who dedicated over fifty years of her life to international education and educational exchange between Italy and the United States as Director of Italy’s Fulbright Commission. On October 5, 2000, the Prize was awarded to the prominent intellectual Furio Colombo at a reception and dance hosted by the Consul General in Florence, Hilarion Martinez, in the elegant ballroom of Palazzo Calcagnini-Aresi on the Lungarno.

A few days after the terrorist attack on the Twin Towers in New York, the 2001 Prize was jointly awarded to Guido Fabiani, *Magnifico Rettore* of the University of Rome III, and to John A. White, Chancellor of the University of Arkansas, on the University of Rome III campus to celebrate the signing of a historical agreement of cooperation and collaboration between the two institutions. At a gala reception held at the Villa Taverna in Rome, home to U. S. Ambassador Mel Sembler and Mrs. Betty Sembler, Annamaria Petrioli Tofani was honored with the 2003 Prize for her long career as Director of the Uffizi Gallery in Florence and effective support of AACUPI programs from that position. At the Accademia delle Arti e del Disegno in Florence, Smith College hosted the prize ceremony for 2004 on December 11, honoring Guido Fink, distinguished university professor, film critic and former Director of the *Istituto Italiano di Cultura* in Los Angeles.

1993

**ORIENTATION SERVICES FOR NEW DIRECTORS**

On October 2 and 3, 1993, AACUPI organized in Florence a weekend orientation for new administrators of member institutions and for representatives of new member institutions. Friday afternoon, experienced directors gave a presentation on student services that included information on dealing with the Questura and *permessi di soggiorno*, on housing issues, on travel within Italy and throughout Europe, on health problems and the stresses of foreign study, and on social life. Saturday morning’s session covered legal and fiscal terminology and dealings with faculty and staff, including hiring procedures, salaries, honoraria and benefits, citing pertinent legislation.
and case studies. A history of AACUPI, its goals and purposes, was also presented.

This initiative was so successful from every point of view that it has become an annual event, held the first weekend in October, in conjunction with the first General Meeting of the academic year. Attended by professionals and academics from both sides of the Atlantic Ocean, this orientation provides an opportunity to inform and update personnel working in the multi-faceted reality of study abroad in Italy.

1994
LEGAL SERVICES

In 1994, to confront some of the difficulties created by AACUPI’s new legal status and to reduce individual program expenditures on information precious to all member institutions from legal and fiscal consultation firms that were, in effect, competing with each other, the legal firm of Studio Borio in Florence was contacted to serve as the Association’s bilingual consultant in legal, financial and fiscal matters. Since that time, the firm has become expert in and offers services about non-standard private and confidential matters to member institutions, as well, at highly affordable rates established just for AACUPI members.

Studio Borio has also issued a series of Newsletters, in both Italian and English, containing information about the latest changes and interpretations in Italian law that affect member programs, thus making it possible for both the English-speaking and Italian-speaking administrators and professionals to keep abreast of the legal and fiscal requirements they all face. A list of the subjects covered in these Newsletters from 1994 to the present, both in English and in Italian, can be found in this volume. The service provided by the Studio Borio has made it possible to obtain highly professional Italian legal and fiscal advice, even for small programs which could not otherwise afford it, also resulting in considerable savings (as much as US$80,000.00 annually in some cases) in legal consultation fees on the part of many larger programs. By signaling potential fiscal and legal difficulties for the operation of our programs, the firm makes it possible to mobilize AACUPI’s membership to take countermeasures, before it is too late, and to act in unison.
1994
THE NEW “BARILE BILL”

The reintroduced Barile Bill was first included in the so-called “Decreto Legge Milleproroghe” of April 29, 1994, and was confirmed by the Government in a series of Decree-Laws until April of 1995. Since Parliament never ratified any of those Decree-Laws, the provisions of the Barile Bill were theoretically in force but not really applicable during that period.

Meanwhile, in 1994, a specific Bill (N° 1788) was presented to the Chamber of Deputies by then Minister Giuliano Ferrara; this Bill included the same provisions as the Barile Bill. From that point on, all efforts were concentrated on gaining approval for Bill N° 1788.

The Chamber of Deputy’s Commissione Cultura was assigned to discuss and approve the Bill. Unfortunately, this Commission did not fully understand the importance and real content of the Barile Bill’s provisions, so it approved the bulk of the provisions, but it deleted the essential paragraph regarding the independent nature of the employment relationship between the foreign universities in Italy and their faculty.

The amended Bill was passed on to the Senate, where it was renumbered to S2136. The Senate’s Commissione Cultura had been granted decisive authority so that its approval of the text without amendment would have meant the final approval of the Bill. Consequently, AACUPI and the US and Canadian diplomatic authorities in Italy made enormous efforts to have the canceled paragraph reintroduced, given its key importance for all foreign programs in Italy. In the end, it was the Minister of the University himself, Giorgio Salvini, who proposed an amendment which would have reintroduced the eliminated provision.

Unfortunately, in the spring of 1996, the Italian Parliament was dissolved before this Bill could be approved; the resulting General Elections changed the complexion of Parliament, and efforts were begun to find a sponsor to reintroduce the provisions of the Barile Bill when the new Parliament started its legislative activity. The Honorable Valdo Spini, long a supporter and friend of AACUPI and its aims, put his considerable prestige and influence behind this Bill, which was, once more, introduced before the Parliament for its approval. In this form, it would give final and suitable legal status to our programs. The proposed text follows:
PROVISIONS REGARDING THE AFFILIATION IN ITALY OF UNIVERSITIES OR INSTITUTES OF HIGHER LEARNING AT THE UNIVERSITY LEVEL:

1) The provisions of the present Article shall apply to those affiliations in Italy of Universities or Institutes of Higher Learning at the university level that are headquartered in the territory of foreign States and are legally recognized there as non-profit entities, provided that:
   a) their purpose and activity consists in decentralized study in Italy of subjects that are part of the instructional or research programs of their respective Universities or Institutes of Higher Learning;
   b) instruction is given only to students who are enrolled in the respective Universities or Institutes of Higher Learning.

2) The affiliations, before beginning their activity in Italy, shall send to the Ministry of the University and Scientific and Technological Research, to the Ministry of the Interior, and to the Ministry of Foreign Affairs, a copy of the Legal Act with which the decision was made to establish a seat in Italy, a copy of the Charter and of any other documentation, notarized by the Italian diplomatic or consular office in whose territorial jurisdictions they lie, that may be used to prove the possession of the requirements established under Paragraph 1.

3) The activity of the affiliations shall be considered authorized if the Ministry of the University and Scientific and Technological Research does not adopt any other provisions within ninety days of the receipt of the communication provided under Paragraph 2.

4) The authorization shall determine the applicability of the exemptions established in Article 34, Paragraph 8-bis, of Decree-Law N° 69 of 2 March 1989, converted, with changes, by Law N° 154 of 27 April 1989.

5) The contracts made between the Universities and Institutes of Higher Learning mentioned in Paragraph 1 and the teaching staff destined for their affiliations in Italy do not create an obligation to pay “dipendenti” Social Security taxes for their subordinate employees, provided that:
   a) there is an expressed desire by both parties to exclude any hierarchical and disciplinary power on the part of the Institutions;
b) the instructor has full academic autonomy;
c) the working hours are pre-established by mutual consent;
d) the duration set for the contract corresponds to the end of instructional activity;
e) a global sum is set as compensation for the whole of the agreed-upon services;
f) the instructor retains the freedom to carry out other activities for third parties.

A copy of the Barile Law as it was finally passed on January 14, 1999, is presented in this volume, beginning on p. 111 in English and on p. 301 in Italian.

1994
COMPLIANCE WITH CODES: LAW 626/1994

On October 1, 1994, Architect Rudolph Rooms presented a Building Management Update, both orally and in writing, to assist AACUPI members in assessing the technical responsibilities involved in specific situations in order to comply with the sundry laws, by-laws, codes, regulations (national, local, and European Union) of a technical nature. Sorting out codes for matters such as electrical installation, heating and ventilation systems, fire protection, waterworks, energy control, cooking and cleaning hygiene, etc., for which we are legally responsible and which are of great concern to our institutions, is a serious matter. Keeping faculty and student housing and classroom, office and library spaces in compliance with legally enforced regulations, while providing proper certification of compliance, is a continuous challenge in Italy, one that requires on-going vigilance. AACUPI assists its members as much as possible in these areas of concern.

AACUPI has sponsored official courses for informing and certifying personnel for compliance with the 626/1994 law regarding safety. Florentine architect Riccardo Patanè taught the first of the Corsi di Formazione per Adempimenti della Legge 626 (La Sicurezza e la Tutela della Salute dei Lavoratori nei Luoghi di Lavoro, Sicurezza nelle Scuole) at the Intercollegiate Center for Classical Studies in Rome on September 3, 1999, and the second, at the Saint Mary’s College Rome Program on April 19-21, 2004, and issued the national certificates of compliance.
Official, deposited documentation of risk assessment with approved evacuation plans coordinated with the local public health officials in the various municipalities where AACUPI programs operate continues to occupy the efforts of the individual programs to meet these challenges. Given the peculiar nature and location of each study center, AACUPI can do very little to attempt to standardize the application of these sundry codes at the present time.

1995
THE AACUPI BALLS

The first AACUPI Benefit Ball was held on September 29, 1995, in Florence, in the Ballroom of the United States Consulate at Palazzo Calcagnini-Aresi, at the generous invitation of Sue Patterson, the US Consul General in Florence. The administration, faculty, staff and friends of AACUPI member institutions enjoyed a fine dinner and an evening of dancing. One half of the funds raised from this initiative were combined with remaining AFAP Florence (Association of Foreign Academic Programs in Florence) funds to subsidize a scholarship for an Italian university student to attend the home campus of one of the member institutions located in Florence. The remaining funds were used to cover the costs involved in promoting the AACUPI Crypta Balbi Competition.

On September 27, 1996, an AACUPI Dinner-Dance was held in Rome in Villa Taverna, the home of the US Ambassador to Italy, Reginald Bartholomew, and his wife, Rose-Anne. Administrators, faculty, staff and guests of member institutions, together with AACUPI’s guests from Italy’s cultural and political world, had an opportunity to tour the Villa Taverna, considered one of the most beautiful US ambassadorial residences in the world, and its famous Renaissance gardens, spending a memorable evening together.

1995
THE AACUPI HANDBOOK

In November, 1995, AACUPI published the AACUPI Handbook 1995: Political and Economic Life in Today’s Italy for use by member institutions with their students and staff and also made it available at cost to other entities operating in Italy. We realized that the initial enthusiasm
and euphoria on the part of a newly arrived visitor to “sunny Italy” can quickly turn to bewilderment as the newcomer is gradually overwhelmed by the sundry facets of Italian society that are easily misunderstood or, even, totally incomprehensible. Italy is a country that, besides boasting over 2,500 years of recorded history and culture, can readily seem to many, after the first novelty has worn off, to have failed to grasp many of the basics of modern society. This impression, strongly held by some and, often, even more strongly reinforced visit after visit, is unfortunate, to say the least.

Italy is as unique as it is complicated, and the fusion of these two traits has led many visitors to characterize Italy and the Italians in a superficial and simplistic fashion that is both incorrect and unfair. Of course, much has been written and said about this country that describes it in an in-depth and fair manner, but too often criticism with reference to Italy is the result of stereotyping and a lack of factual information.

The AACUPI Handbook 1995 was an attempt to provide the student, the scholar, the business-person, the journalist, and public servants in international organizations, and even the casual visitor, who come to Italy for the first time, with the tools needed, from the very beginning, to examine Italy and many of her paradoxes from a position of open-minded critical thought, bolstered by an up-to-date, even if basic, understanding of present-day political and economic events. Given the nature of the tools presented, Handbook 1995 could not have been either complete nor correct, if for no other reason than that a text about the political, economic and social reality of Italy is quickly dated and rendered even obsolete by daily events, given the fast-changing pace of Italy’s systems.

The authors, Lawrence Gray, William Howard, and Portia Prebys (all of whom donated their time and expertise to AACUPI for this initiative), did not seek to inculcate “the truth” about Italy and Italians into the readership of Handbook 1995, but, rather, to encourage the newcomer to go forth and explore and decipher what has intrigued and mystified literally millions of travelers, for millennia, about Italy and her people.
1997
THE BENEFIT CONCERT FOR LA FENICE

When the La Fenice Theater in Venice was destroyed by fire in 1996, the world of music and culture was horrified. Offers of assistance for its reconstruction were quick to arrive, and AACUPI, too, felt called upon to do its part. So, on February 14, 1997, AACUPI, under the leadership of Jeffrey Blanchard, organized a benefit concert to provide aid for the rebuilding of La Fenice. The concert was held in the Sala Riaria of the Palazzo della Cancelleria in Rome. Annette Meriweather, soprano, and Richard Trythall, pianist, performed Spirituals and music by “Jelly Roll” Morton and George Gershwin. The initiative met with an enthusiastic response, also attracting some foundation support to make its contribution to the reconstruction effort truly a significant one. AACUPI’s donation of fifty million liras went towards the purchase of new musical scores for the orchestra of La Fenice Theater.

1997
THE ORTO BOTANICO PROJECT

On March 14, 1997, after months of negotiations between AACUPI, the Magnifico Rettore Giorgio Tecce of the University of Rome “La Sapienza” and President Susanna Agnelli of the “Friends of the Botanical Garden” Association, the representatives of those entities signed an agreement undertaking the restoration of an important monument of Rome which has fallen into a sad state of disrepair, the “Scala d’acqua - Nicchione” planned and created by Ferdinando Fuga in 1741-44 as an axis of the garden of Palazzo Corsini, now incorporated in the Botanical Garden maintained by the University of Rome “La Sapienza”.

This project was conceived, from the outset, as an educational opportunity for North American and Italian university students to gain important “hands-on” experience in the architectural and artistic problems involved in the restoration of historically significant works. It also provides the basis, in the words of the agreement, for “a ‘space for the exchange’ of ideas, cultures and North American and Italian academic programs.” The project calls for North American students from AACUPI member institutions and Italian students from the University of Rome “La Sapienza” to work together, under the supervision of professional architects and archaeologists, with the aim of
recuperating this important part of the architectural and artistic heritage of Rome.

To date, this project has lain dormant due to bureaucratic complications within the University of Rome “La Sapienza”.

1997
WORKMEN’S COMPENSATION - INAIL

Just when it seemed that some resolution of the fiscal situation of North American institutions in Italy was near, another related problem raised its head, again pointing to the clear need for AACUPI as a clearing house of information that would not otherwise be readily available to its members. In Florence, the local office of INAIL (Istituto Nazionale Per l’Assicurazione Contro Gli Infortuni Sul Lavoro), the national agency that insures workers against injuries sustained at the workplace, sent inspectors to several program offices, insisting that those programs were obliged to open INAIL accounts for all their students, without distinctions nor limits, under recently enacted legislation requiring Italian schools and universities to do so, and threatening to levy heavy fines against programs for failure to comply.

AACUPI’s Officers and legal consultants immediately requested a meeting with INAIL officials in Rome to clarify the matter, given the objective complexities and uncertainties of the law. In conclusion, in September of 1997, INAIL issued a specific circular letter in which it recognized that the obligation to insure existed only in the case of students, professors or scholars who come to Italy to follow studio courses in specializations that require practical exercises that are, therefore, in theory, “dangerous” (for example, sculpture, painting, restoration, photography), thereby notably limiting the administrative and financial impact on the programs. The per capita fees charged would have been considerable, to say nothing of the administrative and accounting costs involved in doing the paper work. Thus, AACUPI achieved an important result, to the benefit of all member institutions from then to the present.
1999
EXHIBITION AND CATALOG “14 ARCHITECTURE SCHOOLS”

On the occasion of the Association of Collegiate Schools of Architecture (ACSA) International Conference held in Rome from May 29 to June 2, 1999, AACUPI and a number of its member institutions sponsored the “14 Architecture Schools” exhibition and catalog, which offered to the participants of the conference and to the general public a synthetic picture of the didactic activities in Italy of some representative North American architecture programs.

2000
“EDUCATING IN PARADISE”: THE EXPERIENCES OF NORTH AMERICAN INSTITUTIONS OF HIGHER LEARNING IN ITALY

This symposium, held in Florence from October 5-8, 2000, sponsored by AACUPI and the Circolo di Cultura Politica Fratelli Rosselli, under the gracious patronage of Carlo Azeglio Ciampi, President of the Republic of Italy, and with the patronage of the Ministry for Foreign Affairs of the Republic of Italy, the Ministry for Cultural Assets and Activities of the Republic of Italy, the Embassy of Canada, the Embassy of the United States of America, the Region of Tuscany, the Province of Florence and the City of Florence, presented and discussed the experiences of North American institutions of higher learning throughout Italy. The President of AACUPI, Portia Prebys, organized the event along with Riccardo Pratesi, President of the Circolo Fratelli Rosselli; the Organizing Committee members were Ermelinda Campani, Heidi Flores, Adrienne Mandel and Renzo Ricchi.

The Opening Session of the symposium, held in the Salone del Cinquecento, Palazzo Vecchio, featured Cynthia P. Schneider, United States Ambassador to the Hague, as keynote speaker. AACUPI Research Institutions and Post Graduate Degree Granting Institutions, the American Academy in Rome, the Harvard University Center for Italian Renaissance Studies, the Johns Hopkins University Charles S. Singleton Center for Italian Studies in Florence, and the Johns Hopkins University Paul H. Nitze School of Advanced International Studies in Bologna, presented positions, followed by discussion on the burdens of leadership and uniqueness in the American and Italian communities led by Thomas Foglietta, United States Ambassador to Italy, Isabella Lanciotti from the
Commission for Cultural Exchange between Italy and the United States, Giuseppe Mammarella and Giorgio Spini.

The Afternoon Session held in the Aula Magna of the University of Florence presented a discussion on the undergraduate Liberal Arts programs in Italy and featured the directors of Dickinson College, Gonzaga University, Loyola University of Chicago, Smith College, Stanford University and Trinity College. A round table discussion moderated by Alfonso Procaccini and Mina Gregori discussed how the purposes of the programs, the courses offered and the experiences of the individual students have changed over the years. Then, directors of programs representing consortiums described their activities. The last round table discussion of the day addressed the harmony of intent and interpreting experiences within AACUPI programs, and it was moderated by Janet Smith and Antonia Ida Fontana.

That evening, a dinner dance was held at the home of the American Consul General, Hilarion Martinez, the Palazzo Calcagnini-Aresi, to welcome guests and participants in the symposium.

The Castello di Vincigliata in Fiesole hosted the activities for October 6, which began with a continued presentation of undergraduate Liberal Arts programs and a round table discussion on the didactic experiences of Italian and Americans teaching in Italy, moderated by Cristina Acidini Luchinat, Marcello Fantoni and Franco Pavoncello. Presentations on the subject of programs in historical properties and meeting the challenge of restoration and preservation along with day-to-day living followed, moderated by Rudolph Rooms and Roberto D’Alimonte. The contemporary art scene in Florence and Rome, with American art and artists versus Italian art and artists, was a subject of great interest to all listeners as described by Mary Beckinsale, Paola Bortolotti, Shara Wasserman and Marcello Fazzini. Experiences and agreements within the Italian university system proved to be a topic described in great detail by the speakers. Lastly, degree-granting undergraduate institutions operating in Italy were described.

On October 7, the historic Villa del Poggio Imperiale was the impressive background for the presentations on AACUPI architecture programs and the advantages for the professional school student of following a program in Italy, with discussion moderated by Cinzia Abbate, Lorenzo Pignatti and Francesco Gurrieri. In the afternoon, the IRPET Study was presented in detail, describing the economic effects of the presence of AACUPI programs on the Italian economy. Student services were also broadly discussed.
Lastly, on October 8, again at the beautiful Villa del Poggio Imperiale, heads of AACUPI-style associations in other European countries presented a description of their history and current issues. Legal, fiscal and political challenges were amply described. Riccardo Pratesi and Portia Prebys concluded by giving an overview of “Educating in Paradise”.

The complete Proceedings of “Educating in Paradise” were published in the *Quaderni del Circolo Rosselli* in 2001 (XXI, Fasc. 73, 2/2001, Alinea Editrice, Florence). A copy is available free of charge from AACUPI upon request. The complete Proceedings can also be found on AACUPI’s website at www.aacupi.org.

**2001 INTERNATIONAL SEMINAR ON ARCHITECTURAL DESIGN**

The International Seminar on Architectural Design, “Continuities and Discontinuities”, took place at the Mattatoio in Testaccio in the Pirani and Sabatini Lecture Rooms of the University of Rome III from February 22 to March 2, 2001, with the full cooperation and collaboration of the Department of Architecture of Rome III, AACUPI and six architecture programs, members of AACUPI: Cornell University, Iowa State University, Pennsylvania State University, Pratt Institute, the University of Arkansas, and the University of Miami. This initiative permitted forty-eight American students and forty-eight Italian students to participate together in lectures, workshops and juries conducted by twenty-two prominent and highly experienced American and Italian architects and professors of architecture, among whom were Robert Venturi and Denise Scott Brown, who came to Rome specifically for this project. The real intellectual exchange that occurred between the students and professors was the kind of cultural interaction all in AACUPI have aimed at for many years. It is hoped that this seminar can be repeated in future years. AACUPI’s participation was supported by a generous grant from the U. S. government through the Public Affairs Office of the United States Embassy in Italy.
2003
STUDY DAY SERIES CELEBRATING 25 YEARS OF AACUPI

I. Teaching Art History

The first Study Day in a series celebrating AACUPI’s 25th Anniversary Year was held on February 8, 2003, hosted by Roger Williams University at the Institute of Fine and Liberal Arts housed in the prestigious Palazzo Rucellai in Florence, to discuss teaching art history on AACUPI programs. Janet Smith described the preparatory questionnaire covering courses taught in art history and the issue of content and how it has changed over the years; assignments; instructor expectations, on-site teaching; field trips. Ezio Genovesi, Robert Huber, Susan Madocks and Carolyn Smyth discussed how art historians adapt recent trends in art history curriculum to teaching on-site in Italy, course offerings and approaches. They also examined pedagogical problems and stressed how effective surveys, monographic treatments, treatment of one artist and thematic topics may be. Anna Barsanti, Filiberto Bracalente, Patricia Osmond and Lorenzo Pignatti examined how students have changed over the last twenty years and how programs and professors have had to adapt to them. Requirements including credits, expectations, commitment, readings assignments and grading were also described.

In the afternoon, Cinzia Abbate, Jan Gadeyne, Kate Magovern and Elaine Ruffolo presented specific types of field trips and problems related to group size, museum entries for groups and student attentiveness. Pratical information for field trips, especially to Sicily, was outlined by Monica Ginanneschi, Anthony Oldcorn, Francesco Sgariglia and Robert Shackelford. Amusing anecdotes such as taking a boat ride with students along the coast of Puglia and being accused by police authorities of importing clandestine immigrants entertained everyone.

II. Teaching Classics and Archaeology

The second Study Day celebrating AACUPI’s 25th Anniversary Year was held from February 28 to March 2, 2003, in memory of John H. D’Arms, at the Villa Vergiliana on the Via Cuma in Bàcoli, sponsored by The Vergilian Society of America. Marilyn Skinner welcomed the group, as did Consul Gloria Berbena and representatives of the Soprintendenza Archaeologica delle Provincie di Napoli e Caserta and
the Comune di Bàcoli. Ingrid D. Rowland gave a moving homage to John D’Arms. Marilyn Skinner described the Villa Vergiliana as a center for scholarly exchange and J. Rufus Fears described it as a center for the teaching and study of Roman history. Alexander McKay addressed the teaching and study of Vergil at the Villa and Philip Barnes spoke about the Villa as a center for cultural appreciation, most specifically the musical landscape with Scarlatti, Pergolesi, et al. The afternoon was dedicated to discussions on teaching Latin, Greek and classical literature in translation and archaeology on-site versus in the classroom. The next day, attendees participated in an extensive visit of the archaeological area of Baia.

III. Teaching History and the Social Sciences

The third Study Day celebrating AACUPI’s 25th Anniversary Year was held on March 29, 2003, sponsored by the California State University International Program in Florence and held at Sant’Andrea in Percussina, Machiavelli’s home in exile. Sally Scully and Marcello Bellini began the day by discussing general course strategies, techniques and tricks, and the special problems of U.S. students abroad with political, religious, social and racial preconceptions. Thomas Goud and Patricia Osmond presented the topic of teaching ancient history to the North American student. Franco Franceschi, Fabrizio Ricciarelli and Roberto Sabbadini considered Italian history before the Risorgimento and the concept of its being unteachable. Natalia Piombino offered the Risorgimento as a popular course in study abroad. Objectivity in teaching the Shoah was discussed by Paolo Nello. The European Union taken as history, as economics, and as politics is current pertinent material for study by our students, as illustrated by Roberto Mancini, Tamara Evans, Federiga Bindi and Susan Senior, and it takes course work beyond Italy into the international realm, as detailed by Charles Jarvis and Andrea Orciani.

After a tour of Machiavelli’s House and the Winery attached, luncheon discussion at the nearby Albergaccio centered on political theory and reality beyond Machiavelli, moderated by Luca de Caprariis. The afternoon was dedicated to innovative courses such as the land and identity of Sicily as presented by Justin Vitiello, and food in Italian culture presented by Peter Fischer, among others. Conclusions showed opportunities for curriculum development, as well as potential mechanisms for the exchange and sharing of ideas and resources.
IV. Teaching Literature

The fourth Study Day celebrating AACUPI’s 25th Anniversary took place on October 25, 2003, at Georgetown University’s Villa Le Balze in Fiesole, and it was organized by Stefano Baldassarri, Marcello Fantoni and Kate Magovern. Stefano Baldassarri opened up the morning session by considering language and the “golden mean” between translations and originals in teaching undergraduates. Dorothea Barrett presented teaching techniques for a course in literature in translation, as well as for courses in writing and in post-Modern fiction, all of which was followed by much discussion from the floor.

After a delicious lunch taken with the wonderful view from Villa Le Balze, Eric Nicholson investigated the why, when and how of interdisciplinarity in teaching literature on study abroad programs. Paolo Venerando brought forward major issues in teaching Italian literature and culture to American students poor in historical and philosophical background, such as the problem of studying Petrarch without any knowledge of Plato, or Cicero, despite Umberto Eco’s charge to approach the text of a contemporary author just as if it were an ancient text. John Pfordresher described his experiences with teaching Anglo-American literature in Italy: portrayals of “Innocence Abroad” force an examination of personal and national identity on the part of our students.

V. Teaching Italian Language and Culture

The fifth Study Day celebrating AACUPI’s 25th Anniversary was held at John Cabot University in Rome on May 20th, 2005, organized by Berenice Coccio lillo and Franco Pavoncello, with assistance from Paolo Venerando on the program and Carolina Ciampaglia as liaison with publishers of texts for the teaching of Italian. Monica Merli and Paolo Venerando presented a general roster of problems related to teaching Italian in AACUPI programs, including the concept of Italian as a foreign language even in Italy and whether or not it could ever be a true second language for our students. Berenice Coccio lillo and Rosa Cuda compared the American teaching approach to the Italian one, the courses taught in Italy with those taught on the home campuses and investigated the autonomy of the study abroad instructor within the realm of the language departments on the home campuses with regard to textbooks and methodology.
After a memorable Roman lunch in a characteristic restaurant in Trastevere, Imperatrice di Passio, Federica Capoferrri, Daniela Curioso, Renata Carlone, Laura Di Pofi, Rosa Filardi, Donatella Paolini, Fiorenza Quercioli and Silvia Sozzi discussed techniques and strategies for achieving greater contact with the language and culture, for motivating students in language learning, for developing language competency unrelated to earning course credits. Carolina Ciampaglia, Paolo Bultrini and Giuseppe Cavatorta gave an exhaustive discussion on the choice and availability of textbooks.

The complete Proceedings of all of the Study Days were published in five volumes by AACUPI. A copy of any or all of the volumes is available free of charge from AACUPI upon request.

2003
SYMPOSIA ON STUDENT HEALTH AND WELL-BEING BEGIN

On the morning of December 13, 2003, as part of the second General Meeting of the 2003-2004 academic year hosted by James Madison University at The British Institute of Florence, Sir Harold Acton Library, in Palazzo Lanfredini on the Lungarno Guicciardini, the situation of alcohol use and abuse by students studying in Italy was widely examined. AACUPI legal counsel Gian Franco Borio presented Italian law on drug abuse, and addressed the issue of US prescription medicine, such as Ritalin, that, though illegal in Italy, is widely used by AACUPI program students.

In conjunction with the fourth General Meeting of the 2004-2005 academic year, held at Florida State University in Florence, Clinical Psychotherapist, Mary Ann Bellini, and Medical Doctor and Surgeon, Alessandro Corsi, were asked to address representatives of AACUPI member institutions on “Students in Cultural Transitions: Maintain a Healthy Balance”. On Saturday morning, April 16, 2005, they discussed culture shock, as well as mood and anxiety disorders in program students. Similarly, on Sunday morning, April 17, their subjects were eating disorders, substance abuse and sexual and gender identity disorders. Much animated participation from the floor took place at both sessions.

Drs. Bellini and Corsi again addressed AACUPI representatives on February 11, 2007, at the third General Meeting of the 2006-2007 academic year held at Gonzaga University in Florence. The topic covered during the day-long symposium was “Awareness, Assistance and
Prevention in Three Major Topics: Binge Drinking, Date Rape, Body Image”, with attention to statistics on binge drinking, on the increase of sexual aggression in the student population in Italy, and alcohol-related sexual assaults. Also discussed were binge eating, bulimia, low self-esteem and facilitating resilience in students.

On Sunday, February 17, 2008, this time in Rome, as part of the third General Meeting of the 2007-2008 academic year, hosted by the Catholic University of America Rome Program, in collaboration with Loyola College in Maryland and DePaul University, at the Pontifical University of St. Thomas Aquinas - Angelicum University in Rome, Roman Psychiatrist Ruggero Raccah spoke about “Self-Esteem and Juvenile Depression” and General Practitioner and Specialist in Gastroenterology, Giuliana Zanninelli, addressed “Self-Medication and General Emergency Assistance for Students”. Both Drs. Raccah and Zanninelli spoke about drug and alcohol abuse in the afternoon session, which was followed by intense testimonials and comments on the day’s topics from the floor.

It should be noted that attendance at all AACUPI symposia on student health and well-being is open to all faculty, staff and administration of AACUPI member institutions at no charge and all sessions are off-the-record. AACUPI intends to schedule symposia on student health and well-being in the future on an annual basis.

2005
SAFE DRINKING INITIATIVE

Increasing alcohol abuse on the part of young people, both Italian and foreign, has become a worrisome development in Italy in recent years, and the subject of much discussion by citizen groups intent on maintaining traditional decorum and behavior in the historical downtown areas of Italy’s art centers, despite the increasing influx of tourists and students to these attractions of constant interest. The local and national Italian press has not given objective coverage to the situation at hand, especially as regards Florence, pointing out shocking abuse on the part of American students without describing the situations in commercial establishments that often put student safety and well-being in jeopardy in direct breach of existing national and local legislation. AACUPI member institutions feel strongly that thousands of our students throughout Italy do not engage in over-drinking and unruliness and strongly desire to
communicate this to our Italian hosts. The challenge is to continue to try to find creative ways to educate our students about the dangers of over-drinking and the beauty of proper drinking – if their own ethic allows them to do so – to investigate alternative activities for our students to get involved in more intelligent nightlife, and to expect the proper and timely enforcement of existing laws regarding bars and clubs serving alcohol in Italian cities, mostly in Florence which, to some students, appears, at times to be a small downtown campus.

Since January of 2005, AACUPI’s Secretary-Treasurer, Robert Shackelford, has chaired the Alcohol Work Group in Florence to discuss alcohol abuse with AACUPI legal counsel Gian Franco Borio and committee members Antonio Artese, Mary Barbera, Andreina Bianchini, Patrick Burke, Helen Burroughs, Lisa Cesarini, Sally Heaven, James Kaufman and David Travis, to communicate with the US Consulate, the Prefecture, the Questura of Florence, with City officials such as the Assessor della Sanità and the Municipal Police of Florence, and to identify resolutions of the sundry problems. This group fervently continues its activities in view of the increasing numbers of incoming students to Florence every few months who continuously need to be informed of the grave conditions existing on the streets and in establishments serving alcohol; it spends many hours, weekly, brainstorming with external, local, private and public organizations on how to alleviate the situation at hand.

At a ceremony held at the US Consulate in Florence on July 14, 2005, AACUPI signed a formal agreement with the Sindacato Imprenditori Locali da Ballo (SILB) and the Federazione Italiana Pubblici Esercizi (FIPE) to promote together safe drinking initiatives for students studying in the Florence area who frequent in their free time establishments serving alcohol. This agreement aimed at informing the students of the dangers of intoxication and at assuring bilingual services in fully-licensed bars and discos dedicated to assisting students who have abused alcohol, such as calling a taxi, or an ambulance, in case of need. The federations representing these establishments also agreed to no longer offer and advertise promotions that could lead to the abuse of alcohol, such as “free drinks for ladies”, “pay one get five”, “Tuesday nights all you can drink free before ten”, etc.

In Rome, in April, 2005, the local AACUPI directors met with Deputy US Consul General Peggy A. Gennatiempo and police officials from the historical center to discuss alcohol use and abuse in the Eternal
City. It was decided that Rome is too large a city and our programs too spread out within the city to launch effectively a Safe Bar Program similar to that initiated in Florence. Further discussions were held throughout 2006 and 2007 with Consul General Barbara Cummings regarding student safety in Rome.

In March, 2006, the “Smart Bar – Protocollo Divertimento Sicuro” initiative was formally announced to the press in Florence, presenting a logo developed to promote and identify the Smart Bar initiative and a list of establishments that would display the logo in recognition of their accordance with the goals and procedures newly put into effect.

Beginning in the fall of 2005, representatives of the US Consul General have been available by appointment, both in Rome and in Florence, to visit AACUPI programs to speak to incoming students about safety in Italy, including drug and alcohol abuse. This service has proven invaluable to AACUPI directors.

Early in 2008, AACUPI distributed a booklet of “Documentation and Press Clippings related to Student Services Issues Including the Smart Bar Initiative in Florence: 2004-2007” to the membership-at-large. Copies of this documentation are available from AACUPI upon request.

On August 15, 2008, The City of Florence promulgated new regulations of the Municipal Police outlining guidelines for the proper behavior of both residents as well as visitors, copies of which were distributed to all member institutions (Norme per la Civile Convivenza in Città, Regolamento di Polizia Urbana, Comune di Firenze, Allegato Parte Integrante della Delibera di Consiglio n. 69 del 24.07.2008). Copies of this document are available from AACUPI on request.

2007
VICARIATO DI ROMA

In the fall of 2007, David Dawson Vásquez was named AACUPI liaison with the University Pastorate Office of the Vicariate of Rome to promote the presence of AACUPI students at the VI European Convention of University Students held in the spring of 2008 and the European University Day.
AACUPI SURVEYS

Over the years, in an effort to come to a better mutual understanding of the composition and complexion of the American and Canadian programs operating in Italy, AACUPI has invited its members to respond to a series of questionnaires to survey various topics. Participation is strictly voluntary, and the results are anonymous and shared only among those programs that respond to a given questionnaire. Member institutions have found these surveys an invaluable tool for assessing their relative positions in such pressing matters as faculty and staff pay scales, fee structures, student housing costs, and the like. AACUPI will continue to provide this service for member institutions willing to participate in surveys of this nature.

2008 INTO THE FUTURE

The problems that will face AACUPI in the future are many. Legal and administrative problems will continue to plague AACUPI members, just as they plague our Italian counterparts. As Italy’s relationship with the rest of Europe undergoes transformations, the formal and informal relationship to the European Union of Americans and Canadians must be defined and redefined at every level.

In mid-March, 2008, Officers Prebys and Shackelford, along with legal counsel, Gian Franco Borio, traveled to Paris for a meeting of college and university programs in France, held at New York University in France to celebrate the formal founding of APUAF, Association des Programmes Universitaires Américaines en France, an AACUPI-like initiative for US programs in France. They took part in the Round Table “Perspectives on Creating a Pan-European Association of American University Programs”, proposing that a pan-European association be formed to promote common goals such as VAT exemption and preferential immigration rules regulated by the EU, visas and stay permits.

AACUPI has long worked in collaboration with APUNE, Asociación de Programas Universitarios Norteamericanos en España, and AASAP/UK, Association of American Study Abroad Programmes in the United Kingdom. All four associations intend to present a common informative program at the annual conference of the Forum on Education Abroad to be held in Portland, February 18-20, 2009.
Also to this end, AACUPI many years ago became an Associate Member of AAICU, the Association of American International Colleges and Universities, which unites degree-granting American-style institutions of higher learning that are fully accredited by US regional accrediting associations, but which operate in the European and Middle-Eastern regions.

Member institutions are:
- American College Dublin
- The American College of Greece
- American College of Thessaloniki
- American University in Bulgaria
- The American University in Cairo
- American University in Kosovo
- American University of Afghanistan
- American University of Armenia
- The American University of Beirut
- American University of Central Asia
- The American University of Paris
- American University of Sharjah
- Franklin College
- Haigazian University
- Institute for American Universities
- John Cabot University
- Lebanese American University
- Richmond: The International University of London

Associate members are:
- AACUPI
- Forman Christian College
- St. Louis University, Madrid Campus

AACUPI supports “The Cairo Declaration” approved at the Meeting at the American University in Cairo, April 10-12, 2008, by the Presidents, Provosts and Chief Academic Officers of AAICU, the text of which is reproduced below:

**AAICU CAIRO DECLARATION**

AAICU is a leadership organization representing academic institutions conceived and organized on the American model of higher
education. Institutional autonomy, vouchsafed by independent boards of trustees, and accreditation by a major recognized U.S. accrediting authority are conditions of full membership.

AAICU member institutions aim at a global standard of excellence by providing privileged spaces of intellectual interchange, academic freedom and responsibility. They also promote the pursuit of learning and of democratic values so their graduates are prepared for the rapidly changing needs of the twenty-first century. AAICU member universities are important contributors to research and development locally and internationally. With strong roots in their respective host countries—where they enjoy wide recognition—they are embedded in their international settings. AAICU members are therefore capable of bridging cultures and fostering dialogue among nations within the framework of the American liberal arts tradition. They are both expressions of and vehicles for the growing international acceptance of the U.S. system of higher education and the increasing importance of English as the language of international communication. In the contemporary knowledge-driven world, with its global economy and trans-border social issues, they play a crucial role in establishing, embodying, and verifying standards of educational excellence.

AAICU’s capacity to monitor educational quality is of particular value at a time when institutions proliferate which claim to follow and satisfy U.S. standards. AAICU institutions provide, furthermore, tested venues for increasingly popular study abroad programs, assuring the compatibility of credits with US practices and providing the benefits of extensive knowledge of the host countries.

AAICU provides a valuable forum for the exchange of information and ideas among its members, thereby facilitating mutual institutional support and continuous improvement. It serves as an advocate for American style higher education overseas and it provides guidance to new institutions that share its aspirations and values. It seeks to reflect the efforts and achievements of its members making them more visible to constituencies in the United States and abroad.

AAICU institutions are among America’s most important cultural assets in different regions of the world, and are deserving of both public and private support. In particular, AAICU urges the federal government to support the work of our institutions through expanded eligibility and funding of existing programs such as:
American Schools and Hospitals Abroad (ASHA) grants through the U.S. Agency for International Development;

Research support through federal science and technology agencies like the National Science Foundation, the National Institutes of Health, and the National Endowments for the Arts and the Humanities;

Educational grants and scholarship support from the U.S. Department of Education; and

Educational and cultural exchange programs administered by the U.S. Department of State.

AAICU further urges U.S. foundations and corporations to strengthen their support for U.S. higher education institutions around the world, recognizing the vital role of these institutions in advancing social progress, fostering economic development and educating future leaders in their respective host countries.

For further information on AAICU, please consult www.aaicu.org.

AACUPI will continue to serve as a clearing-house for information from many sources and to initiate activities of general benefit to members. It cannot, however, do more than give suggestions and indications regarding the many options and responses required by multi-faceted questions. Indeed, how could AACUPI possibly formulate a single, unified response to such issues when not even Italian entities are able to do so? Or, how could AACUPI (and its Officers) be held responsible for providing information that, in many areas, simply can never be considered right or wrong, black or white?

As we have seen, there is ample evidence that working together has brought tangible results in the past. This is due, in large part, to the generous contributions of time and effort on the part of the Officers, Committee Members and Project Coordinators over the years; they have consistently dedicated themselves to working for AACUPI’s welfare without any kind of financial remuneration.

Much has been done, and much remains to be done. Is there not a challenge for the future in dealing directly with concerns regarding the number and quality of students in AACUPI programs, and in seeking and obtaining subsidies for these students? The quality and quantity of these student bodies must be sustained and improved, hopefully through
recognition of the work that all AACUPI members are doing in Italy. Would it not be easier for a single, unified entity to search for grant money from private and public sources for use by all member institutions? The Crypta Balbi Project has demonstrated that both public and private agencies do respond to a concerted approach.

Another possible future line of action would be to seek support for the teaching staffs in AACUPI programs. Many programs cannot afford a large, full-time faculty. To fill in existing gaps or to enrich what is now on offer, it is worth considering looking for funds to support, for example, two or more full-time professors annually whose services would be shared by AACUPI members.

Could the AACUPI membership not share the sponsorship of a lecture series or a “mini-course” in the various localities where AACUPI exists? Given the fact that many institutions cannot afford to maintain extensive libraries, would it not be worth discussing the possibility of a central catalogue of individual program libraries which house collections that have been carefully geared to individual study needs. The list of possibilities is endless, as is the list of jobs to be done.

WHO WILL FACE THESE CHALLENGES?

All those involved in AACUPI are acutely aware that challenges of this sort take time, and no one has a great deal of time left over at the end of the day. Beyond each program’s daily legal and fiscal concerns, certainly, the specific and general focuses inherent to a common approach to problems is to AACUPI’s advantage; its flexible organization at the local level has given rise to most pleasant undertakings like the AACUPI Balls and the La Fenice Benefit Concert, while AACUPI’s promotional work at the regional, national and international levels has sought to create good-will and understanding, with initiatives like the AACUPI Prize and the IRPET Study. If the past is any indication, surely AACUPI and its members will rise to the occasion and work together to guarantee its future on Italian soil within the united Europe of tomorrow.


Portia PREBYS, President
Robert SHACKELFORD, Secretary-Treasurer

STEERING COMMITTEE MEMBERS

Cristina ANZILOTTI
Ermelinda CAMPANI
Ezio GENOVESI
Francesco SGARIGLIA
Kim STROMMEN
David TRAVIS

ARCHITECTURE PROJECT COORDINATORS

Cinzia ABBATE
Lorenzo PIGNATTI
Davide VITALI

LA FENICE PROJECT COORDINATOR

Jeffrey BLANCHARD

LIAISON WITH THE VICARIATE OF ROME

David DAWSON VÁSQUEZ

HONORARY MEMBERS

Heidi FLORES
Pasquale PESCE
OFFICERS AND MEETINGS OF THE ASSOCIATION

1978
Organizational Meetings:
February 4, 1978 The American Academy, Rome
May 13, 1978 The American Academy, Rome

John D’Arms Moderator pro tempore
Dennis Berg Secretary pro tempore
Benedetta Beria Treasurer pro tempore

The AACUPI Constitution was approved and went into effect on May 13, 1978.

1978-1979
Kyle M. Phillips, Jr. President
Portia Prebys Secretary-Treasurer

Meetings:
November 18, 1978 The American Academy, Rome
February 10, 1979 Bryn Mawr College, Rome
March 31, 1979 Saint Mary’s College, Rome
May 19, 1979 Intercollegiate Center for Classical Studies, Rome

1979-1980
Kyle M. Phillips, Jr. President
Portia Prebys Secretary-Treasurer

Meetings:
October 13, 1979 Bryn Mawr College, Rome
December 8, 1979 Syracuse University, Florence
February 2, 1980 Trinity College, Rome
April 26, 1980 Saint Mary’s College, Rome
1980-1981
Portia Prebys  
Hardu Keck
President  
Secretary-Treasurer
Meetings:
October 4, 1980  
Temple University, Rome
December 6, 1980  
Middlebury College, Florence
February 7, 1981  
Rhode Island School of Design, Rome
April 11, 1981  
John Cabot International College, Rome

1981-1982
Portia Prebys
Manuel de Almeida
President  
Secretary-Treasurer
Meetings:
October 3, 1981  
University of Waterloo, Rome
January 16, 1982  
Rosary College, Florence
February 6, 1982  
Dickinson College, Bologna
April 24, 1982  
Intercollegiate Center for Classical Studies, Rome

1982-1983
Portia Prebys
Manuel de Almeida
President  
Secretary-Treasurer
Meetings:
October 30, 1982  
Saint Mary’s College, Rome
December 11, 1982  
Syracuse University, Florence
February 5, 1983  
Rhode Island School of Design, Rome

1983-1984
Manuel de Almeida
Patricia Osmond de Martino
President  
Secretary-Treasurer
Meetings:
November 19, 1983  
Trinity College, Rome
February 4, 1984  
State University College at Buffalo, Siena
April 7, 1984  
University of California, Padua
1984-1985
Patricia Osmond de Martino
President
John J. Reich
Secretary-Treasurer
Meetings:
October 27, 1984
Associated Colleges of the Midwest, Florence
February 2, 1985
Dickinson College, Bologna
April 20, 1985
California State University, Florence

1985-1986
John J. Reich
President
James Fougerousse
Secretary-Treasurer
Meetings:
November 9, 1985
Intercollegiate Center for Classical Studies, Rome
February 15, 1986
Georgetown University, Fiesole
April 26, 1986
Florida State University, Florence

1986-1987
James Fougerousse
President
Michael Calo
Secretary-Treasurer
Heidi Flores
Acting Secretary-Treasurer
Meetings:
October 25, 1986
[University of Dallas], Camaldoli
February 15, 1987
John Cabot International College, Rome
April 11, 1987
Middlebury College, Florence

1987-1988
Portia Prebys
President
Heidi Flores
Secretary-Treasurer
Meetings:
October 3, 1987
[University of Dallas], Greve in Chianti
February 12, 1988
Smith College, Florence
March 26, 1988
Saint Mary’s College, Rome
May 13, 1988
Syracuse University, Florence
1988-1989
Heidi Flores
Pasquale Pesce

Meetings:
October 1, 1988
February 18, 1989
April 15, 1989

President
Secretary-Treasurer
Stanford University, Florence
Loyola University of Chicago, Rome
University of Michigan – University of Wisconsin, Sesto Fiorentino

1989-1990
Pasquale Pesce
Terry Edwards

Meetings:
October 7, 1989
February 3, 1990
April 28, 1990

President
Secretary-Treasurer
University of Notre Dame, Rome
University of Washington, Rome
University of Waterloo, Rome

1990-1991
Pasquale Pesce
Jane Fogarty

Meetings:
November 10, 1990
January 26, 1991
March 16, 1991
May 18, 1991

President
Secretary-Treasurer
Wake Forest University, Venice
The American Academy, Rome
California State University, Florence
The Vergilian Society of America, Bàcoli

1991-1992
Pasquale Pesce
Jane Fogarty

Meetings:
October 5, 1991
December 7, 1991
February 8, 1992
April 4, 1992

President
Secretary-Treasurer
Intercollegiate Center for Classical Studies, Rome
Cleveland Institute of Art, Florence
Syracuse University, Florence
Loyola University of Chicago, Rome
1992-1993
Portia Prebys
Jane Fogarty

Meetings:
October 3, 1992
December 5, 1992
February 6, 1993
April 3, 1993

1993-1994
Portia Prebys
Heidi Flores

Meetings:
October 3, 1993
December 4, 1993
February 19, 1994
April 16, 1994

1994-1995
Portia Prebys
Heidi Flores

Meetings:
October 1, 1994
December 3, 1994
February 18, 1995
April 22, 1995

1995-1996
Portia Prebys
Heidi Flores

Meetings:
September 30, 1995
December 2, 1995
February 17, 1996

President
Secretary-Treasurer
Florida State University, Florence
Brown University, Bologna
Rhode Island School of Design, Rome
Georgetown University, Fiesole

President
Secretary-Treasurer
University of Georgia, Cortona
Saint Mary’s College, Rome
Harding University, Scandicci
The Rockefeller Foundation, Bellagio

President
Secretary-Treasurer
Temple University, Rome
Middlebury College, Florence
University of California, Padua
University of Dallas, Frattocchie

President
Secretary-Treasurer
Pepperdine University, Florence
Cornell University, Rome
The Johns Hopkins University, Bologna
1996-1997
Portia Prebys
Heidi Flores
Meetings:
  September 28, 1996  Saint John’s University, Rome
  December 7, 1996   Gonzaga University, Florence
  February 15, 1997  University of Notre Dame, Rome
  April 19, 1997     Richmond College, Florence

1997-1999
Portia Prebys
Heidi Flores
Meetings:
  October 4, 1997    Sarah Lawrence College, Florence
  December 6, 1997   Wake Forest University, Venice
  February 2, 1998   Trinity College, Rome
  April 25, 1998     The Vergilian Society of America, Bàcoli

[The 2nd AACUPI Constitution was adopted at an extraordinary meeting of the Association on June 15, 1998, called to modify the Constitution to bring it in line with Legislative Decree N. 460 of December 4, 1997.]

  October 3, 1998   John Cabot University, Rome
  December 12, 1998 University of Waterloo, Rome
  February 6, 1999  University of Michigan – University of Wisconsin, Sesto Fiorentino
  May 22, 1999      California State University, Florence

1999-2001
Portia Prebys
Heidi Flores
Meetings:
  October 9, 1999  Bowling Green State University, Florence
  December 4, 1999 American Heritage Association, Macerata
  February 5, 2000 Intercollegiate Center for Classical Studies, Rome
April 8, 2000  Associated Colleges of the Midwest, Florence
[October 5-8, 2000  The Symposium “Educating in Paradise”, held in Florence, replaced the regular meeting.]
December 2, 2000  Pennsylvania State University, Rome
February 10, 2001  Clemson University, Genoa
April 21, 2001  Pitzer College, Parma

2001-2003
Portia Prebys  President
Robert Shackelford  Secretary-Treasurer
Meetings:

October 6, 2001  The American Academy, Rome
December 1, 2001  Dickinson College, Bologna
February 9, 2002  University of Arkansas, Rome
April 20, 2002  New York University, Florence
October 5, 2002  Fashion Institute of Technology, Florence
December 7, 2002  Arcadia University, Perugia
February 7, 2003  Roger Williams University, Florence
April 4, 2003  University of St. Thomas, Rome

2003-2005
Portia Prebys  President
Robert Shackelford  Secretary-Treasurer
Meetings:

October 4, 2003  University of Washington, Rome
December 13, 2003  James Madison University, Florence
February 7, 2004  Institute for the International Education of Students, Milan
April 3, 2004  Cornell University, Rome
October 2, 2004  Kent State University, Florence
December 11, 2004  Smith College, Florence
February 5, 2005  Iowa State University, Rome
April 16, 2005  Florida State University, Florence
2005-2007

Portia Prebys  President
Robert Shackelford  Secretary-Treasurer

Meetings:
October 8, 2005  Syracuse University, Florence
December 3, 2005  Harding University, Scandicci
February 11, 2006  University of Dallas, Frattocchie
April 7, 2006  Fairfield University, Siracusa
October 7, 2006  Duquesne University, Rome
December 2, 2006  Gordon College and the University of Arizona, Orvieto

[The 2nd AACUPI Constitution was amended at an extraordinary meeting of the Association on February 11, 2007, to incorporate small changes, and it went into effect at the regular meeting which followed immediately.]

February 11, 2007  Gonzaga University, Florence
April 21, 2007  Auburn University, Ariccia

2007-2009

Portia Prebys  President
Robert Shackelford  Secretary-Treasurer

Meetings:
October 6, 2007  Rhode Island School of Design, Rome
December 1, 2007  Boston University, Padua
February 16, 2008  The Catholic University of America, Rome
April 19, 2008  University of Oregon – AHA International, Macerata
October 4, 2008  Middlebury College, Florence
December 13, 2008  Wake Forest University, Venice
February 14, 2009  Philadelphia University, Milan
June 13, 2009  John Cabot University, Rome
MAIN LEGAL AND TAX ISSUES FOR NORTH AMERICAN PROGRAMS IN ITALY

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PREMISE

The increasing number of North American academic programs establishing their own branch in Italy has, as its primary consequence, the need for everyone to face a new legal system, quite different from their usual one; as a matter of fact, not only the Italian and North American domestic legislations, but even their respective legal mentalities are sometimes rather distant from each other, with unavoidable difficulties and misunderstandings.

A twofold need, therefore, arises: on one hand, to provide the programs (and their administrators!) with complete and reliable information on all Italian laws with which they will have to comply once “landed” in Dante’s land, in order to allow for appropriate planning, financially speaking, as well, of what appears to be, in the very end, a long-term investment for the North American institution; on the other hand, to contribute to the “meeting of the minds” which is a fundamental necessity when such different experiences and cultures get together, so that this meeting will not turn into a clashing of minds, with unpleasant consequences for both sides.

The Borio Legal and Tax Firm in Florence has been legal and tax counsel to AACUPI since 1994, assisting both the Association, as such, and the member programs on any legal and tax issue, providing them with periodical Newsletters (both in English and in Italian) which cover the main legislative news affecting their activities, participating in all AACUPI meetings to answer general or specific questions, trying, in a word, to act as a liaison between the Italian and the North American legal and fiscal systems.

We are, therefore, proud to be able to contribute to this AACUPI volume the following report, whose aim it is to give a general overview of the main legal and tax issues of which any North American institution has to be aware in planning its Italian program, on the basis of our direct experiences over the past years and with some perspective on the future of North American academic studies in Italy.

To preserve the character of “general and historic guide” of this presentation, all legal updates that have occurred since its first edition (September 2000) have been from time to time indicated following the original text, duly summarized as appropriate and necessary.
We feel obliged to point out that, legislation being subject to frequent changes, even in its interpretation, any and all of the following information needs to be checked before taking any concrete action; in spite of our utmost care, Studio Borio cannot, therefore, accept any responsibility for inaccuracy or subsequent amendment of the legal rules which are referred to in the following pages.

1. GENERAL ISSUES

1.1 LEGAL STATUS OF NORTH AMERICAN ACADEMIC PROGRAMS IN ITALY

For too many years, the North American academic programs operating in Italy did not know what their precise legal status effectively was, ending up, as a matter of fact, acting in a completely uncertain legal situation; now, thanks to specific Statutes issued, first in 1989, and, more recently, in 1999, and to their effective implementation, it is possible to identify their appropriate legal status and, therefore, to give indications of what is needed to safely commence any academic activity in Italy.

The first Statute, having a tax effect only, was Art. 34, Paragraph 8-bis of Law n. 154 of April 27, 1989, the second one is now Art. 2 of Law n. 4 of January 14, 1999.

The latter clearly confirms that, upon certain conditions, and following a given administrative procedure, “branches in Italy of universities or institutions of higher learning at the university level, having their legal office in the territory of foreign States and there acknowledged as nonprofit entities” can be authorized to permanently operate in Italy by the Ministry of University and Scientific Research, after consultation with the Ministry of Foreign Affairs and the Ministry of Internal Affairs.

From a strictly legal point of view, such “branches”, being permanent locations of foreign legal entities, can be deemed as full “branches of a foreign legal entity”, and can, therefore, be registered as such at the Register of Legal Entities of the locally competent Civil Court, at what is now the “Ufficio Territoriale del Governo”, i.e. the national Government’s local office in each Province. The North American entity shall have to submit a number of documents which can show its legal existence according to its domestic law: its nature as a
nonprofit entity, the resolution to establish the Italian branch, as well as the power of attorney to the individual (Italian or not) appointed as legal representative of the branch, and the very last officially-approved financial statements of the home office. It is essential to point out that all documents provided must be duly apostilled according to the Hague Convention of 1961, as well as accompanied by a sworn translation into Italian.

Similar documentation is required by Law n. 4/1999 for the purposes of administrative procedure with the Ministry of the University, in order to give evidence of the existence of the conditions needed for the related authorization, namely:

a) that the branch have as its purpose and activity the study in Italy of courses which are fully part of the didactic or research programs of its own mother university or institution of higher education; and

b) that all courses be solely taught to students duly enrolled with the mother university or institution of higher education.

It is anyway allowed to “self-certify” the different requirements, to be then examined by the competent offices of the Ministry, which shall authorize the branch’s activities by a decree; in any case, the authorization is deemed to be granted after ninety days from receipt of the notice of commencement of the activities.

1.2 TAX STATUS OF NORTH AMERICAN ACADEMIC PROGRAMS IN ITALY

The need of overall legislative regulation of foreign academic programs in Italy was initially mainly due to tax reasons. In fact, in 1988 and 1989, a number of tax inspections took place in many foreign institutes, leading to heavy tax claims by the Italian authorities, both for income tax and Valued Added Tax.

In brief, the assumption was that all monies sent by the foreign “home offices” and needed to finance their Italian programs, were deemed payment for the academic services rendered to the students attending the courses and the activities in Italy, while the foreign institutes were deemed permanent establishments of non resident entities, therefore, subject to the tax requirements usually applicable to such subjects.
The whole issue had at the time political and diplomatic consequences, firstly, because no mention was made of the existing bilateral conventions against double taxation which do not allow discrimination and impose, anyway, less traumatic solutions; secondly, because there were no legal grounds at all on which to claim the commercial nature of the Italian activities of foreign universities. As a matter of fact, although permanent and sometimes important structures had been created, students and faculty came from the home office only, students paid their tuition fees to it (and faculty received their compensation from it), while all monies sent to Italy were simply sufficient, up until the very last “lira”, to cover the branch’s expenses with no profit produced in Italy. Separate but linked issues were then the equally important “collateral” activities usually performed by the same foreign institutes: board and lodging for students and faculty, supply of didactic materials, books and the like.

Sizeable tax litigation was avoided thanks to a specific Statute, the aforementioned Art. 34, Paragraph 8-bis, of Law n. 154/1999, now referred to and confirmed by Law n. 4/1999; by this provision, the Italian legislator has expressly acknowledged the non commercial nature, for all tax purposes, of any activity performed in Italy by branches of foreign universities or institutions of higher education, including board, lodging and the supply of books and didactic materials, even if managed by annexed or dependent colleges and the like.

Nowadays, all programs which duly obtain the authorization ex Law n. 4/1999 can operate in Italy as non commercial entities not performing any commercial activity, being, therefore, exempt from any kind of IRES (the Italian corporate income tax, formerly known as IRPEG), taxation for their “institutional” activities, in other words, the academic activities.

The same programs are obviously still subject to any other tax provision which is applicable to them, and are, therefore, liable for IRAP, again, for income taxes if they produce other kind of income taxable in Italy (for example, the cadastral income attributed to their immovable properties), must comply with the related accountancy rules, need their own tax code, must withhold income taxes on behalf of their employees, professionals, collaborators, etc.

IRES (formerly IRPEG) is anyway reduced to half thanks to Art. 6 of DPR n. 601 of September 29, 1973, and ICI is not applicable thanks to Art. 7, first paragraph, Letter i) of D.Lgs. n. 504 of December 30, 1992.
It is impossible to recap here all specific formal and accountancy fulfillments applicable to non-commercial entities like the North American programs in Italy (yearly tax returns, periodical payments of withheld income taxes and social contributions) and our advice is always to refer to duly authorized Certified Public Accountants or Labor Consultants for assistance in complying with all such complicated and ever-changing rules.

2. ISSUES RELATED TO THE CONCRETE ACADEMIC ACTIVITIES IN ITALY

2.1 PURCHASE AND RENTAL OF PROPERTIES IN ITALY: LEGAL AND TAX ASPECTS

The first and quite fundamental choice for any North American academic program intending to operate in Italy on a permanent basis relates to securing the most adequate place for its academic activities, in other words, finding one or more buildings where students and faculty can work and study. Under the strict legal point of view, the alternative is between purchasing the property and renting it: in both cases, Italian laws and practices do differ from the North American ones, therefore, it is essential to be assisted by legal counsel from the very beginning of any possible negotiation.

Although it is not possible to cover all aspects of each alternative, given the peculiarities of each transaction, here is a short list of issues to be taken into account whenever a property is to be purchased:

- The procedure for purchasing can be very long, depending on the contractual terms and the urbanistic and cadastral situation of the property; it is absolutely essential to have professional technicians (architects or “geometri”) verify whether the building is subject to any lien or public limitation, if there have been any urbanistic irregularities which still need to be settled, if the premises are technically adequate for the intended use, and the like.
- Usually the property purchase is distinguished in two fundamental moments: the so-called “preliminary contract”, by which both parties undertake the purchase/sale with the buyer paying an advance on the price (usually around 30% of the final price), and
sometimes receiving possession of the property; the so-called “notarial deed” or “closing deed”, for which a Notary Public is needed (whose fees and costs shall be paid by the buyer), by which the purchase is completed.

- The buyer must check whether the seller can legally sell the property (checking, for example, whether any mortgage is still existing on the property), as well that no future risk of a “revocation” of the sale exists (this could happen when the seller is a commercial entity subject to bankruptcy, within one or two years from the sale), while the seller could require guarantees for the price settlement (such as a bank guarantee).

- Any property purchase by foreign legal entities needs more bureaucracy and more documentation to be provided than is usually necessary, so adequate time planning (between the informal agreement on the purchase terms, the preliminary contract and the notarial deed) has to be carefully made.

- Quite often, the property is found thanks to a local real estate agency, which is then entitled to a mediation fee, usually 2% of the price, plus VAT at 20%, usually paid at the preliminary contract.

- It is also possible for the buyer to seek a loan from an Italian bank to finance, at least partially, its purchase, although almost all recent experiences do not suggest such a way, simply because the related financial costs in Italy are much higher than in North America; in any case, the Italian bank shall require as minimum guarantee, a mortgage on the property, with all consequent costs and time delays charged to the buyer.

- From the tax point of view, the buyer shall pay (through the chosen Notary Public) the registration tax and the cadastral taxes, for a total which is usually 10% of the purchase price; there might cases in which such taxes are reduced or even waived, but this has to be carefully evaluated according to the cadastral situation of the property, while any potential capital gains tax is at the vendor’s sole charge. Should the vendor be a commercial entity, the price will be subject to VAT (usually at the ordinary rate of 20%, save specific exceptions), but then the cost for registration and cadastral taxes is reduced by 7%.
In the event of renting a property, the following issues are to be considered with care, although again they do not cover all possible concrete situations:

- Even in the case of renting, it is essential to have the property duly inspected by a specialized professional, who could verify whether it is adequate for didactic activities and give an estimate of all needed renovation work; if such work is “structural”, then, the landlord will have to pay for it (with the possibility of subsequently increasing the rent), otherwise, the related costs will be the tenant’s sole charge.

- Rental agreements for properties dedicated to didactic use are regulated by a specific law (Law n. 392/1978) which can be derogated by the parties for limited aspects only, the most important one being the rent amount, which can be freely agreed upon. On the other hand, the agreement duration is set by the law in six years, automatically renewed for a further six year period unless the landlord gives evidence that he/she really needs the property. Usually, the tenant can terminate the rental agreement, with prior notice of usually six months, save a higher contractual term; the tenant can, in any case, terminate the rental agreement at any time for “serious reasons” (for example, program closure).

- It is quite usual for the landlord to require a cautionary deposit of one or two, maximum three months’ rent; on such a deposit, yearly legal interest accrues (now at 2.5%), to the tenant’s benefit; the yearly rent amount is usually updated, on an yearly basis, according to inflation (calculated at the so-called “ISTAT” rate), but the parties can agree on other parameters.

- Any rent agreement must be stipulated in writing and registered within 20 days (and then every year); if the rent is not subject to VAT (and this usually happens when the landlord is not a commercial entity), registration tax is at 2% of the yearly rent, and both parties are liable to the Tax Office, but they can share the cost if they agree.

- Specific care has to be dedicated to the expenses related to the rented property; some of them are obviously the tenant’s sole charge (such as utilities and the like), while the so-called “condominium” ones are shared according to national agreements, or any different contractual agreement.
- The rent payment can be made in different ways, but the tenant must always require from the landlord the appropriate receipt for any payment, on which the stamp duty of 1.81 euros has to be applied when the amount exceeds 77.47 euros.

2.2 LABOR SAFETY, TECHNICAL AND URBANISTIC QUALIFICATIONS OF PROPERTIES

The implementation in Italy of many European Union Directives on labor safety and technical and urbanistic qualifications of properties dedicated to didactic activities, in general, has made this issue a key one for any program intending to operate in Italy.

 Shortly, and without being able to cover all details of such a complex field which is beyond the Studio Borio’s professional expertise, any North American program should, BEFORE entering into any kind of legal agreement to purchase, or even to rent properties for its academic activities, as well as for lodging students and/or faculty, have the property carefully inspected by an Italian technician, duly chartered for the purposes of labor safety (as per Law n. 626/1994 and more recently Law n. 81/2008), and more generally expert in urbanistic and architectural requirements for didactic activities. Usually, these are architects, engineers or “geometri” who have direct experience in such a field, which is, once again, quite sensitive and complex.

The main risk is to purchase or to rent a property which could be, for example, technically qualified for traditional activities (such as “for office use”), but which needs major renovations if it has to be used for didactic purposes, usually because it will then have to be open to a lot of people simultaneously (namely, students and faculty), and, therefore, specific safety and solidity requirements apply.

The consequence could be that such renovations would be mandatory, before being able to legally commence any activity, with all related high costs and time delays, something which needs to be known with due advance.

If the program has purchased the property, any of the above work, including work done on a voluntary basis, will be its sole charge; but even if the property is rented, most of the required work on safety and the like will be the program’s charge, save different and quite unlikely contractual agreements, unless these are effectively “structural works”, in other words, those absolutely necessary for the safety of the property in
itself. However, if the landlord absorbs such costs, he/she can then increase the rent within some limits set by the law.

We cannot quite obviously make a list of the concrete work which could be required: again, the appointed technician shall indicate what is necessary. Recent experiences include, for example, fire exits, emergency stairs, wider doors and windows according to the number of people hosted in a given room, consolidation of floors, ceilings, terraces, etc.

All that will be added to what is usually needed to adapt any property to the specific needs of the program (for example, a computer room, technical laboratories and the like) and can really become complicated if the property is under certain artistic or historical liens, therefore, protected by peculiar laws which forbid or limit any building modification.

2.3 ITALIAN LEGISLATION ON PERSONAL DATA PRIVACY PROTECTION

Another important issue which North American programs in Italy, and most of all, their legal representatives, should know well is the so-called “protection of personal data”, in a word the rules of privacy law (Law n. 675/1996 and subsequent amendments, and the last Law n. 196/2003). Again, this has been an implementation by Italian law of rules issued on a European level, according to criteria which have often exceeded the correspondent regulations of other countries, mainly, the US.

Shortly, and with the usual advice to carefully study each concrete situation, keep in mind that the purpose is to protect the privacy of any individual, in particular, for the so-called “personal data”, which, on one hand, must be known to be able to make operations and transactions (for example, employees’ payrolls), and which, on the other hand, cannot be given to third parties without the express consent of the individual and must, therefore, be protected against any possible violation.

All North American programs must comply with such rules for their students, faculty, employees and collaborators, of whom they obviously know and manage their personal data. One should, anyway, make a fundamental distinction: there are data and information which are absolutely essential for the program to comply with legal obligations (for example, personal data of the employees are needed to file their payrolls
and fulfill all related tax obligations), which the program can freely “manage”, but which must be duly protected, as well as data and information which do not relate to legal requirements, but to the program’s activities as such (for example, information on the students), which the program can therefore “manage” but with the individual’s express consent only, and, again, must be protected without any third party diffusion.

There are many different cases in practice and we, therefore, refer to our Newsletters which were dedicated to these issues; as a general rule, each program will have to secure written and informed consent from each individual before managing and keeping any personal data, while appropriate safety measures must be implemented for any existing archive, be it on paper or on computerized files.

Further requirements are imposed on the so-called “sensitive data”, namely, information on very important and personal situations: as examples, information on religion, health, sexual behavior, political belief, etc.

In any case, without the prior written consent of the individual, it is forbidden to give to third parties any personal data; the typical situation for universities is the circulation of their own students’ names for career purposes, something which has to be expressly authorized in writing by each individual.

Each program must then appoint a “responsible officer” for privacy, who will be delegated to implement the above rules, being responsible thereof for the individual involved and the Authority for Privacy, the national body competent to assess and sanction any infringement.

Specific rules were introduced in 2005, for antiterrorism purposes, for those who make Internet and electronic mail services available on the program’s premises (for example, to students and faculty), as well as for any wireless equipment.

2.4 INSURANCE COVERAGE FOR THE ITALIAN PROGRAMS

A quite important aspect to be considered in planning the opening and the management of an academic program in Italy relates to the insurance coverage which must be implemented. In general, each university usually has its own appropriate insurance protection in the US or in Canada, which should already cover their Italian activities, as well:
the very first step is, therefore, to verify whether such coverage applies to any accident which may occur in Italy.

Unfortunately, direct experiences have too often shown that, in practice, whenever an accident occurs in Italy, all North American insurance companies create enormous difficulties in covering damages suffered by the program, or, which the program must repay to third parties, while the need for adequate insurance assistance locally is immediate and urgent.

The advice is, therefore, to have parallel North American policies and Italian policies, the latter to be stipulated with leading Italian insurance companies, at least as follows:

- insurance policy for the so-called “civil liability against third parties”, covering any damage suffered by third parties on the program’s premises, or because of the program’s activity;
- policy against risks, accidents, death to the benefit of students, faculty and collaborators of the program, which should expressly include the so-called “extra-didactic” activities, such as field trips, visits to museums, etc.
- policy against damages and theft on the property owned or rented, also covering risks such as fire, flood, utilities breakdowns, etc.
- policy for “legal” purposes, namely to cover risks and expenses related to legal litigation, inclusive of attorneys’ and experts’ fees and the like.

Any accident or illness suffered by the program’s employees, if duly employed according to Italian law, are covered by the mandatory public insurances and social contributions (INAIL and INPS), while this is not applicable to occasional collaborators and independent professionals.

Italian insurance policies are always very long and complicated documents, so specific care has to be taken before signing them, without hesitating to request written explanations by the insurance company or the insurance agent proposing the policy. Last, please do consider with attention, any clause which might limit or even exclude insurance coverage, usually indicated under the name of “franchigie”.
3. LEGAL, TAX AND SOCIAL CONTRIBUTION ISSUES RELATED TO THE PROGRAM’S PERSONNEL

3.1 FACULTY

Any North American academic program in Italy needs faculty staff for its courses; from the legal, tax and social contribution points of view, one should distinguish two basic situations:

a) faculty employed and paid by the North American home office;
b) faculty employed by an Italian contract.

In the first case, faculty are “transferred” by the home office to the Italian branch, and all legal rules of the North American employment relationship continue to be applied (salary, working hours, vacation, etc.). On the social security side, the home office shall provide its Italian branch with specific documentation which shows the regular payment of any social security applicable either in the US or in Canada, so that the provisions of the current bilateral conventions between Italy and the US and Italy and Canada against double social contributions can be applied. In any case, all faculty employed by the home office shall have to be insured in Italy at the local INAIL office. From the specific tax point of view, if the faculty member remains a “non resident” for tax purposes (in other words, staying in Italy for less than 183 days in the same calendar year) his/her remuneration is taxable in the US only; on the other hand, if the 183 days limit is exceeded, said remuneration is taxable in Italy, but the so-called tax credit can be utilized if any income tax has been paid in the US on the same income (however, please see the last period of this paragraph for the possible tax exemption according to the convention against double taxation between Italy and the US).

Some “mandatory” Italian legal provisions are, in any case, applicable to the home office’s employees, such as labor safety, non discrimination, etc.

Under case b) the faculty member, who could still be coming from North America or not be Italian anyway, renders his/her services under a specific Italian contract; there are then two sub-possibilities:

b1) formal employment as an employee of the Italian program;
b2) a collaboration relationship according to Law n. 4/1999, now integrated with the rules introduced in 2003 by the “Biagi Reform” (please see below).

In the following paragraph 3.3, specific discussion will be made of the main legal and financial differences between an employment contract and a collaboration relationship. Here, it is sufficient to point out that any choice between them must be carefully made according to the concrete activities which the faculty member shall perform, as well as to the effective relationship which is built between the faculty member and the program.

As it will clearly appear, the employment contract according to Italian law creates quite a strong relationship between the two parties, a much stronger one than with the corresponding North American employment contract; the concrete consequences are that faculty would be much more protected as employees, but they will have to work “exclusively” for the employing program; a collaboration relationship is fairly more flexible and less expensive, but cannot be implemented in all cases.

As a matter of fact, Paragraph 5 of Law n. 4/1999 now allows all branches which have duly complied with the other legal requirements to stipulate independent collaboration contracts for any kind of didactic activity, similar to the correspondent independent contracts for Italian public universities and pursuant Article 2222 of the Civil Code.

According to recent court precedents and the current opinions of the competent Italian labor authorities on this issue, it is now possible to affirm that the working relationships with faculty are deemed independent relationships, namely with no formal employment, if the following concrete elements do exist (and are included in the written contract stipulated between the parties):

- no imposition of a working timetable unilaterally determined by the program;
- compensation must be determined according to professionalism and the effective services;
- no hierarchical power and disciplinary sanctions;
- faculty’s freedom of choice of the technical ways of teaching;
- mutual agreement to exclude any employment relationship.
N.B. All of the above is also applicable to “project contracts”, on which please refer to the next paragraph.

All above considerations are valid for Italian (and Italian resident) faculty, as well; however, for such faculty, it will be in practice quite difficult to follow the North American contract alternative, unless they effectively work at the home office and are later “transferred” to Italy for a determined and limited period of time. Italian faculty can obviously take advantage of the collaboration relationship as explained above.

A peculiar procedure should be followed in the event the program requires the services of faculty who are employed full time, either by Italian universities or by Italian public entities (such as a professor of the local Faculty of Architecture), because it would then be necessary to request the prior written consent of the Italian employer, and then notify him of the amount of any paid remuneration on the part of the faculty member.

For tax purposes only, the current convention against double taxation between Italy and the US allows full income tax relief in Italy, if faculty, regardless of their kind of labor contract, stay in Italy on a temporary basis, and for no more than two calendar years to teach or to do research at any university, college, school and the like, and were, immediately before their stay in Italy, resident in the US (Article 20 of the Convention).

3.2 ADMINISTRATIVE STAFF

Any North American program in Italy shall also need non-faculty personnel, such as secretarial staff, library staff, a student coordinator, a student housing liaison, etc.

Again, the “transfer” of employees from the home office is possible, under the conditions indicated under alternative a) of the previous paragraph, but, usually, local personnel is needed, as well.

One should, therefore, carefully consider that Law n. 4/1999, and the related possibility to stipulate independent collaboration contracts, is applicable to didactic activities ONLY, and NEVER to other kinds of services; as examples, the librarian, all secretarial staff, the student coordinator, cannot take advantage of said provisions.

It would be quite difficult, if not really dangerous, to follow the collaboration contract (or current project contract) scheme, while a formal Italian employment contract would be the most appropriate choice.
After having mentioned the different legal alternatives for faculty and non-faculty personnel, it can be useful to summarize the main features of the different kinds of labor contracts nowadays existing in Italy, all quite complex and not very similar to corresponding North American situations. As this is a very technical field and subject to permanent legislative changes, please refer to a chartered Italian professional (lawyer, public accountant or labor consultant) before taking any action.

**DEPENDENT CONTRACTS**

This is the most common kind of labor relationship, in which the worker is formally employed by the employer and therefore becomes an “employee”. Italian legislation is still quite rigid, trying to protect the party deemed the weakest one, namely, the employee. Most of the key elements of this contract are set by the law, or the so-called “National Collective Labor Contracts”, stipulated by the trade unions and the employers’ associations, and can be derogated to the employee’s advantage only.

It is, therefore, the law, or, by reference, the applicable national contract, to set, for each employment level, the minimum salary, vacation days, leaves, initial trial period, notice for termination, severance pay, etc.

Some peculiar aspects of these contract are often totally unknown to the corresponding North American contracts; here are the main ones:

- mandatory salary increases: salaries are automatically increased according to the understandings reached in the national collective labor contracts, while any voluntary increase is usually added to the mandatory ones;
- severance pay or “liquidation”: it is a sum of money, to be calculated each calendar year on the salary level, which will be paid by the employer upon termination of employment, regardless of who chooses to terminate employment;
notice: it is the minimum period of time to notify the other party about employment termination; if not effectively “worked” must be paid (or withheld);

unilateral termination: the employee can terminate employment at any time (by “resignation”), but the employer can do so for “just cause or reasons” only, a quite rare occurrence (as examples, the total closure of the program, or a serious crime committed by the employee against the employer); if no such reasons exist, the employee must be either re-hired (when the employer has more than 15 employees) or paid compensation, between 2.5 and 6 months salary (if the employer has less than 15 employees). Peculiar provisions are obviously applicable for employers with a large number of employees with financial difficulties and the like.

Part-time employment contracts are also allowed, as well as employment contracts with a limited duration; however, the latter cannot be prorogated multiple times and, in any case, for more than three consecutive years, as they would automatically be transformed into unlimited employment contracts (there are now many peculiar rules in this regard that we cannot summarize in this presentation).

The tax and social contribution level is quite high on employment, most of it at the employer’s expense, on a monthly basis. The related rules are really complicated so that it is impossible to summarize them here: as a matter of fact, any employer needs the qualified assistance of a labor consultant. As a general figure, the overall burden on the employer in the year 2000 was around 30-35%, while about 8-10% was at the employee’s expense. Currently, in 2008, such levels have not changed too much, as minor reductions have been allowed for the employer only (now at 28-30%).

**PERMANENT COLLABORATION CONTRACTS**

These became a more and more popular kind of “quasi-employment” contract until 2003-2004, being something in between the usual employment relationship and professional services, as such. On one hand, there is no formal employment contract, so all related legal rules are not applicable and the relationship is flexible and financially more convenient for the employer; on the other hand, the working relationship is still quite stable, and so is usually the related remuneration, paid on a more or less regular time basis.
The clear example of permanent collaboration contracts for academic programs is now the relationship with faculty thanks to the previously-mentioned Law n. 4/1999, as explained in the above paragraph 3.1. The collaborator’s remuneration is not linked to any legal or national collective contract provision, there is no severance pay, no prior mandatory notice, and the working timetable is mutually agreed upon by the parties involved.

From the social contribution point of view, these contracts are subject to the so-called “INPS contribution”, which is now at 17% (if the collaborator already has another pension coverage) or otherwise at 24.72% reached in 2008; 2/3 of said contribution is charged to the employer and 1/3 to the collaborator. Since 2000, all collaboration of this kind is also subject to the mandatory public insurance INAIL.

For income tax purposes, the collaborator’s income has been deemed, so far, independent income, therefore subject to 20% withholding tax for Italian tax residents, and 30% for non resident individuals; however, starting in 2001, such income is deemed dependent income and its taxation will be similar to the employees’ one (with more administrative burdens for employers), unless unexpected amendments are made to the new law.

**PROJECT CONTRACTS**

By Law n. 276 of September 10, 2003, (the so-called “Biagi Reform”), the contractual kind of permanent collaboration contracts has been progressively replaced by project contracts, with a lot of new limitations for their general application, to the advantage of dependent contracts.

On project contracts AACUPI has devoted specific meetings in 2003 and we have written many Newsletters, to which we refer for all specific details, as it is impossible to even summarize the new discipline in this short presentation, along with its subsequent interpretation by the Italian Courts and the Government agencies competent in this matter.

Very shortly, one can say that:

- what was listed in the above paragraph 3.1 on independent contracts with faculty REMAINS VALID for project contracts, too;
However, in addition to what was indicated above, the project contract, to be stipulated in writing, must include precise indications on what follows:

- **a)** duration of the working services;
- **b)** project to be performed or work program, identified by specific contents;
- **c)** compensation, criteria for its determination, ways of payment, discipline of expenses reimbursements;
- **d)** ways of coordination with the employer, so that these do not jeopardize the working autonomy of the project collaborator;
- **e)** measures to protect the health and safety of the project collaborator.

Should the project contract not comply with the above provisions, it would be automatically converted into a time unlimited dependent contract. Over the years the Italian Government has subsequently widened social protection for project collaborators, in the matters of illnesses, accidents and maternity.

**OCCASIONAL COLLABORATION CONTRACTS**

These are quite limited cases of collaboration, applicable only if the collaborator renders one single service, not to be repeated and limited in time, so that it can be deemed “occasional”; such kind of collaboration is exempted from any INPS contribution and INAIL insurance, and is subject to the income withholding tax at 20% (or at 30% if the collaborator is non-resident) only.

Due care is to be given to this possibility, because the related service must really be limited and occasional: as an example, a single conference or lecture can be deemed an occasional collaboration, but a number of conferences, or a course, can never be deemed occasional and are to be considered permanent collaboration.

The very same above-mentioned Biagi Reform introduced a new kind of occasional but also “coordinated” collaboration, still subject to the same social contributions as all project contracts; even more, regardless of the kind of services performed. Such relationships cannot be deemed occasional if one of the following limits is exceeded:
– 5,000 euros as gross compensation in the same calendar year;
– a total duration of the relationship with the same employer exceeding 30 days, even not consecutive, during the same calendar year.

INDEPENDENT PROFESSIONAL SERVICES

Quite often, North American programs have contacts with Italian independent professionals: architects, engineers, notary publics, lawyers, certified public accountants, labor consultants and the like. In such circumstances, none of the above working relationships is applicable, because independent professionals still have their own peculiar legal status.

There is a trust relationship between the “client” and the professional, which the client can terminate at any time, with the only obligation of paying for the services rendered. Usually, Italian professionals link their fees to the official professional fees which can refer to the value of the case and its complexity; nowadays, it is anyway possible to stipulate different prior agreements, even on a time basis.

All fees are subject to VAT (at 20% at the client’s sole expense) as well as to a social contribution of between 2% and 4% (again at the client’s sole expense); the program shall then have to make the usual 20% income withholding tax.

4. ISSUES RELATED TO STUDENTS

4.1 STUDENT ACCOMMODATIONS WITH ITALIAN FAMILIES

Accommodating one or more students with Italian families during their stay in Italy is one of the most common choices and maybe more interesting ones, for the student. There are, however, some sensitive legal and administrative issues which need prior care, in order to avoid unnecessary risks, first of all, for the families themselves.

As a matter of fact, if the family hosts foreign students on a business basis, then this becomes a “professional” activity and the related “housing” requirements must be complied with by the family (such as a specific license, peculiar qualifications for the rented premises, etc.).
This would obviously create a lot of difficulties and is, therefore, to be avoided, if possible.

The problem is that there is no clear legal rule which states when such an activity becomes a professional one, while the reality is that families host the students for quite a long period of time, on a regular basis and upon receiving from the program, or from the student, some kind of “expense reimbursement”.

Some municipalities have so far accepted to not consider this kind of activity as a professional one, if one can effectively provide some evidence that the student is hosted in the cadre of “cultural exchange”, both for the family and the student, so that they receive reciprocal cultural and language benefit, having the student introduced to the family’s daily and social life.

It is clear that this can happen only if the number of hosted students is limited, no more than two at a time, and under the auspices of the program, which must ensure that the exchange effectively takes place, with mutual dedication and responsibility.

A quite sensitive aspect is the payment to the families of monies to cover their expenses to host the students; the risk is to have the local tax authorities deem such monies (in particular, when they represent a forfeit reimbursement) as taxable income for the individual who receives them. Each situation needs careful study, but the ultimate tax responsibility remains exclusively with the families. At no time should the study abroad program give hosting families legal and fiscal “advice”.

Another issue, sometimes linked to the tax one, should be mentioned: all families must notify the local police authority of the presence of foreign students staying with them, giving the “cause” of such stay. It would not be entirely correct to indicate on the related forms something like “Free Stay”, as the students have paid, through their tuition fee, to be hosted. One should indicate a more appropriate cause, such as “Stay for cultural exchange”, or the like.

4.2 STUDENT ACCOMMODATIONS IN RENTED APARTMENTS

The other most frequent alternative for the students’ stay is to host them in apartments rented for that purpose by the program, which should then follow the same advice given in paragraph 2.1 and also consider what follows.
First of all, the rental agreement should be stipulated by the program with the landlord, as in practice it would be much more difficult to make the agreement in the name of each student (who would then be obliged to obtain their own Italian tax code first, and can always change from time to time), and the agreement should include a specific clause allowing the program to host its students in the rented apartment. Again, the premises should be previously checked by a professional (architect or “geometra”) for safety reasons and suitability for hosting a number of people. The landlord should certify, in writing, that the electrical system in the apartment has been renovated according to the current technical regulations in effect for that municipality.

All utilities and the related consumption should be registered in the name of the program and paid by the program, which shall then be reimbursed by the students, in order to simplify accounting. The program will be directly responsible to the landlord and to any third party for any damage caused by the students, who will then repay the related expenses.

It is therefore very important, as more generally anticipated in paragraph 2.4, to stipulate the adequate insurance provisions, to cover the program for any damage or responsibility arising from the premises rented to host the students.

It is also mandatory to inform the local police authority about the presence of the students in the rented apartments; there will be two separate notices, one by the landlord, who will have to indicate as cause the rent, and the other one by the program, to be renewed each time that the hosted parties change, whose cause will be “Housing for student’s stay”, or the like.

4.3 STUDENT ACCOMMODATIONS WITH THE PROGRAM (ON CAMPUS)

In some cases, there is the chance to accommodate the students in the same program’s building, according to the usual North American campus system. The main worry will then be to make sure that all premises dedicated to such purposes have the needed legal and technical requirements, in order to avoid serious responsibilities for the program and its legal representative. Again, the only possible advice is to refer to specialized professionals.
Further requirements might be imposed by the local fire and health authorities if the program intends to give board services to its students.

Last, the absolute need of adequate insurance coverage is confirmed in this case, too.

4.4 INSURANCE AND HEALTH COVERAGE FOR THE STUDENTS

Unfortunate concrete experiences lead us to conclude that adequate insurance and health coverage is needed for all students during their stay in Italy. Usually, such students do already have insurance coverage provided for by their university in the US or in Canada, and a kind of “first aid” health insurance is also required by the Italian authorities to grant visas and stay permits for study purposes. However, it appears useful, for the Italian program, to stipulate some further and more general health coverage, which could protect all those students and faculty who should need medical assistance during their Italian stay, so that the consequent bureaucratic and administrative procedures can be simplified as much as possible, in order to be reimbursed for any medical expense borne either by the individual and the program.

5. AN ISSUE AWAITING URGENT SIMPLIFICATION: ENTRY VISAS AND STAY PERMITS

As a conclusion of this summary of the main legal issues related to North American programs in Italy, we feel obliged to point out the most urgent and immediate concrete problem affecting US and Canadian universities intending to establish their courses in Italy, which is awaiting solutions and simplification as quickly as possible.

As everybody nowadays well knows, any individual not belonging to the European Union needs, to be able to legally stay in Italy for study and work purposes for some period of time, a specific entry visa and, most of all, the appropriate stay permit.

A number of legal provisions have regulated this issue in the last decade or so, having now been concentrated in the so-called “Consolidated Act on Immigration”, namely law. N. 286 of July 25, 1998, with all its subsequent implementing rules.
Now, in spite of specific provisions which should cover individuals staying in Italy for study and didactic purposes (such as Article 27 of the Act, which under Letters b) and c) should simplify the procedures for faculty, lecturers and researchers), the concrete experiences of students and faculty who try to secure their visas and stay permits are quite disappointing.

First of all, there are great uncertainties even among all competent Italian authorities, with the consequence that the procedure is much longer than expected; furthermore, the Italian Consulates abroad, even within the same country (such as in the US) do not follow coherent criteria and procedures, but quite different ones from each other, creating a lot of confusion if not real “discrimination” depending on the competent Consulate.

Last, and this is especially applicable to faculty employed by the home office and sent to Italy for one or more courses, sometimes it is even required to formally employ the faculty by the same Italian branch, while the same faculty are already duly employed by the foreign entity and should stay in Italy because part of their working activity is to teach in Italy.

Again, it is not possible to examine each single case, but the message which we would like to launch is twofold: to all North American programs, we would like to say that they should start with due advance time in requesting all needed documentation for visas and stay permits in Italy, both for their students and faculty; on the other hand, we would like to solicit the Italian legislator to intervene at the legislative and then the administrative level, so that the above clear and certainly not “illegal” situations could find easy solutions for everyone.

During the years 2002-2008 different partial reforms of the general Italian legislation on immigration have occurred, both at the Parliament level (the so-called “Bossi-Fini” Law of 2002), and at the Government level for their interpretation and implementation; immigration remains a quite sensitive social and political issue in Italy, as well as in the rest of the European Union, and there is still a lot to be done.

As far as the AACUPI programs have been more concerned, we would like to recall the following main legal and operative simplifications that have been achieved thanks to the patient and constant work of preparation and introduction within the Italian Government and Parliament:
− Law n. 102 of May 24, 2002, that has definitively confirmed that faculty of foreign schools and universities in Italy are not subject to yearly entry quotas;
− Abolition of the stay permit for student purposes for stays that do not exceed 90 days, and introduction in lieu of it of the so-called “declaration of presence”, that has then also been simplified and relieved for those who enter Italy from a non-Schengen territory;
− Harmonization of the procedures to request student visas (requests presented in bulk, etc.).

We do believe that there are still wide margins to facilitate the application of the immigration rules for the peculiar situations that affect AACUPI programs, so that the related bureaucratic burden can be reduced and the consequent “study tourism” encouraged.

STUDIO LEGALE TRIBUTARIO
INTERNAZIONALE BORIO

Florence, September, 2000,
updated September, 2008.
STUDIO BORIO
NEWSLETTER TOPICS
1994-2008

1994-1995

N° 1 - SEPTEMBER
- Barile Law: Parliamentary Situation
- The Service Contract with Teaching Staff: The New Rules of the Barile Law
- Model Service Contract for Teaching Staff

N° 2 - OCTOBER
- Barile Law: Legislative Situations
- 5% Contribution: Legislative Situations
- L. 489/94: Tax Incentives for New Recruitments
- Computer Files: Obligations and Procedure
- L.D. 538/94: Tax Conciliation and Settlement of Tax Disputes

N° 3 - NOVEMBER
- Barile Law: Parliamentary Situation
- Barile Law: The Case of Tutorials
- D.P.R. 389/94: New Rules on Foreign Schools and Cultural Institutions in Italy
- L. 489/94: Our Explanations

N° 4 - DECEMBER-JANUARY
- Barile Law: Parliamentary Situation
- L. 489/94: Further Explanations
- Compulsory Public Insurance Against Labour Accidents
- D. LGS 626/94: Labour Safety
- Reduced VAT on Audiovisual Materials and Musical Instruments
- INPS Pardon And Tax Settlement: New Deadlines
N° 5 - FEBRUARY
- Barile Law: Parliamentary Situation
- 15% Contribution: Legislative Situation
- Professionals and External Collaborators: Compulsory Fulfilment and Tax Documentation

N° 6 - MARCH
- Barile Law: Parliamentary Situation
- 15% Contribution: Legislative Situation
- “Dini” Tax Decree: News for Universities
- Board and Lodging for Students and Faculty

N° 7 - APRIL
- Barile Law: Parliamentary Situation
- 15% Contribution: Legislative Situation
- Form 760/W for Tax Year 1994

N° 8 - JUNE
- 15% Contribution: Legislative Situation
- Service Contract for Teaching Staff: New Model Service Contract for Teaching Staff

1995-1996

N° 9 - SEPTEMBER
- Barile Law: Legislative Situation
- 10% Contribution: Legislative Situation
- Tax Form 770/95: Deadline and Formalities

N° 10 - OCTOBER
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- Model Contract for Teaching Staff
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- Social Contribution Pardon for Non-EEC Employees
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N° 11 - NOVEMBER
- Barile Law: Legislative Situation
- 10% Contribution: Legislative Situation
- Law No. 154/89: First Judicial Decision on the Matter
- Computer Files: Obligations and Procedures
Barile Bill: Legislative Situation
Social Contribution Pardon for Non-EEC Employees: Legislative Postponement
D. LGS. 626/94 - Labour Safety; Deadlines Postponement
10% Contribution: Obligation and Procedures

10% Contribution: Formal Obligations for Collaborators
10% Contribution: Formal Obligations for Universities
10% Contribution: Payment of the Contributions
10% Contribution: Open Issues

Barile Bill: Legislative Situation
D. LGS. 626/94 - Labour Safety: Deadline Postponement
10% Contribution: Legislative Situation
Transportation of Goods: Formal Obligations

10% Contribution: New Deadline

Registration at the Chamber of Commerce for Non-Profit Bodies That Perform Commercial Activities
Form 760/W for Tax Year 1995

Labour Safety
10% Contributions

Legislative Updating
10% Contribution: Obligations and Procedures

Legislative Updating and Deadlines
INAIL: Compulsory Public Insurance
10% Contribution: Latest News
1996-1997

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- 10% Contribution: Latest News

N° 18 - October
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- Abolition of the Bolla di Accompagnamento

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- 10% Contribution: Exemption for US Citizens
- Public Grants to Cultural Institutions
- Computer Files: Obligations and Procedures

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- US Employees in Italy: Tax Domicile

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- The New Form for the Tax Return of Non-Commercial Entities
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- Tax Form 770/97: Deadline and Formalities

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- Conclusions

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- Moving American Employees
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- The Veltroni Law on Beni Culturali
- Withholding Tax on Copyrights

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- Obligation of Notice for Foreigners to the Authorities of Public Security

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  \item Barile Bill: Update on Its Parliamentary Situation
  \item INPS 10-12% Contribution: The Quarterly Return
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- New National Collective Labor Contract “ANINSEI” – Private Lay Schools
- Studio Borio “Incontra”: New Initiative for the LFMO
LAW N. 4 OF 14 JANUARY 1999, ARTICLE 2, THE SO-CALLED “BARILE LAW”

(Branches in Italy of Foreign Universities and Institutions of Higher Learning at the University Level)

1. The provisions of Article 2 of Law N. 4 of 14 January 1999 that follow are applicable to branches in Italy of universities and institutions of higher learning at the university level located in the territory of foreign States and legally recognized there as non-profit entities, provided that:

   a) their purpose and activities are off-campus study in Italy of subjects which are part of instruction or research programs at the respective universities or institutions of higher learning;

   b) said instruction be offered only to students duly enrolled in the respective universities or institutions of higher learning.

2. The above branches, before starting their activity in Italy, are to send to the Ministry for Universities and Scientific and Technological Research, to the Ministry of Internal Affairs, and to the Ministry for Foreign Affairs, a copy of the legal act by which its branch in Italy was duly established, a copy of the by-laws [of the university or institution of higher education], and all other documentation, legally certified by the Italian diplomatic or consular authority with jurisdiction for the foreign territory, that helps to prove the existence of the conditions set forth in Paragraph 1.

3. The activity of the branches is authorized by decree of the Minister for Universities and Scientific and Technological Research. In any event, this authorization is considered granted after ninety days from receipt [by the aforementioned Italian authorities] of the documents mentioned in Paragraph 2.
4. The authorization carries with it the application of the exemptions provided under Article 34, Paragraph 8-bis, of Decree Law N. 69 of 2 March 1989, converted, with amendments, into Law N. 154 of 27 April 1989 [see Note 1 below].

5. The universities and institutions of higher learning mentioned in Paragraph 1 can stipulate, for their teaching activities, private law contracts, in keeping with the norms for teaching contracts that apply to public universities, as well as with Article 2222 of the Civil Code [see Note 2 below].

Notes to Article 2 of Law 4/1999

– The text of Art. 34, paragraph 8-bis of Decree Law n. 69 of 2 March 1989, converted, with modifications, by Law n. 154 of 27 April 1989 (Urgent measures regarding income tax on physical persons and advance payments of income tax, the forfeit determination of income and VAT, new deadlines for filing returns on the part of specific categories of taxpayers, regularization of formal irregularities and small infractions, broadening of the tax bases and containment of evasions, as well as regarding the VAT percentages and taxes on governmental concessions), is as follows:

“8-bis. Services whose object is the activity of instruction carried out in Italy by branches of foreign universities and institutions of higher learning, including services related to lodging, board, and the supplying of books and educational materials, even if supplied by affiliated or dependent boarding schools or pensions, are deemed to be non-commercial activities for all tax purposes. This provision is effective beginning the day said institutions are established in Italy. However, no refund is available for taxes already paid [before that date]. From the date on which this provision goes into effect, it may be applied only if the necessary requirements have been recognized in a specific decree issued by the Ministry for Public Education, after consulting the Ministry for Foreign Affairs, beginning with the year the application was submitted. For all branches already operating on the date this provision goes into effect, the application must be presented by 31 December 1989.”
– Article 2222 of the Italian Civil Code reads as follows:

“Art. 2222. – When an individual agrees, for remuneration, to work or perform service which is carried out mainly by his or her own labor for a contracting party by whom the individual is not employed, the provisions of this section apply, unless the relationship is specifically regulated by Book IV [of this Code].”
BYLAWS\textsuperscript{1} OF THE CULTURAL ASSOCIATION
“ASSOCIATION OF AMERICAN COLLEGE AND UNIVERSITY PROGRAMS IN ITALY- (A.A.C.U.P.I.)”

ESTABLISHMENT – HEADQUARTERS – DURATION – PURPOSE

\textbf{Article 1 – Establishment and Headquarters}

The cultural association called the “Association of American College and University Programs in Italy” (A.A.C.U.P.I.) is hereby established with headquarters in Rome, Corso Vittorio Emanuele II, n° 110 (in care of the Hotel Tiziano); it is governed by these Bylaws and by the legal norms in effect regarding such matters.

\textbf{Article 2 – The Nature of the Association}

The Association is voluntary and is non-profit. The Association may participate as a member of other associations or entities that have similar purposes.

\textbf{Article 3 – The Duration of the Association}

The duration of the Association is limited to December 31, 2100. It can be changed by decision of the Extraordinary Assembly.

\textsuperscript{1} Translation by James Zarr
ARTICLE 4 – THE PURPOSES OF THE ASSOCIATION

The purpose of the Association is to safeguard the instructional goals and the moral, social and legal interests of the universities ("Universities") and institutions of higher education at the university level ("Colleges") from the United States and Canada, as defined below in Article 5, that carry out localized cultural activities of education and research in Italy.

By way of example, the Association shall perform the following activities:

1. promote any action aimed at encouraging the creation of such programs of study, education and research in Italy;
2. represent the common interests of Association members before public and private bodies and agencies, both in Italy and in the United States and Canada, both on the national and on the local level;
3. promote and encourage the interchange of knowledge and activities in the context of culture and education between the United States of America and Canada on one hand and the Republic of Italy on the other;
4. develop contacts between its own members and corresponding Italian cultural and educational entities;
5. organize roundtables, conventions, conferences, lectures, seminars, and debates that are of a cultural nature or, in any event, of interest to its members.

MEMBERSHIP

ARTICLE 5 – REQUIREMENTS FOR MEMBERSHIP AND ADMISSION OF NEW MEMBERS

5.1 – Only universities ("Universities") and institutes of higher education at the university level ("Colleges"), both public and private, may be Active Members of the Association; they must be headquartered in the United States or in Canada, and they must be validly established there and operate as non-profit entities and be duly accredited by one of the following agencies:
1. MIDDLE STATES ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS
2. NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES
3. NORTH CENTRAL ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS
4. NORTHWEST ASSOCIATION OF SECONDARY AND HIGHER SCHOOLS
5. SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS
6. WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

as institutes of higher education and/or research at the university level, even if they are established in Italy in the form of a consortium. These active members carry out localized cultural activities in education and research in Italy, by means of their affiliation, for their own students, researchers and/or scholars, generally citizens of the United States or of Canada, by organizing academic programs of study, research and instruction (“programs”) or study and research centers.

These programs and study and research centers in Italy may be organized independently or in cooperation or association with one or several Universities or Colleges.

These programs give credit in the United States or in Canada for all courses conducted at their Italian sites to the students enrolled in them.

Scholarly associations that are duly recognized and accredited in the United States or in Canada, such as the Vergilian Society, may also be active members.

5.2 – Those universities and/or colleges that wish to be part of the Association, even though they do not possess all or some of the requirements given in point 5.1, may be Associate Members.

Such members must apply for admission in the way specified under point 5.6 and must pay the association dues.

5.3 – The status of Honorary Member may be conferred on eminent individuals, such as high-ranking individuals or persons who have rendered noteworthy service to the Association, at the proposal of the
Steering Committee and by majority vote of the General Assembly. Honorary members are exempt from paying any dues.

5.4 – The entities that are members of the Association, at the time they join, must indicate the physical person who legally represents it to the Association. Said individual, in his or her official capacity, is considered to reside at the Italian site of the member entity and, furthermore, the latter is obliged to notify the Association of any changes in its location or its representative.

5.5 – Membership in the Association is free and voluntary, but it commits the members to respect the resolutions made by its representative bodies, according to the areas of competence defined in these Bylaws.

5.6 – To be admitted as a member, application must be made to the Steering Committee. The applicant must provide proof that it possesses all the requirements given in Paragraph 1 of this article. The Steering Committee decides on the admission of the member by a majority of at least two thirds of its members. The decisions of the Steering Committee are not subject to appeal and do not need to be justified.

The Steering Committee is to send a registered letter with notification of receipt to the applicant informing that the application has been accepted. Within thirty days the applicant must pay the membership dues.

5.7 – Membership status may be revoked for the following reasons:

- because of withdrawal from the Association, to be communicated in writing at least three months before the end of the membership year;

- because of a lapse, that is, because of losing any one of the requirements on which admission was based;

- by a vote of expulsion, proposed by the Steering Committee to the Assembly, for verified reasons of incompatibility, for having violated the norms and obligations of these Bylaws, or for other reasons that render the member unworthy; for this purpose, the Steering Committee, within the first month of every membership year, is to revise the list of members;

- for late payment of dues.
5.8 – The association fee or dues, which cannot be reassessed, may not be transferred by means of an “inter vivus” instrument.

**ARTICLE 6 – THE ORGANS OF THE ASSOCIATION**

The organs of the Association are:
- The Assembly
- The President
- The Secretary-Treasurer
- The Steering Committee
- The Election Committee.

**THE ASSEMBLY**

**ARTICLE 7 – PARTICIPATION IN THE ASSEMBLY**

The Assembly of Members is the sovereign body of the Association and it consists of all the enrolled members that have paid their membership dues.

The Assembly is convened by the Steering Committee no fewer than three times a year, and of these, at least once by October 31 to approve the previous year’s balance sheet and to present the budget for the current year, as well as to appoint association officers.

In addition, the Assembly may be convened, either in ordinary or extraordinary session:

a) by decision of the Steering Committee;

b) at the request, addressed to the President, of at least one third of the total number of members.

**ARTICLE 8 – CONVENING THE ASSEMBLY**

Both ordinary and extraordinary Assemblies are convened by the Steering Committee by means of a registered letter sent to the members at least fifteen days before the meeting at the legal address contained on
the list of members composed annually in keeping with Article 5. If the matter is urgent, the Assembly may be convened by telegram with five days’ notice.

In the notice convening the Assembly, the day, time and place of the meeting must be specified, both for the first call to assembly and for the second, along with the order of business. The Assembly preferably is to be held at the sites of the members on a rotational basis in alphabetical order.

In the absence of the above procedures, the Assembly is considered regularly convened when all the members and all the members of the Steering Committee are present; nevertheless, in this event any of the participants may oppose the discussion of those subject concerning which he or she does not feel adequately informed.

**ARTICLE 9 – THE CONSTITUTION AND DECISIONS OF THE ASSEMBLY**

The Assembly in ordinary session: in the 1\textsuperscript{st} call to assembly, the Assembly is validly constituted when at least one half plus one of the members are present or represented; in the 2\textsuperscript{nd} call to assembly, it is validly constituted whatever the number of members, and it decides by a majority of those present.

The Assembly meeting in extraordinary session: in the 1\textsuperscript{st} call to assembly, the Assembly is validly constituted when at least two thirds of the members are present, and it decides by the favorable vote of the majority of the members present or represented; in the 2\textsuperscript{nd} call to assembly, it is validly constituted when at least half of the members are present, and it decides by a majority of the members present or represented.

Only in the case of dissolution of the Association, the Assembly decides by the favorable vote of 3/4 (three fourths) of the members.

Each member has the right to one vote and may be represented exclusively by another member by means of written proxy.

The President is to verify the validity of the proxies, which are to be kept, in every case, in the Association’s archives.

The accumulation of more than eight proxies is forbidden, and absentee ballots are not allowed.
The Assembly is presided over by the President, and in his or her absence, by the Secretary, and in the absence of the latter, by a member of the Steering Committee or by an individual designated by the Assembly.

In addition, the President has the option, when he or she feels it is appropriate, to call on a notary or another person who is not a member to keep the minutes of the Assembly, acting as Secretary. The presence of a notary as secretary is obligatory for extraordinary assemblies.

Decisions made by a majority as provided in Article 10 are binding for the minority as well, although the individual members retain their right to withdraw.

**Article 10 – The Form of Voting in the Assembly**

The Assembly normally votes by a show of hands.

At the proposal of the President and for matters of particular importance, the vote may be taken by secret ballot. In this case, the President may also select two tellers from among those present.

**Article 11 – The Duties of the Assembly**

The Assembly has the right:

a) in ordinary session:

- to appoint the association’s officers;
- to discuss and decide on the annual budget and on the reports of the Steering Committee;
- to set, at the proposal of the Steering Committee, the entrance fees and the membership dues, as well as the penalty for late payment;
- to decide on directives of a general nature for the Association on the activities it has carried out or will in its various areas of competence;
- to decide on any other matter of an ordinary nature set before it by the Steering Committee for its approval;
b) in extraordinary session:
   - to decide on the dissolution of the Association;
   - to decide on a proposal to change the Bylaws;
   - to decide on the transfer of the Association’s headquarters;
   - to decide on any other matter of an extraordinary nature set before it by the Steering Committee for its approval.

THE PRESIDENT

ARTICLE 12 – THE DUTIES OF THE PRESIDENT

The Assembly elects a President preferably but not necessarily from among the members based on the nominations provided by the Election Committee.

The President is the legal representative of the Association to third parties and in court, as well as to all governmental and judicial authorities, and the President signs for the Association.

The President may appoint and dissolve committees as needed.

The President may grant either members or third parties special powers of attorney or transaction proxies for specific acts or types of acts.

The President, in particular, supervises the implementation of the decisions of the Assembly and the Steering Committee, and he or she is responsible for maintaining the archives.

The President does not have any power of extraordinary administration in any case; furthermore, he or she may not:

   a) contract debts of any kind, with the exclusion of commercial debts no greater than ten thousand euros assumed for the purchase of goods and/or services needed for the normal operation of the Association;

   b) grant any liens, mortgages, or privileges whatsoever on the goods that form the assets of the Association, nor grant guarantees and/or backing in its name.
For all of the above, the President must necessarily ask beforehand for the approval of the Assembly of members.

The President’s term of office is for two years, with the possibility of re-election.

He or she may hire or fire staff as required to carry out the Office of President.

If the President resigns or is seriously impeded, as determined by a majority of the Steering Committee, the same Committee is to elect a President to serve until the next ordinary Assembly.

THE SECRETARY-TREASURER

ARTICLE 13 – THE DUTIES OF THE SECRETARY-TREASURER

The Assembly elects a Secretary-Treasurer from among the members, based on the nominations provided by the Election Committee.

The Secretary-Treasurer sees to the economic management of the Association itself, in keeping with the operating instructions that the Steering Committee may issue, while retaining those statutory powers and duties that belong to the Office.

The Secretary-Treasurer’s term of office is for two years, with the possibility of re-election, and he or she may hire and fire staff as needed to carry out the Office of Secretary-Treasurer.

The Secretary-Treasurer does not have any power of extraordinary administration in any case; furthermore, he or she may not:

a) contract debts of any kind, with the exclusion of commercial debts no greater than fifteen million liras assumed for the purchase of goods and/or services needed for the normal operation of the Association;

b) grant any liens, mortgages, or privileges whatsoever on the goods that form the assets of the Association, nor grant guarantees and/or backing in its name.

For all of the above, the Secretary-Treasurer must necessarily ask beforehand for the approval of the Assembly of members.
THE STEERING COMMITTEE

ARTICLE 14 – THE DUTIES OF THE STEERING COMMITTEE

The Steering Committee has the ordinary and extraordinary administration of the Association.

The Steering Committee is composed of a variable number of members, with a minimum of four and a maximum of twelve, chosen by the Assembly of members; the term of office is for two years with the possibility of re-election.

The Assembly that appoints the Committee members also sets their number. The Committee elects the President and the Secretary-Treasurer from among its members if the Assembly has not done so.

The Steering Committee is to meet, always at the first call to order, if possible once every two months, and in any event whenever the President feels it is necessary or when at least four members of the Committee request it.

The Steering Committee, in keeping with the laws in force, prepares the annual financial statement, accompanying it with a report on the handling of the past year and forecasts for the coming membership year.

The meetings and decisions of the Steering Committee are recorded in minutes to be signed by the President and by the Secretary.

THE ELECTION COMMITTEE

ARTICLE 15 – MEMBERSHIP

The Election Committee consists of three active members appointed by the Steering Committee at least three months prior to the election of a new President or new Secretary-Treasurer.

ARTICLE 16 – FUNCTION

The Election Committee’s function is to collect nominations, suggestions and recommendations from all the members concerning the person to the
named President or Secretary-Treasurer and to propose, for that purpose, one or more nominations to the Assembly that meets to elect them.

The Committee members may carry out this duty separately, but each is bound to communicate to the other members the results of their conversations in order to provide the Assembly with their joint nominations.

The opinion expressed by the Election Committee is not binding, even when it is expressly required by the Bylaws.

The Election Committee has finished its function and must, therefore, be considered automatically dissolved as soon as the Assembly has named the President or Secretary-Treasurer.

**FINANCES AND ASSETS**

**ARTICLE 17 – ASSOCIATION INCOME**

The income of the Association consists exclusively of:

a) the entrance fee to be paid when the application for admission as an Association member is accepted;

b) the ordinary annual dues, to be established yearly by the ordinary Assembly on the recommendation of the Steering Committee:

c) extraordinary assessments as needed, decided by the Assembly with respect to specific initiatives that require funds in excess of those in the ordinary budget;

d) voluntary payments by the members;

e) agreements, grants, generosity and bequests by third parties or by members, voluntary contributions and extraordinary donations;

f) contributions from governmental agencies, from local entities, from credit institutions, and from entities generally speaking.

The dues must be paid in advance in one payment by November 30 of each year.
**Article 18 – The Length of the Dues Period**

Dues are owed for the entire academic year in progress, no matter when new members actually join.

A member who withdraws, or who ceases to be part of the Association for any reason, is required to pay the association dues for the entire academic year in progress.

**Article 19 – The Rights of Active Members to the Association’s Assets**

Any member who ceases to be part of the Association for any reason whatsoever loses any right to the Association’s assets.

**Final and General Considerations**

**Article 20 – The Membership Year**

The membership year begins on the 1st of October of each year and ends on the 30th of September of the following year.

The administration and keeping of the Association’s books is entrusted to the Secretary-Treasurer, according to the directions of the President and of the Steering Committee.

Unless specifically provided otherwise by law, the Association may not, for as long as it remains in effect, distribute any profits or management surpluses, not even indirectly, nor any funds, reserves, or capital.

**Article 21 – Dissolution and Liquidation**

In the case of the dissolution of the Association, the Assembly is to designate one or more receivers, establishing their powers.

The assets of the Association at the end of the liquidation are to be turned over to another entity which has a similar goal of public service, after having heard the opinion of the oversight body mentioned under Article 3, Paragraph 190, of Law № 662 of 23 December 1996, unless another destination is required by law.
Special norms for the working and execution of these Bylaws may be established as needed by means of internal regulations, to be developed under the supervision of the Steering Committee and to be approved by the ordinary Assembly.

**Article 22 — The Board of Arbiters**

Any disagreement that may arise between the Association and its members, or the entities of the Association, resulting from or related to the execution of these Bylaws, as well as any decision of the Assembly, with the exception of those disagreements which, by law, may not be subject to compromise, is deferred to the decision of a board of arbiters composed of three members; each of the opposing parties is to name one arbiter, and the third is to be chosen by the common agreement of the first two. In the absence of agreement, the third arbiter is to be appointed by the President of the Rome Tribunal, who also is to name the arbiter on behalf of any party that has not done so. The arbiters decide *ex bono et equo*, without any procedural formalities, except in those cases covered by law.

**Article 24 — Recourse**

For all matters not covered by these Bylaws, recourse is to be made to the legal norms and general principles of Italian law.

Signed: Portia Anne Prebys
Signed: Simone Ghinassi, Notary.

Registered in Florence 3
at the Office of Civil Records

March 1, 2007
n. 487, series 1
A study conducted by Hulda and Daniele Liberanome, carried out at the request of the Association of American College and University Programs in Italy (AACUPI), with financing from the Marchi Foundation

Originally presented at the Symposium: Educating in Paradise. The Experiences of North American Universities in Italy

Florence 5-8 October 2000
The text was completely reformatted
by James Zarr
for the 2008 reprint.
INTRODUCTION TO THE 2008 EDITION OF THE IRPET STUDY

PAST IRPET STUDIES

In distant 1982, the Istituto Regionale per la Programmazione Economica della Toscana (RPET) published, for the very first time, research on the flow of international visitors in Tuscany present there for study with some precious data taken from a then completely innovative point of view, *i.e.*, the economic impact of the presence of our students, teachers and their relatives and friends on the Italian economy, clarifying the economic, organizational and cultural aspects of academic tourism.

Based on only 23 North American programs operating in Tuscany, that first IRPET study indicated a sum that went from forty to forty-two billion liras of direct expenditures for the 1991-1992 academic year in Florence. This sum, together with the sums spent indirectly by visiting students and professors, for their own personal purchases and for stays on the part of their parents, friends and relatives and their personal purchases, together with the indirect effects on the regional economy, reached approximately eighty billion liras.

In September of 2001, the Association of American College and University Programs in Italy (AACUPI) published research in the form of a Final Report, “North American University Programs in Italy”, carried out by IRPET, at the request of AACUPI, through financing from the Carlo Marchi Foundation. The results of this research, done by Hulda and Daniele Liberanome, were presented at the symposium “Educating in Paradise. The Experiences of North American College and University Programs in Italy”, held in Florence, October 5-8, 2000. This Final Report is herein published, both in English and in Italian.

The research carried out about eight years ago, in the spring of 2000, another eight years after the first IRPET study, took into consideration 76 programs situated all throughout Italy, but principally in Rome with 29 entries and in Florence with 25, including the 10,000 students enrolled, amongst which were 3,780 in Rome and 4,260 in
Florence. It was based on the hypothesis that they contributed to a certain degree to the tourist flow towards Italy in the form of academic tourism, and, especially, to the tourist flow towards cities of art, and, therefore, to the economic impact of the tourist sector and to the results connected to it. For the purposes of the study, this presence on Italian soil then represented an expenditure directly connected to the programs of 334 billion lire; comprehensively 548 billion liras, if we include indirect expenditures. This total meant, then, more than one per cent of the expenditure, attributable on the whole to foreign tourists, in Italy, a total sum of around fifty thousand billion lire annually*

SITUATION IMMEDIATELY FOLLOWING THE LAST IRPET STUDY

In November of 2001, the AACUPI member programs were 81 with 33 located in Rome, 26 in Florence, 5 in Bologna, 2 in the Naples area, 2 each in Padua and Venice, and a single program in Cortona, Genoa, Macerata, Milan, Parma, Perugia, Prato, Sesto Fiorentino, Vicenza, Viterbo and in Switzerland, at Riva San Vitali.

The terrorist attacks that occurred on New York soil on September 11, 2001, had many consequences and ramifications on the American cultural and intellectual world, evident and understandable only now, and, certainly, unforeseen by the executors of the aggression. Amongst these, the concept of internationalization of study and research at the university and post-university level has become, slowly but surely, over the past seven years, an important goal to carry out to better prepare our students for globalization in all branches of research and achievement, and to assist their professors in professional updating. The worldwide prestige of a personal presence abroad in the North American university realm now, as never before, is a goal to achieve.

Reaching a high ranking, one of the top places in the annual indexes of quality, such as “America’s Best Colleges” published by the U. S. News and World Report in the USA, or the “Times Higher World University Rankings” by the Times Higher Education Supplement in Great Britain, or “The Academic Ranking of World Universities” edited by the Shanghai Jiao Tong University, means authority amongst the universities that count, as well as an advantage in the academic recruiting

market. The process of ranking takes into consideration many different indicators of quality, such as the level of internationalization, the number of students who study abroad, the number of foreign students who study on the home campus, the number of international publications and acknowledgements obtained by the academic corps. Even the public state universities, traditionally more provincial in the pool of student options, today worry about courses abroad and long-distance collaboration, despite limited funding furnished by state legislators.

**Study Abroad and Globalization**

Furnishing the students in higher education with a formative experience different from that possible in one’s own country is no longer the main purpose of setting up a stable presence on foreign soil; rather the intention is to establish international relationships on various levels. In many institutions, in fact, departments of an innovative nature have sprung up that can boast audacious titles and duties (for example, Dean for Global Education, Vice President for European/African Operations, Provost for Global Affairs); there are those that exclusively handle external international relationships, or global affairs. Agreements to exchange students and professors between American universities and their equivalents located all over the world come into being daily, with joint courses and degrees, so as to reinforce a presence in both of the collaborating countries.

On the basis of statistics published by the U.S. government and by authoritative dailies such as the *New York Times*, more than 225,000 North American university students study abroad ever year; about two-thirds of these study in Europe. More or less a third, approximately 50,000 students, study abroad for about 110 days which is equal to a semester abroad. Now, less than 10% remains abroad for an entire academic year, from September to May: datum which starkly contrasts with about 80% of study abroad students that did so in the 1960’s.

**Effects of the Presence of Foreign Students in Italy**

Consequently, the numerous academic programs that proliferate, above all in the summer, offering brief courses, often only a month long: traveling courses aimed at a very specific subject, such as Venetian architecture in the 1700s, or at specialized experiences, such as an
archeological dig, or, better still, courses that last fifteen or twenty days in a specific locality. The typical student, and even more his or her parents, are vigilant consumers today, attentive to the “price for quality” ratio. The costs for tuition, room and board in a study abroad program, continue to rise in a dizzy way. In any case, the fact remains that despite the extremely unfavorable current dollar/euro exchange rate, North American students continue to arrive in Italy with greater frequency and in numbers unimaginable ten years ago.

Italy, therefore, continues to be an important and singular destination for highly planned academic development at the university level greatly sought out by North American colleges and universities. Italy is constant in meaning availability for new experiences, both planned as well as spontaneous, in cultural and intellectual areas, and for new sources of knowledge and pleasure that do not exist on the home campus of these institutions of higher learning. Spending a semester or an academic year on Italian soil in an AACUPI program means, for each and every one of our students, a change for life, a future marked by worldly broad-mindedness on all levels, and by personal and professional creative development not possible on the home campus.

In the panorama of experiences offered by the numerous AACUPI members, one can observe a remarkable variety of course offerings, both undergraduate as well as graduate, applicable toward a B.A., B.S., B.F.A., M.A. or PhD degree. No two programs are alike, from an ideological, historical, didactic, organizational or structural point of view. In the majority of cases, courses offered are in general culture, Liberal Arts, along with courses in Italian language, literature and culture. History of art, along with the study of figurative arts, attracts many North American students as does the learning of the Classics, and of archaeology, in particular. Programs dedicated to the study of architecture are ever more numerous and include history, planning and restoration. It is a relevant fact that the majority of university students arriving in Italy today have never seen a building built before 1900.

Moreover, classes offered in history of music, opera and music composition are more popular than ever before. Business and political, historical and social sciences are gaining ground. Also, Italian fashion, from design to merchandising is also frequently the subject of study in our programs, especially in Florence and in Milan. Interdisciplinary courses are very common. Since students sojourn on the Italian campus for shorter periods of time, their courses are mostly taught in English. For years, some programs have had ongoing relationships with the Italian
universities in Bologna, Catania, Florence and Padua, and their students who are linguistically prepared take courses in Italian at the Italian athenaeum even though, mostly, these students remain enrolled in their home campus degree program.

As an integral part of the study abroad experience, all programs propose excursions or study trips to the enrollees, within Italian borders, to illustrate on site subject matter taught previously in the classroom. In order to facilitate effective integration and cultural exchange, many programs offer the possibility of volunteer work as an extracurricular activity.

Worldwide, young people can expect a more complicated future global life, and they carry the immediate weight of its complex meanings. Meeting a different culture head on leaves a lasting impression that insinuates itself into every corner of the student’s body and mind. Beyond pure pleasure, a trip through Italy and a prolonged presence in this land are full of unexpected emotional, spiritual and intellectual immediacy and palpable euphoria. An extended stay in Italy for a foreign young adult is like hearing a profound symphony that permeates the soul and returns to the mind as a pleasant melody repeated and reappraised through the continuous passage of time. Paradoxical is the sense of the new and the antique in constant collision that is part of the complex aura here composed of beauty, diversity and individuality. The tone and texture of the experience resulting from the magnificent climate and the ever-present luxurious postcard views are unique and immovable. The Italy of Virgil and Dante, of Michelangelo and Raphael, of Montale and Machiavelli, inspires noble epic ambitions that constantly evolve and are life-changing for those who witness them for the very first time.

After Studying in Italy

After a lengthened stay in Italy, the foreign student unwillingly returns home, but, in every case, feels more mature and self-confident, with a vision and a sensibility towards things abroad that he or she did not possess before the international academic experience. After study abroad, students have a greater interest in further study of language and culture. In this way, a greater respect for other peoples and other cultures produces future academic professionals and politicians more willing to worry about the world’s future and its realities. The experience abroad, thus, defines an epoch in the life of a young person and continues to
influence it forever. The impact deriving from such an experience is always positive and influences one’s future life and career in an unequivocal manner. He or she will always return, more than once, for the rest of his or her life, to the place of true rebirth. The role of Italy in this process persists in attracting an ever-growing presence of study abroad programs on the university level that offer an earth-shattering metamorphosis to North American youth.

One continues to note the importance of these data, both from a quantitative point of view since they represent factors that cannot be ignored when compared to the tourist flow towards Italian artistic localities, as well as from a qualitative point of view, since they refer to a population that tends to create a relationship with the surrounding Italian reality and to appreciate the different contents of the Italian tourist offering. This growth, we can conclude, is destined to not cease in the near future, with results that do not affect only and principally Rome and Florence, but carry over into all of the Italian provinces.

**Data Today**

Only seven years after the historical aggression in New York, precisely in September of 2008, our members count 134 with more than 20,000 students enrolled in any given year, in established programs in small and large centers, located throughout the Italian peninsula, from north to south, in 32 towns, with secondary presences in at least ten other towns. Rome and Latium host the greatest number of programs, 54, with about 10,500 students enrolled, and followed by Tuscany with 50, with more than 8,000 students, mainly in Florence. We have programs in Alba, Arezzo, Ariccia, Ascoli Piceno, Asolo, Bàcoli, Bologna, Castel Gandolfo, Como, Cortona, Ferrara, Genoa, Macerata, Marino, Milan, Orvieto, Padua, Parma, Perugia, Prato, Sansepolcro, Scandicci, Sesto Fiorentino, Siena, Sorrento, Turin, Venice, Vicchio, Vicenza and Viterbo, with courses occasionally offered also in Catania, Lecce and Syracuse.

Today, this ever-growing development in various fields is an extremely meaningful trend, apparently destined to not cease, if one considers that the number of AACUPI programs has almost doubled since the last study was carried out. On a parallel track, the number of students has doubled, to 20,000 present in any given year, compared to
the 10,000 we had in 2000, then, an increase of 15-20% in the preceding two years.

Following an up-date of the initial research carried out and then published, we not only believe we can emphatically restate these ideas, but we can also affirm that the AACUPI college and university programs are responsible for:

- a flow of tourists equal to 12% of the nation’s flow of tourists directed to places of historical interest;
- direct revenue for our economy equal to 396,832,000.00 euros, combined with indirect expenditures for a total of 632,126,000.00 euros;
- a notable degree of loyalty to the idea of visiting Italy as tourists on the part of a section of the North American population which, because of its age and income, has the possibility of returning to our country several times, and dedication shown by the presence of the second and third generation of family members in some AACUPI programs, those founded more than thirty-five years ago;
- the creation of a context within which it is possible to develop relationships containing real cultural exchange between academic tourists and Italian residents.

In conclusion, our activities, which clearly appears to be growing, heralds numerous and sundry benefits for the Italian tourist industry.

**Future Research 2010**

We sincerely hope that in 2010, AACUPI will be able to find the funding necessary to repeat, with IRPET or another specialized institution of the sort, an up-dated, adequate, comprehensive and wide-reaching research project on the economic, organizational and cultural impact of our North American college and university programs within Italy.
For further information on AACUPI, please consult www.aacupi.org.

Portia Prebys  
President  
Association of American College and University Programs in Italy

ACKNOWLEDGMENTS

The Association of American College and University Programs in Italy is deeply grateful to the Carlo Marchi Foundation for their direct support of our commission of an up-dated version of the 1992 study on academic tourism by the Istituto Regionale per la Programmazione Economica della Toscana. On the eve of the twenty-first century, Rosanna Marini, President of the Carlo Marchi Foundation, and Vice President Anna Maria Petrioli Tofani readily comprehended our plea and understood the necessity of giving additional weight, analysis and form to the American and Canadian flow of academic tourism, and to the structures utilized by American and Canadian study abroad programs, underlining fully the economic, cultural, and organizational aspects both within Tuscany, and throughout all of Italy, to better understand the Tuscan phenomenon. We wholeheartedly thank them for their perceptive understanding and straightforward aid.

I remember all too well the initial attempts during the summer of 1992 in Florence to convince and encourage AACUPI member institutions to provide all of the data necessary to produce a meaningful IRPET study of our presence in Tuscany. After a tumultuous decade of seemingly insurmountable fiscal and legal difficulties and international bureaucratic challenges, most institutions were extremely hesitant to furnish IRPET with details on numbers of students, employees, and faculty. There seemed to be no need to define and quantify our presence so specifically. What was our Association trying to do? Why? Stringent reassurances on AACUPI’s part were necessary before institutions would supply budget data, enrollment figures, faculty and staff profiles, descriptions of property owned, or leased, or even sundry information about former students of ours returning to favourite and meaningful old haunts. Times were decidedly different then, for guests and hosts, alike.

And, yet, the 1992 IRPET study published, for the very first time, valuable data, from a completely innovative point of view, on the flow of international visitors in Tuscany for study, shedding light on the economic, organizational and cultural aspects of academic tourism. Based on only twenty-three American programs, that IRPET research
indicated they spent directly between forty and forty-two billion Italian liras, in the single academic year 1991-1992, in Florence. This amount, added to the amounts spent indirectly by students and guest faculty and staff for personal shopping and visits by parents, family members and friends, and their relative expenditures, along with the indirect effects on the regional economy, added up to approximately eighty billion Italian liras. In addition, it was discovered, few students fail to return, time and time again, to their own personal paradise. For AACUPI and local government, this study was decidedly useful, in short, a huge success. We, too, for the very first time, became a tangible presence with legitimate data available, gathered and analyzed by an Italian entity.

IRPET, commissioned by AACUPI with the support of the Carlo Marchi Foundation, has brought up to date the 1992 survey, extending it to seventy-six AACUPI programs distributed throughout the entire national territory of Italy. This IRPET Study 2000, a precise analysis of the economic magnitude of this flow of tourism for academic purposes from North America in terms of the economic, organizational and cultural impact on each of the geographic regions in Italy where AACUPI study programs are located, was formally presented by Prof. Piero Tani, President of IRPET, on October 7, 2000, at a special Carlo Marchi Foundation symposium at the Villa del Poggio Imperiale during the international meeting “Educating in Paradise” held in Florence, from October 5-8, 2000. This serious investigation evaluates AACUPI’s academic tourism in terms of net output, directly and indirectly, generated by expenditures on the part of the programs themselves, their students, and guest faculty and staff from the United States and Canada.

We especially thank Piero Tani and his staff at IRPET, along with Hulda and Daniele Liberanome, for meeting this challenge with their fine organizational and analytical skills in making this current study another tangible reality.

Cooperation and collaboration on the part of representatives of AACUPI member institutions that participated in this study engender my sincere gratitude on a collective scale. To all of you who provided both questions and answers, preliminary and final data, physical, spiritual, intellectual and human resources, I extend special thanks. Organizing Committee members Ermelinda Campani, Heidi Flores and Adrienne Mandel did a fine job coordinating member participation. Mario and Gianfranco Borio’s sage counsel was invaluable. We really do need one another in order to paint a comprehensive portrait.
To the generosity, expertise and friendship of Riccardo Pratesi, I owe particular appreciation. Sincere gratitude, as well, goes to friend and counselor Valdo Spini without whose creative inspiration over the years the mere idea of either IRPET study would not have been conceived.

This formidable initiative and result could not have been completed without the care and intelligence of my assistant, James Zarr, whom I thank and gratefully acknowledge.

Portia Prebys  
President  
Association of American College and University Programs in Italy

ACKNOWLEDGMENTS

The research on which this Final Report is based was carried out by IRPET at the request of the Association of American College and University Programs in Italy (AACUPI); with financing from the Marchi Foundation. The authors wish to thank AACUPI for its helpful assistance in distributing and collecting the questionnaires.

The study was done by Hulda and Daniele Liberanome, external collaborators, in the context of the Activities Program of the IRPET’s Research Section, and was coordinated by Alessandro Cavalieri; other collaborators for the statistical part were Gianna Falsini and Giovanni Carocci. The final composition of the text is the work of Chiara Coccheri.
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5. CONCLUSIONS: ACADEMIC TOURISM AS AN ENGINE OF GROWTH FOR THE ENTIRE SECTOR AND ITS FUTURE PROSPECTS ................................................................. 189
1. INTRODUCTION

That tourism is important to the Italian economy is a well known fact. In this regard, we will limit ourselves to indicating some figures concerning 1998, a year when the crisis in Asian countries and tension in Latin America gave rise to a certain cooling in the world economy, with the significant exception of the US.

Despite an unfavorable macroeconomic scenario

- tourist consumption at current prices was equal to 133,796 billion liras, with an increase of 3.8% over the previous year (Table 1);
- the sector had produced 5.5% of domestic added value, or almost double that of the area of textile and clothing products sector (Table 2).

<table>
<thead>
<tr>
<th>TABLE 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TOURIST CONSUMPTION IN ITALY, CURRENT AND INVARIABLE VALUES</strong></td>
</tr>
<tr>
<td>Current values (in billions of liras)</td>
</tr>
<tr>
<td>Tourist consumption by foreigners</td>
</tr>
<tr>
<td>Tourist consumption by Italians</td>
</tr>
<tr>
<td>128,885</td>
</tr>
</tbody>
</table>

TABLE 2
WEIGHT OF THE ADDED VALUE OF THE TOURISM SECTOR COMPARED TO THAT OF SOME OTHER AREAS IN THE ITALIAN PRODUCTION SYSTEM (1998)

<table>
<thead>
<tr>
<th>Sector</th>
<th>Value (in billions of liras)</th>
<th>% with respect to the Travel and Tourism industry</th>
</tr>
</thead>
<tbody>
<tr>
<td>Travel and tourism industry</td>
<td>112,823</td>
<td>100%</td>
</tr>
<tr>
<td>Agriculture</td>
<td>52,323</td>
<td>216%</td>
</tr>
<tr>
<td>Energy</td>
<td>112,375</td>
<td>100%</td>
</tr>
<tr>
<td>Food, beverages and tobacco products</td>
<td>52,155</td>
<td>216%</td>
</tr>
<tr>
<td>Textile and clothing products</td>
<td>58,455</td>
<td>193%</td>
</tr>
<tr>
<td>Commerce</td>
<td>252,397</td>
<td>45%</td>
</tr>
<tr>
<td>Hotels and restaurants</td>
<td>65,043</td>
<td>173%</td>
</tr>
</tbody>
</table>


The tourism sector certainly is a rather composite one, and the factors that work together to make it so vital are numerous and diverse.

In this study, we propose to tackle one of those factors, namely, the university-level programs of North American universities in our country which, as will emerge in what follows, play a role that is in no way marginal, and that, for the most part, eludes official statistics, even those we will cite in the next chapter. In fact, those data are based mostly on data drawn from the accommodating hotel facilities which students and professors use only minimally.

Our analysis is based predominantly on the results of a thorough survey conducted with the help of AACUPI (Association of American College and University Programs in Italy), on interviews conducted with students and program directors themselves for the purpose of getting a better sense about some problem areas, and on data and information coming from AACUPI.

The study is divided into three main parts: the first is dedicated to pinpointing some aspects, in general, of the tourism phenomenon which would be useful for better understanding the position and magnitude of North American university programs; the second will present the methodological aspects linked to the survey; while the last, by far the major one, will present and analyze the results of the survey.
2. FOREIGN TOURISM IN ITALY: SOME PROBLEMS

The tourism sector owes a significant portion of its economic performance to the presence of foreign visitors, whose consumption in 1998 was equal to 39% of the total.

Among those visitors, a particularly striking position is occupied by those of North American origin, since the United States, according to ISTAT figures, ranked second in 1998 in terms of the flow of visitors into Italy.

The North American tourist comes from a medium-high income bracket and, therefore, buys services and products of a high quality and price. In 1998, the United States were, in fact, ranked first as the source of tourists in high- and luxury-class hotels. In addition, reiterating the portrait Becheri\(^1\) painted of them, they are great lovers of shopping and local wines and cuisine, thus energetically setting in motion a series of sectors linked to tourism as understood in a strict sense.

The importance of North American tourism can also be gathered by distinguishing the types of international tourist demand for Italy based on the reason behind the visit. As Table 3 reveals, a considerable portion of foreign visitors head for sea-side, mountain or lake destinations with the intention of passing a recreational holiday with limited cultural content. Another portion, instead, spends its time in Italy at hot springs and is, therefore, primarily interested in the therapeutic characteristics of the places in which they stay. Others prefer to pass their time of rest in artistically interesting contexts and choose hilltop locations. A final portion of foreign tourists comes to Italy to admire its masterpieces and heads for cities of historical and artistic interest.

### TABLE 3
ARRIVALS AND STAYS IN HOTELS
BY CATEGORY AND COUNTRY OF ORIGIN (1998)

<table>
<thead>
<tr>
<th>COUNTRY OF RESIDENCE</th>
<th>LUXURY 5 STAR, 5 AND 4 STAR HOTELS</th>
<th>3 STAR HOTELS AND TOURIST RESIDENCE HOTELS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Arrivals</td>
<td>Stays</td>
</tr>
<tr>
<td>Italy</td>
<td>9,425,893</td>
<td>23,822,777</td>
</tr>
<tr>
<td>United States of America</td>
<td>1,943,713</td>
<td>4,383,717</td>
</tr>
<tr>
<td>Germany</td>
<td>1,704,657</td>
<td>7,129,645</td>
</tr>
<tr>
<td>Japan</td>
<td>1,416,752</td>
<td>2,704,913</td>
</tr>
<tr>
<td>United Kingdom</td>
<td>844,266</td>
<td>2,915,539</td>
</tr>
<tr>
<td>France</td>
<td>650,047</td>
<td>1,596,019</td>
</tr>
<tr>
<td>Other European countries</td>
<td>2,351,560</td>
<td>7,152,393</td>
</tr>
<tr>
<td>Other non-European countries</td>
<td>1,453,567</td>
<td>3,196,140</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>19,790,455</td>
<td>52,901,143</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COUNTRY OF RESIDENCE</th>
<th>2 AND 1 STAR HOTELS</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Arrivals</td>
<td>Stays</td>
</tr>
<tr>
<td>Italy</td>
<td>8,366,676</td>
<td>35,503,055</td>
</tr>
<tr>
<td>United States of America</td>
<td>444,456</td>
<td>1,008,271</td>
</tr>
<tr>
<td>Germany</td>
<td>1,510,825</td>
<td>7,593,140</td>
</tr>
<tr>
<td>Japan</td>
<td>69,789</td>
<td>148,700</td>
</tr>
<tr>
<td>United Kingdom</td>
<td>224,050</td>
<td>857,135</td>
</tr>
<tr>
<td>France</td>
<td>320,059</td>
<td>915,742</td>
</tr>
<tr>
<td>Other European countries</td>
<td>1,432,070</td>
<td>5,368,067</td>
</tr>
<tr>
<td>Other non-European countries</td>
<td>525,765</td>
<td>1,423,765</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>12,893,690</td>
<td>52,817,875</td>
</tr>
</tbody>
</table>

Source: ISTAT

Read from this viewpoint, the flow of tourists in 1998 can be subdivided as follows:

### TABLE 4
ARRIVALS AND STAYS OF ITALIANS AND FOREIGNERS IN ACCOMMODATION ENTERPRISES, BY TYPE OF LOCATION (YEAR 1996)

<table>
<thead>
<tr>
<th>Locality</th>
<th>Foreigners</th>
<th>Italians</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Arrivals</td>
<td>Stays</td>
</tr>
<tr>
<td></td>
<td>Days per capita</td>
<td></td>
</tr>
<tr>
<td>Cities of historical and artistic interest</td>
<td>11,446,033</td>
<td>30,946,086</td>
</tr>
<tr>
<td>Mountain resorts</td>
<td>2,342,781</td>
<td>13,612,711</td>
</tr>
</tbody>
</table>

Total number of accommodation enterprises
Tourism to cities of art, therefore, takes on a very particular importance since it is subject to international competition to a lesser and different extent than that directed to those locations primarily suited to recreational vacations.

What is offered by the cities of art is, indeed, strongly differentiated, and the artistic heritage in general, and particularly in Italy, can often be considered unique; the tourist who wishes to admire it cannot help but go to the spot where it is located. The position of seaside, mountain and lake resorts is completely different: what they have to offer is relatively more homogeneous with that of similar resorts in other countries of the world, with a weaker competitive position.

Emblematic in this sense is the concern expressed by Spanish authorities when faced with the fact that their country, though rich in artistic masterworks, attracts visitors almost 70% of which head to seaside resorts.2

Furthermore, as Manente has shown, the index of expenditures by tourists in cities of art is up to three times higher than that of visitors to beach or mountain resorts, with significant spending in the areas of shopping and food, and rather lower spending in recreational activities.3

If, for a country like Italy, known throughout the world for its beauty, urban tourism takes on particular significance, some developments in the international context pose new dilemmas and require specific promotional commitments.

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<table>
<thead>
<tr>
<th>Locality</th>
<th>Foreigners</th>
<th>Italians</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Arrivals</td>
<td>Stays</td>
</tr>
<tr>
<td></td>
<td>Arrivals</td>
<td>Stays</td>
</tr>
<tr>
<td>Lake resorts</td>
<td>2,604,352</td>
<td>12,729,722</td>
</tr>
<tr>
<td>Sea resorts</td>
<td>5,579,978</td>
<td>32,595,910</td>
</tr>
<tr>
<td>Hot spring resorts</td>
<td>1,128,090</td>
<td>5,537,239</td>
</tr>
<tr>
<td>Hilltop and various sites</td>
<td>1,058,601</td>
<td>5,268,617</td>
</tr>
<tr>
<td>Other locations</td>
<td>5,164,402</td>
<td>17,333,362</td>
</tr>
<tr>
<td>TOTAL</td>
<td>29,324,237</td>
<td>118,023,647</td>
</tr>
</tbody>
</table>

Source: ISTAT
First of all, increasing openness in the world’s frontiers, greater circulation of information about admirable artistic treasures in every corner of the globe, together with increasing ease in organizing stays in distant places, also made possible by the Internet, put the international art lover in front of a wider range of stimuli and options for his or her trip.

Besides information about art masterpieces, the masterpieces themselves more and more frequently tour the world in large international exhibitions that draw increasing interest. The art tourist is, therefore -- and we also see this in our survey – more and more drawn to temporary exhibits rather than the continual, or permanent, ones of a given place. Moreover, there exists the possibility, not a theoretical one, of admiring certain masterpieces outside the contexts in which they are usually to be found.

If, therefore, particular importance resides in foreign tourism for cultural purposes, and if a new effort is necessary to give their just eminence to what our cities of art have to offer, marked attention should be paid to the North American visitor who, for the most part, comes to Italy precisely for this purpose.

Data gathered at the national level does not exist concerning the division of tourists who visit cities of art on the basis of their nationality, but those regarding Tuscany provide an indication in that direction, showing that the North American tourist clearly prefers to visit Florence or, in second place, Siena, as compared to seaside resorts.

For the purpose of preserving what cities of art have to offer, it is fitting to keep in mind what Lazzeretti, among others, has claimed, namely, that, besides works of art and urban planning, whose protection currently poses new difficulties, the artistic heritage also includes the environment and landscape (like the hills surrounding Florence), daily customs and traditions and, finally, the cultural crossroad that comes to be created.

All these elements must, therefore, be managed and safeguarded.

In fact, if the difficulty of preserving our artistic heritage in the age of mass tourism is well known, so, too, safeguarding the city’s customs and traditions means maintaining its attractiveness for the tourist. Some scholars have, in fact, dwelt on the similarity that exists

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between the life-cycle of a product and that of a city, where the city risks entering a phase of stagnation when its general offering, including its customs and traditions, becomes increasingly similar to that of cities like it in other parts of the world. In situations of this sort, we witness a crisis in the numerous local small- and medium-sized enterprises that characterize what is offered to the tourist, and the profitability of the whole sector suffers from it.

### TABLE 5
PRESENCE OF FOREIGN TOURISTS IN TUSCAN APT OFFICES FOR SOME NATIONALITIES (YEAR 1999)

<table>
<thead>
<tr>
<th>Location</th>
<th>USA</th>
<th>France</th>
<th>Germany</th>
<th>United Kingdom</th>
<th>Japan</th>
<th>Total Foreigners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coast and Archipelago</td>
<td>hotel</td>
<td>66,767</td>
<td>114,982</td>
<td>1,235,283</td>
<td>122,250</td>
<td>2,379,964</td>
</tr>
<tr>
<td></td>
<td>non-hotel</td>
<td>11,715</td>
<td>71,683</td>
<td>1,530,998</td>
<td>53,723</td>
<td>2,704,125</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>78,482</td>
<td>186,665</td>
<td>2,766,281</td>
<td>175,973</td>
<td>5,084,089</td>
</tr>
<tr>
<td>Montecatini &amp; Chianciano</td>
<td>hotel</td>
<td>128,163</td>
<td>103,409</td>
<td>375,644</td>
<td>137,958</td>
<td>1,260,960</td>
</tr>
<tr>
<td>Hot springs</td>
<td>non-hotel</td>
<td>9,769</td>
<td>7,889</td>
<td>78,804</td>
<td>26,844</td>
<td>224,089</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>137,932</td>
<td>111,298</td>
<td>454,448</td>
<td>164,802</td>
<td>1,485,049</td>
</tr>
<tr>
<td>Florence</td>
<td>hotel</td>
<td>1,213,333</td>
<td>299,788</td>
<td>380,053</td>
<td>365,371</td>
<td>4,838,280</td>
</tr>
<tr>
<td></td>
<td>non-hotel</td>
<td>153,736</td>
<td>101,125</td>
<td>553,709</td>
<td>102,384</td>
<td>1,601,375</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>1,367,069</td>
<td>400,913</td>
<td>933,762</td>
<td>467,755</td>
<td>6,439,655</td>
</tr>
<tr>
<td>Pisa</td>
<td>Hotel</td>
<td>53,289</td>
<td>38,515</td>
<td>135,617</td>
<td>37,922</td>
<td>455,984</td>
</tr>
<tr>
<td></td>
<td>non-hotel</td>
<td>7,769</td>
<td>26,517</td>
<td>190,632</td>
<td>30,659</td>
<td>445,282</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>61,058</td>
<td>65,032</td>
<td>326,249</td>
<td>68,581</td>
<td>901,266</td>
</tr>
<tr>
<td>Siena</td>
<td>hotel</td>
<td>175,986</td>
<td>43,126</td>
<td>138,430</td>
<td>56,475</td>
<td>704,266</td>
</tr>
<tr>
<td></td>
<td>non-hotel</td>
<td>62,471</td>
<td>28,605</td>
<td>204,701</td>
<td>68,281</td>
<td>573,785</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>238,457</td>
<td>71,731</td>
<td>343,131</td>
<td>124,756</td>
<td>1,278,051</td>
</tr>
<tr>
<td>Others</td>
<td>hotel</td>
<td>86,496</td>
<td>46,879</td>
<td>111,098</td>
<td>49,859</td>
<td>610,890</td>
</tr>
<tr>
<td></td>
<td>non-hotel</td>
<td>52,941</td>
<td>17,927</td>
<td>125,546</td>
<td>33,776</td>
<td>387,099</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>139,437</td>
<td>64,806</td>
<td>236,644</td>
<td>83,635</td>
<td>997,989</td>
</tr>
<tr>
<td>Total for Tuscany</td>
<td>hotel</td>
<td>1,724,034</td>
<td>646,699</td>
<td>2,376,125</td>
<td>769,835</td>
<td>10,250,344</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>2,022,435</td>
<td>900,445</td>
<td>5,060,515</td>
<td>1,085,502</td>
<td>16,186,099</td>
</tr>
</tbody>
</table>

Source: IRPET
If tourism must, then, maintain its character as a moment for cultural exchange and the city must function as a cultural crossroad, it is evident that mass tourism generates high social diseconomies, and the interaction between residents and tourists surely will suffer for this. By now, the phenomenon has been well studied whereby the inhabitants of a place develop growing antagonism towards those visitors who use their public goods and services, which they consider their own, and, furthermore, they blame those visitors for the general rise in prices in many sectors of the economy, such as rents.

To find a solution to such problems, attempts have sometimes been made to limit the influx of tourists by means of regulatory measures. These are ineffective methods, and not only because it is complicated organizationally to maintain the “closed number” for certain artistic properties. Such measures, in any event, create general dissatisfaction in the visitor, which works to the detriment of the sector’s economy, since that visitor tends not to remain in the city he or she could not admire as desired. In addition, the limitation of flow in certain places does not at all resolve, but may even accentuate, the problem of safeguarding the urban heritage taken as a whole, since tourists who could not get into museums, exhibits or monuments overcrowd public spaces to an even greater extent, causing them unavoidable harm.

On the other hand, not even price dynamics, with the automatic market adjustment that could derive from it, represents a solution in itself. If high prices can be a disincentive for a poorer tourism without working to the detriment of sector revenue, they cannot automatically guarantee that the city’s peculiar features will be safeguarded; but, perhaps to the contrary, they create the conditions for bringing it into a stagnation phase.

To confront such difficulties it is necessary, instead, as Barucci has indicated, to use a series of composite incentives capable of attracting a visitor with a high cultural level, one who intends to respect the artistic heritage, understood in the broad sense, of the host city and who is able to create positive interaction with residents.

Obviously, a relationship of this kind cannot set in where the average presence of the tourist is such that his or her visit must be considered transient. Available data show that such is the average situation in Italy: the average hotel stay for foreign tourists in cities of art

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5 P. Barucci, “Per un turismo nelle città d’arte”, in M. Ciacci (ed.), *op. cit.*, p. 22.
is 2.4 days, extremely low compared to the wealth offered by cities like Rome or Florence.

If, therefore, it is necessary to entice a tourism that has the will to interact with the artistic and human heritage of Italian cities of art and that will stay in them for a sufficient length of time, in order to bring that about, particular value is assumed by those tourists who arrive in Italy to study, in the first place, all those attracted by North American university programs, but also those who attend the numerous courses in Italian language and culture, in restoration, and in other subjects dealing with artistic properties, courses that are proliferating in Italian cities of art.

As we will see more clearly in what follows, those tourists who attend North American university programs desire to create a strong relationship with the artistic heritage, understood in the broad sense of the term, of the cities where they are staying; they remain there for much longer periods of time on average; they tend to return to Italy after their stay for study purposes; and they tend to promote Italian cities of art among their friends.

Their role and their presence, therefore, appear to be in a position to counterbalance some of the negative effects of mass tourism in cities of art and to guarantee significant revenues for the tourism sector and those sectors linked to it.

These elements, together with others, emerge from an analysis of the survey we conducted among directors, students and professors in the North American programs in Italy. But first we would like to discuss some of the methodological aspects of that survey.

3. METHODOLOGICAL ASPECTS OF THE SURVEY CONDUCTED AMONG THE NORTH AMERICAN UNIVERSITY PROGRAMS IN ITALY

The phenomenon of the tourism generated by North American university programs eludes current statistics and cannot, therefore, be analyzed in the absence of an appropriate survey. The earlier study of this matter, which was limited to Tuscany, also made use of a direct survey.\(^6\)

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\(^6\) P. Baglioni, H. Liberanome, “Il Turismo con finalità di studio accademico in Toscana”, research presented at the seminar, *Tourism for Academic Study in Tuscany: the Research Results* (Florence, 3 March 1993) and published by the *Istituto Regionale*
This survey, therefore, provides the basis for the present study and was conducted using three different methodologies:

a) our questionnaires, which were sent to a sub-group from the population of directors, professors and students in North American programs in Italy;

b) data provided by AACUPI;

c) our direct interviews with some groups of students at some of the university programs.

We prepared three distinct kinds of questionnaires intended for directors, professors and students. The form sent to directors asked, by means of 18 questions, for information about the history of the programs, about their structure in terms of the kinds of services offered, about the number of the people who make use of those services and provide them, about any problems that have arisen with regard to public authorities, and then about some matter of a managerial nature.

The form sent to students and to professors, in many ways similar, asked, by means of 13 questions, for some personal information (age, field of study, etc.), then for data about accommodations, about kinds of spending and spending preferences, about the arrival of family members and friends, if any, about their preferences regarding free time activities, about their interaction with the local population and with the city, finishing by asking for a general opinion of the time spent here and of their course of studies. Where possible, a series of possible responses were prepared from which the professors and students could choose the one that best suited them.

In those cases where a qualitative judgment was required concerning certain phenomena, the student or the professor was able to choose among four different levels of approval.

The questionnaires were distributed with the active support of AACUPI, which got program directors involved during a session held for per la Programmazione Economica della Toscana (Regional Institute for the Economic Programming of Tuscany).
that purpose during one of their meetings; AACUPI then directly saw to sending out the questionnaires and encouraging their compilation.

The questionnaires were sent at the beginning of April, and the majority of them were returned by the end of June.

Those responding to the survey consisted of:

a) 62 directors out of 72 (86%), not including the 4 programs that had just been admitted to AACUPI;
b) 76 North American professors out of 289 (26%);
c) 825 students out of 10,020 (8%).

The number of students responding to the questionnaire may seem limited when compared to the overall population, but, unless one presumes that data should be gathered at least three times a year, one must, first of all, take into account the fact that the students involved can only be those in the semester in which the survey takes place. In this case, the semester was the spring term, which has a smaller number of students than the summer term, and probably also than the fall term.

On the other hand, the limited number of responses from students does not invalidate the representative nature of the sample for at least a couple of reasons:

a) students responded from more than 65% of the programs that offer services to more than 70% of the student population;
b) the data was extremely homogeneous, and we noted only one instance (regarding the length of stay in Italy) where the dispersion around the average was high, and we have duly pointed this out;
c) the data was then confirmed by means of comparison with a parallel survey conducted on some of the data from AACUPI.

From the point of view of how the responses were distributed throughout Italy, keeping in mind that the survey also analyzed the relation between these university programs and their locations, we note that the missing responses involve a larger number from Rome than from Florence and other cities.

In the light of the overall representative nature of the sample, and with the intention of obtaining figures related to the whole sphere involved, AACUPI once again was involved and was able to reconstruct,
using its own records and telephone inquiries, some global figures that were useful to our analysis. In particular, we refer to the overall size of the student population, the number of university programs, their start-up dates and the disciplines taught in them, pivotal elements in our analysis.

Finally, in order to focus on some particular problems, we conducted interviews with groups of students at universities located in Florence, Bologna and Cortona. The interviews involved about 10-15 young people from each institution, and they lasted approximately 30-60 minutes per group. The results were of great use for a deeper analysis of the data, which we present below.

4. THE SURVEY OF NORTH AMERICAN TOURISM FOR ACADEMIC PURPOSES

The research on North American university programs in Italy was based on the hypothesis that they contributed to a certain extent to the flow of tourists into our country, and especially into cities of art, and that, hence, they contributed to the economic performance of the sector and of those sectors related to it.

After conducting the survey, not only do we believe that we can emphatically restate these ideas, but we can also affirm that the university programs are responsible for:

- a flow of tourists equal to 6% of the nation’s flow of tourists directed to places of historical interest;
- direct revenue for our economy equal to about 436 billion liras;
- a notable degree of loyalty to the idea of visiting Italy as tourists on the part of a section of the North American population which, because of its age and income, has the possibility of returning to our country several times;
- the creation of a context within which it is possible to develop relationships containing real intercultural exchange between tourists and Italian residents.

Their activity, therefore, which clearly appears to be growing, heralds numerous and various benefits for the Italian tourist industry.
4.1 THE HISTORY AND DEVELOPMENT OF NORTH AMERICAN UNIVERSITY PROGRAMS IN ITALY

The founding of study programs in Italy by North American universities is a phenomenon that mainly goes back to the Post-War period. The American Academy of Rome, created at the end of the 1800s, was, in fact, an institution aimed at a limited number of established scholars, conceived after the model of similar high-level academies founded in Rome by both the French and the English. For a long time it remained isolated, being joined later, in 1931, solely by Smith College of Florence. The mainspring accompanying the growth in the number of North American programs was represented by the discovery of Europe on the part of broad spectrum of the US population, which certain did not identify itself with the restricted core of scholars at the American Academy.

At present the number of North American university programs in Italy has, instead, reached the considerable number of 76 institutions, counting only those that are members of AACUPI, the association that includes the majority and the most representative of those programs. This growth in numbers did not occur in a steady fashion; instead, it moved ahead in fits and starts.

<table>
<thead>
<tr>
<th>Year in which the university programs were founded</th>
<th>Number of programs</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Since 1990</td>
<td>25</td>
<td>33%</td>
</tr>
<tr>
<td>1979-1989</td>
<td>14</td>
<td>18%</td>
</tr>
<tr>
<td>1969-1979</td>
<td>19</td>
<td>25%</td>
</tr>
<tr>
<td>1945-1969</td>
<td>15</td>
<td>20%</td>
</tr>
<tr>
<td>Up to 1945</td>
<td>3</td>
<td>4%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>76</td>
<td>100%</td>
</tr>
</tbody>
</table>

One of the first periods of significant growth occurred during the 1970s, probably as a result of essentially economic factors, while a weakening in the growth trend during the 1980s was met by a robust resumption beginning in the 1990s, so much so that in the last decade their number increased by 50%.
This is an extremely important trend and one, it would seem, destined not to fade away if one considers that, just at the tail-end of this year, all of 4 new programs joined AACUPI.

It should be noted that the engine driving the most recent growth seems to be the North American state universities. In fact, while they were more hesitant to create sites in Italy up until the beginning of the 1990s, since then they have created half of the new university programs.

In parallel, the number of students has grown significantly, with an especially marked trend in recent years.

Table 7 shows the results of the information provided by the directors, which we report as percentages of growth, since the data available does not concern the entire group of directors, though it does represent a considerable portion of them.

<table>
<thead>
<tr>
<th>TABLE 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>TREND OF GROWTH IN THE NUMBER OF STUDENTS</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>B.A.</td>
</tr>
<tr>
<td>M.A.</td>
</tr>
<tr>
<td>Ph.D.</td>
</tr>
<tr>
<td>Diploma</td>
</tr>
</tbody>
</table>

As for AACUPI’s survey, which allows us to add an absolute overall figure as well, the number of students who are attending or will attend courses in 2000 surpasses 10,000, with a growth trend of 15-20% compared to the previous two-year period, consistent with what the table shows.

This figure is extremely important, both from a quantitative point of view, since it represents a factor that cannot be ignored in the context of tourist flow to artistic sites, and from the qualitative point of view, since it refers to a population that tends to create a relationship with the surrounding reality and to appreciate the diverse content offered to the tourist. Furthermore, taking the recent birth of new programs together with the growth in the number of students in already existing ones, the conclusion can be drawn that this positive trend is not destined to halt in the near future.
4.2 A BRIEF INTRODUCTION TO THE NORTH AMERICAN UNIVERSITY PROGRAMS IN ITALY

The North American university programs in Italy differ significantly among themselves in various respects, especially in their size, in their relationship with the home institution, and in their organization.

The average size is rather small, so that it is true that the vast majority do not receive more than 100 students, and a considerable number even receive fewer than 50.

<table>
<thead>
<tr>
<th>Number</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Up to 50 students</td>
<td>31%</td>
</tr>
<tr>
<td>50-100 students</td>
<td>35%</td>
</tr>
<tr>
<td>From 100 to 300</td>
<td>25%</td>
</tr>
<tr>
<td>Over 300</td>
<td>10%</td>
</tr>
<tr>
<td>Total</td>
<td>72%</td>
</tr>
</tbody>
</table>

The 4 programs that joined AACUPI in 2000 were not considered.

There are, however, some programs we could consider to have a very high influx, like John Cabot University, with 850 students a year, or Syracuse with 800. Obviously, the reality these programs have to face is, as a result, substantially different.

The difference in size of the programs is connected, though not necessarily, to their relationship with their home institutions.

On one hand, we have programs open exclusively to those enrolled in the universities that established them (like, for example, Georgetown University), programs, hence, that are conceived as an overseas displacements of the student for one or two semesters.

Another matter, however, are programs like Temple University in Rome, which does not act for the exclusive benefit of students from the founding university, but where students from other universities can study.

In this case, the method used is that of university “credits”, given by the program in Italy and “spent” to obtain degrees in various institutions. A prior agreement between various universities in the US
could also exist to make joint use of one program in Italy. The scope of this agreement can sometimes be so narrow that one university might create and design a program for its own students, to then have it hosted within the program of another university.

Finally, there are cases of programs which are totally detached from any North American university and which, nevertheless, hold courses that are recognized as valid by various universities. A typical situation in this regard is that of the American Heritage Association, headquartered in Macerata, whose point of reference consists of two consortia of universities, the MCSA and the NCSA.

These new forms of ways to make use of programs in Italy are of relatively recent conception, and they reward synergies and cost reduction over the exclusive control of a given environment and program. These forms begin to introduce some competitive elements between the institutions themselves, since a student wishing to spend a certain period of time studying in Italy is able to choose among different programs.

One factor that greatly distinguishes programs is the cost of enrollment. This matter will be analyzed better later with the help of a specific table, but at this point we can already state that, though in some cases the sum in question may be less than $5,000, in others it can be greater that $15,000.

These university programs, then, have to confront substantially different organizational problems, depending on the level of the courses they offer and, consequently, on the kind of student that enrolls in them.

On one hand, we have institutions of extreme educational depth, which seek to provide high-level education to a limited number of students. A striking example of this is Harvard University at Villa I Tatti in Florence, which only offers courses to doctoral students doing research and which, not by chance, was not established recently.

On the other hand, Table 9 shows that other centers -- and they are the majority -- turn to a much broader and much younger public for their users, namely, first and foremost, those studying for the B.A.

The trend in the last decade not only shows that programs are oriented toward courses open to the great mass of students (all recently established programs, with one sole exception, are aimed at undergraduate students), but also that they offer a wide range of courses aimed at various disciplines, to the extent that currently only 25% of them concentrate on only one discipline.
TABLE 9
COURSES OF STUDY OFFERED BY NORTH AMERICAN PROGRAMS

<table>
<thead>
<tr>
<th>Degree</th>
<th>Number</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.A.</td>
<td>57</td>
<td>90%</td>
</tr>
<tr>
<td>M.A.</td>
<td>20</td>
<td>32%</td>
</tr>
<tr>
<td>Ph.D.</td>
<td>3</td>
<td>5%</td>
</tr>
<tr>
<td>Diploma</td>
<td>5</td>
<td>8%</td>
</tr>
</tbody>
</table>

In other words, therefore, these university programs increasingly are becoming vehicles for attracting a broad spectrum of the student population to Italy, especially younger students. Indeed, the strong trend for growth in the student population we described earlier is the fruit of the greater interest in spending time on Italian soil shown by students slightly more than twenty years old.

Finally, let us keep in mind that part of the programs, though the minority (about 25%), own the property where they operate. This element poses significant issues, both organizationally and economically, also because the majority of these situations involve architectural properties of certain artistic value, which, consequently, require particular care in their maintenance.

The picture of the disciplines taught in these university programs is also evolving. While traditionally the chief interests that led North American students to cross the ocean were represented by classical studies, by art and art history, and by Italian language and culture, important threads of study are currently developing, namely, architecture, economics, and, more generally, the social sciences, which draw no direct benefit from closeness to Italy’s artistic heritage.
We would underscore this fact as an index of the profound change that is occurring in the phenomenon of tourism for academic purposes in Italy, which could possibly have positive effects, but also negative ones. In fact, it is evident that, while for lovers of subjects like art or Italian language and culture, our country is an almost obligatory goal, the situation is very different for students of economics and social sciences, for whom other countries can represent a truly significant option, as could also happen, though to a lesser degree, for students of architecture.

The multiplication of disciplines thus taught carries with it considerable organizational effort for the North American university programs, since it is taking place while enrollment numbers are in a growth phase, and, consequently, it is not easy to manage. Sometimes this issue can be partially resolved through agreements between a program and the university in the city where it is located. There are ten or so cases of this sort, but true integration happens only sporadically and, by preference, in smaller cities (Bologna, Macerata, Padua). Agreements are quite rare between North American programs and municipal or public libraries, as we will see below.

This would be an occasion, not only to support the preparation of the academic calendar by North American programs, but also to create a solid and continuing opportunity for educational exchange. The fact that this opportunity should be thwarted is a negative one, especially for those programs in Florence and Rome, where the relationship with the resident and tourist population is more complex.

4.3 THE KINDS OF NORTH AMERICAN STUDENTS IN ITALY

The overall picture of North American university programs in Italy and their modes of operation is extremely heterogeneous, a fact which certainly does not make it easy to sketch a portrait of the typical

---

**TABLE 10**

SUBJECT AREAS TAUGHT

<table>
<thead>
<tr>
<th>Distribution of various subject matters</th>
<th>N. of universities</th>
<th>% of the total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Architecture</td>
<td>23</td>
<td>32%</td>
</tr>
<tr>
<td>Art and Art History</td>
<td>43</td>
<td>60%</td>
</tr>
<tr>
<td>Economics and Social Sciences</td>
<td>26</td>
<td>36%</td>
</tr>
<tr>
<td>Italian Language and Culture</td>
<td>37</td>
<td>51%</td>
</tr>
<tr>
<td>Classical Studies</td>
<td>13</td>
<td>18%</td>
</tr>
<tr>
<td>Other</td>
<td>15</td>
<td>21%</td>
</tr>
</tbody>
</table>
North American university student. If, in fact, the majority of these programs originate from institutions located in the northern part of the United States, the same cannot be said of their students with any certainty.

Regarding the kinds of courses the students attend and their age, however, the results obtained from the sample are as follows:

### TABLE 11
NORTH AMERICAN STUDENTS IN ITALY

<table>
<thead>
<tr>
<th>Degree</th>
<th>Number in % for the year 2000</th>
<th>Absolute number for the year 2000</th>
<th>Average age for the year 2000</th>
<th>Months present for the year 2000</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.A.</td>
<td>86%</td>
<td>8617</td>
<td>20-21</td>
<td>5.0</td>
</tr>
<tr>
<td>M.A.</td>
<td>2%</td>
<td>200</td>
<td>25</td>
<td>5.7</td>
</tr>
<tr>
<td>Ph.D.</td>
<td>3%</td>
<td>301</td>
<td>32</td>
<td>4.5</td>
</tr>
<tr>
<td>Diploma</td>
<td>9%</td>
<td>902</td>
<td>24</td>
<td>5.2</td>
</tr>
</tbody>
</table>

(*) - source: survey  
(**) - survey result multiplied by AACUPI figures.

It is clear to see that the vast majority of the North American university population is extremely young and in the early phase of their course of studies.

### TABLE 12
ENROLLMENT COSTS FOR STUDENTS

<table>
<thead>
<tr>
<th>Dollars</th>
<th>% of programs</th>
<th>% of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Up to $5,000</td>
<td>23%</td>
<td>8%</td>
</tr>
<tr>
<td>$5,000-$8,000</td>
<td>16%</td>
<td>11%</td>
</tr>
<tr>
<td>$8,000-$10,000</td>
<td>16%</td>
<td>33%</td>
</tr>
<tr>
<td>$10,000-$15,000</td>
<td>19%</td>
<td>16%</td>
</tr>
<tr>
<td>Over $15,000</td>
<td>26%</td>
<td>30%</td>
</tr>
</tbody>
</table>

In terms of income, the students come from a class that is well-to-do, as is also shown by the fact that the annual cost of attending courses in Italy is, on average, around $10,000. Table 12, which refers to a sample equal to half of the student population and does not, for simplicity’s sake, take into consideration any differences concerning what is included in that cost (inclusive of food and lodging or not), still indicates that the amounts are significant. Furthermore, one can draw the apparent conclusion that the economic factor does not currently constitute a determining one in choosing a program for the majority of the students,
since a large number of them choose programs whose cost exceeds $15,000.

In the same way, as we will see more clearly later, the students, on average, consider Italian prices acceptable, which demonstrates that their spending capacity is rather high. Evidently, this positive evaluation also reflects the trend of the Euro/$ exchange rate, which was certainly favorable for the US at the time this study was carried out.

Obviously, this is an extremely general consideration, and, in fact, the interviews we conducted sometimes did reveal that the economic element is significant, with respect to the choice of locations where prices are lower, outside Rome and Florence, and to the choice of programs with lower costs.

As for the students’ stay in Italy, the result that comes as a surprise, a figure of paramount importance in determining the weight of this phenomenon in terms of the overall flow of foreign tourists to places of artistic interest in Italy, is the fact that the B.A. students, those in their early years of study, tend to stay, not for a single semester, but on average for all of 5 months. This average is the result of a very wide range, because it is rare that a student stays exactly five months; there are numerous cases where the stay is extended to about 8 months, while rather often it lasts for only one semester.

Even those who attend more advanced courses, whether for the Master’s or for the Ph.D., prefer to stay in Italy for relatively extended periods of time, thus producing an average overall stay greater than 5 months.

Given the length of time these students spend in Italy, it was felt appropriate also to analyze their activities and their preferences for their free time. These results are contained in Table 13.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Monthly Frequentation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Discos</td>
<td>27%</td>
</tr>
<tr>
<td>Pubs</td>
<td>6%</td>
</tr>
<tr>
<td>Cinemas</td>
<td>29%</td>
</tr>
<tr>
<td>Restaurants/pizzerias</td>
<td>0%</td>
</tr>
<tr>
<td>Other cities</td>
<td>2%</td>
</tr>
<tr>
<td>Museums</td>
<td>2%</td>
</tr>
</tbody>
</table>
One of the first elements of great importance that emerges is the fact that the tourist activity of the North American students is not limited to the cities where they live. As can be seen, more than 50% of them (or more than 5,000 individuals, using AACUPI figures) make a trip almost every week to other locations in Italy, and one third of them (or more than 3,000 individuals) even make more than one trip a week. This means that the Italian economic system draws benefits from the presence of North American university programs that are spread over a good portion of the nation and are greater than what might be assumed at first glance.

Secondly, it is clear that this kind of tourism is not aimed solely at the great and universally acknowledged artistic locations in Italy, but it also touches smaller urban centers which have much greater difficulty attracting international interest. In fact, it is evident, both because of the number of trips taken and because of the fact that the students often leave Rome and Florence, that their destinations fall outside the canonical pathways of mass tourism. Furthermore, as Table 14 shows, this flow to cities of lesser fame is also supported by the more detailed information that the students claim they receive.

Going back to Table 13, it shows that the students are more attracted to cultural activities (such as visits to museums and exhibits) than to recreational ones (such as playing sports or watching sports events). This indicates the high educational level (and, hence, also the

<table>
<thead>
<tr>
<th>Activity</th>
<th>Monthly Frequentation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Exhibits</td>
<td>14%</td>
</tr>
<tr>
<td>Theater/concerts</td>
<td>36%</td>
</tr>
<tr>
<td>Sports activities</td>
<td>72%</td>
</tr>
<tr>
<td>Sports events</td>
<td>63%</td>
</tr>
</tbody>
</table>

TABLE 14
SUFFICIENCY OF THE INFORMATION RECEIVED ABOUT VARIOUS ACTIVITIES

<table>
<thead>
<tr>
<th>Response</th>
<th>Information about:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>cinema</td>
</tr>
<tr>
<td>Yes</td>
<td>88%</td>
</tr>
<tr>
<td>No</td>
<td>8%</td>
</tr>
<tr>
<td>No interest</td>
<td>4%</td>
</tr>
</tbody>
</table>
income level) of these North American students, even if, as it is good to underscore, sports events are advertised less among students (Table 14).

It should be noted that the students, despite the wealth and ample number of museums in Italy, are also attracted to exhibits, even though they receive less information about them.

This figure is even more significant since visits to exhibitions are not as encouraged by the incentive of reduced admission prices as they are for museums. In fact, as Table 15 shows, the museums (whether national or municipal) that offer reduced tickets to students are more than three times more numerous than exhibits that do so.

It can be deduced, therefore, that temporary cultural events also assume considerable importance and attractiveness in cities with rather prominent permanent collections, and even for a public intent on learning about the artistic heritage of Italy.

As for the two items of Theater/Concerts, on one hand, and Cinema, on the other, the latter garners a greater consensus, a fact somewhat unexpected in part, given the dubbing into Italian to which foreign films are subjected and the relatively sparse distribution of screens where films are projected in their original language. Furthermore, original version screenings are not always understood by a North American audience, since films not produced in the US or in Great Britain are not, in general, accessible to the student population in question.

The high popularity of cinema seems, without a doubt, linked to the small distribution of information about concert and theater events; moreover, this success seems to indicate that the fact that non-Italian-language screenings are relatively rare might lead to reduction in a demand that could be even greater.
It is a rather well-established practice for North American students to dine in a restaurant or pizzeria, so much so that as many as 76% of them state that they do so more than once a week. This figure should also be read in the light of the fact that many university programs offer full room and board to their students and put completely furnished housing at their disposition. We could, therefore, have expected a greater influx to places like pubs, which are, instead, less frequented, though they do meet with significant interest. This phenomenon, clearly linked to the relatively low cost of restaurants and pizzerias in terms of dollars, still indicates a well-defined student choice of how to pass their free time that should induce those who operate such enterprises to make decisions to further encourage expansion in this demand.

A separate discussion should be devoted to discos, which, although they met with less favor than other places, do attract a respectable number of students in absolute terms. For example, with respect to the more than 4,200 students in Florence, we could conservatively maintain (calculating that those who say they go to discos more than four times a month do so five times) that the North American university programs account for almost 8,500 entrances a month for the city’s discos. Given the significance of this number, it could, therefore, be advisable to adopt an ad hoc policy aimed at this public.

The relatively long stay of North American students in Italy, taken together with their average age, which we said was low, produces another economically significant effect. It is, in fact, usual for both relatives and friends to come to Italy to visit them and to remain here for several days. The results of the survey in this regard are contained in Table 16.

<table>
<thead>
<tr>
<th>% of cases where this occurs</th>
<th>77%</th>
</tr>
</thead>
<tbody>
<tr>
<td>average number of visitors</td>
<td>3.6</td>
</tr>
<tr>
<td>average days of the visit</td>
<td>14.1</td>
</tr>
</tbody>
</table>

Once again we note that multiple effects are connected to the presence of North American programs in Italy, given that, in this way, a significant number of foreign visitors come to our country, it would seem from a high income level, and they stay for a rather longer time than the average.
In absolute terms (by multiplying the figures derived from the survey by the entire student population derived from AACUPI figures), this means that, in the year 2000, more than 28,200 additional visitors will come to Italy, visitors who will stay for more than 400,000 nights. Also given the long period of their stay, we can infer that they, too, will not limit themselves to crowding the best known cities and historical monuments, while the income level of the students makes it possible to suppose that their parents and friends as well will make use of a certain level of services, with the subsequent spending.

4.4 THE KINDS OF PROFESSORS IN NORTH AMERICAN PROGRAMS IN ITALY

The survey we conducted also allowed us to gather significant data about the population of professors in North American programs in Italy, particularly those of North American nationalities.

Table 17 below shows the numbers and growth trend for the professors, divided according to nationality. It should be said that these figures refer exclusively to the universities whose directors answered the questionnaire, or 62 out of 72 active programs (not counting, that is, the four programs recently admitted to AACUPI); therefore, we are underestimating the real figure, even though the most significant institutions are included.

<table>
<thead>
<tr>
<th>TABLE 17</th>
<th>ACADEMIC PERSONNEL IN NORTH AMERICAN PROGRAMS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1998</td>
</tr>
<tr>
<td>Italian nationals</td>
<td>210</td>
</tr>
<tr>
<td>Variation</td>
<td>14%</td>
</tr>
<tr>
<td>% of the programs that answered</td>
<td>3.4</td>
</tr>
<tr>
<td>% of the programs that answered and that have Italian personnel</td>
<td>6.2</td>
</tr>
<tr>
<td>North American nationals</td>
<td>194</td>
</tr>
<tr>
<td>Variation</td>
<td>18%</td>
</tr>
<tr>
<td>% of the programs that answered</td>
<td>3.1</td>
</tr>
<tr>
<td>% of the programs that answered and that have Italian personnel</td>
<td>3.1</td>
</tr>
<tr>
<td>Total</td>
<td>404</td>
</tr>
<tr>
<td></td>
<td>+16%</td>
</tr>
</tbody>
</table>
One notes that the phenomenon of the growth in students, together with the greater number of disciplines treated, has lead to a noticeable progression in the number of professors, which has increased over a three-year period by about one fourth.

From the economic point of view, but also in terms of interaction between different cultures, it is significant that this trend is chiefly linked to North American professors.

It follows from the table that only a limited number of university programs are so structured that they can independently provide courses with their own professors. But whatever program makes a choice of this sort, it then discovers the need to confront substantial organizational problems, given the number of teachers it becomes necessary to manage.

<table>
<thead>
<tr>
<th>PROFESSORS' LENGTH OF STAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>More than 1 year</td>
</tr>
<tr>
<td>Less than 1 year</td>
</tr>
<tr>
<td>Months on average</td>
</tr>
</tbody>
</table>

From the answered received from the professors (73 in number, or about 25% of the teaching population of the university programs that provided data on the matter), it emerges that about one fourth of them now live permanently in Italy and have become a permanent cultural bridge, together with their families.

Alongside these teacher there are those who come from North America for periods of less than one year, but who still remain here, on average, for almost half a year.

It happens rather frequently, with 58% of the teachers who do not reside permanently in Italy (or 168 individuals out the entire sample), that they are accompanied by their families. From our sample, it emerges that each professor has 1.7 family members, on average, accompanying him or her, and these family members also remain for 5.5 months, for a total number of visit days equal to 47,909.

As a further group of tourists brought about by the presence of the professors, the friends who come to visit them should be considered. We note that, for this group, the average stay is quite a bit lower compared to that of the friends and relatives of the students and is closer to the general national average, though still higher.
On the other side, the number of acquaintances who come to visit them is, instead, high (about 5), demonstrating the fact that non-permanent teachers act as a catalyst for their friends.

Considering the shortness of their average stay, the general contribution of the teachers’ friends in terms of days spent in cities of art is rather limited (about 5,000), but not insignificant, also because they probably stay in Italy for more time than that they spend visiting their friends.

<table>
<thead>
<tr>
<th>% of teachers visited or accompanied</th>
<th>Family members</th>
<th>Friends/relatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of teachers visited or accompanied</td>
<td>58</td>
<td>81</td>
</tr>
<tr>
<td>Average number of family members or friends per teacher</td>
<td>168</td>
<td>235</td>
</tr>
<tr>
<td>Number of family members or friends</td>
<td>285.6</td>
<td>1269</td>
</tr>
<tr>
<td>Average length of the visit or stay (in months)</td>
<td>5.5</td>
<td></td>
</tr>
<tr>
<td>Average length of the visit or stay (in days)</td>
<td>167.75</td>
<td>4.3</td>
</tr>
<tr>
<td>General total number of days of the visit or stay</td>
<td>47,909</td>
<td>5,436</td>
</tr>
</tbody>
</table>

In addition, similar to what was done in the case of the students, the free time choices of the professors were reconstructed.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Monthly Frequentation in Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Pubs</td>
<td>41%</td>
</tr>
<tr>
<td>Cinemas</td>
<td>31%</td>
</tr>
<tr>
<td>Restaurants/pizzerias</td>
<td>1%</td>
</tr>
<tr>
<td>Other cities</td>
<td>3%</td>
</tr>
<tr>
<td>Museums</td>
<td>0%</td>
</tr>
<tr>
<td>Exhibits</td>
<td>4%</td>
</tr>
<tr>
<td>Theater/concerts</td>
<td>25%</td>
</tr>
<tr>
<td>Sports activities</td>
<td>77%</td>
</tr>
<tr>
<td>Sports events</td>
<td>81%</td>
</tr>
</tbody>
</table>

Their interests are purely and typically cultural, with scarce interest either in sports events or pubs.
Once again we would underscore that exhibits exercise great attraction, even in historical-cultural cities of the importance of Rome and Florence, notwithstanding the fact, as the following table shows, that less publicity is given to such exhibits as compared to museums generally. Furthermore, it demonstrates that professors use the time they spend teaching in Italy as an occasion for better getting to know our country in general, and smaller urban centers in particular, and they are able to obtain the information about them that they need with decided ease.

**TABLE 21**
ADEQUACY OF THE INFORMATION RECEIVED ABOUT VARIOUS ACTIVITIES ACCORDING TO THE PROFESSORS

<table>
<thead>
<tr>
<th>Response</th>
<th>Information, in percentages, about:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>cinema</td>
</tr>
<tr>
<td>Yes</td>
<td>88%</td>
</tr>
<tr>
<td>No</td>
<td>8%</td>
</tr>
<tr>
<td>No interest</td>
<td>5%</td>
</tr>
</tbody>
</table>

With respect to non-academic personnel, the presence of these university programs is significant, more as an employer than as a center of gravity for foreign tourist influx, given the small number of North American non-academic workers (even that number has been growing noticeably of late).

**TABLE 22**
NON-ACADEMIC PERSONNEL IN NORTH AMERICAN PROGRAMS
(62 PROGRAMS OUT OF 72)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Italian nationals</td>
<td>158</td>
<td>166</td>
<td>251</td>
<td></td>
</tr>
<tr>
<td>Variation</td>
<td>5%</td>
<td>51%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>% of the programs that answered</td>
<td>2.5</td>
<td>2.7</td>
<td>4.0</td>
<td></td>
</tr>
<tr>
<td>% of the programs that answered and that have Italian personnel</td>
<td>4.2</td>
<td>4.2</td>
<td>5.6</td>
<td></td>
</tr>
<tr>
<td>North American nationals</td>
<td>10</td>
<td>11</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Variation</td>
<td>10%</td>
<td>36%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>% of the programs that answered</td>
<td>0.16</td>
<td>0.18</td>
<td>0.24</td>
<td></td>
</tr>
<tr>
<td>% of the programs that answered and that have Italian personnel</td>
<td>0.16</td>
<td>0.18</td>
<td>0.24</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>168</td>
<td>177</td>
<td>266</td>
<td></td>
</tr>
</tbody>
</table>
In the year underway, the university programs have employed 266 professors and non-academic staff members, almost double their numbers in the previous two-year period.

This trend, as far as non-academic staff are concerned, is certainly connected to the increased number of students, but the increasing difficulties in managing their facilities experienced by those programs owning property should be given equal consideration.

It is certain that a large increase in non-academic employees is common to programs aimed at the masses, like John Cabot University, and programs that are quite specialized but that own very prestigious residences of historic value, like Harvard University and its Villa I Tatti, situated in the Florentine hills.

Finally, we would call to mind, in passing, that within these university programs there are also slots for individuals who find themselves at a rather advanced stage in their studies, so that they do not need courses of instruction, but are, instead, capable of giving lectures and writing scientific treatises.

Such individuals form the category of “fellows”, who have not been specifically counted in this survey, but who still filled out and returned some questionnaires. The university programs they frequent are, for the most part, the more advanced ones of Harvard University and the American Academy of Rome.

The importance of their presence certainly is neither numerical nor economic, but rather in terms of cultural exchange and growth.

4.5 THE NORTH AMERICAN UNIVERSITY PROGRAMS AND THE CITIES WHERE THEY ARE LOCATED

The cities that host the largest number of university programs are Rome and Florence, given that 29 are located in the former and 25 in the latter (or more than 70% of the overall number), with about 80% of the total number of students who come to Italy.

This choice, which falls on the two front-ranking Italian cities in terms of artistic wealth, shows per se that the desire of the North American programs, and thus of their students, was and is to pass some time in one or the other of the most interesting Italian cities from an artistic and historical point of view.
TABLE 23
UNIVERSITY PROGRAMS IN THE VARIOUS CITIES

<table>
<thead>
<tr>
<th>Universities</th>
<th>Number</th>
<th>Students</th>
<th>% of number</th>
<th>% of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Universities in Florence</td>
<td>25</td>
<td>4260</td>
<td>33%</td>
<td>43%</td>
</tr>
<tr>
<td>Universities in Rome</td>
<td>29</td>
<td>3780</td>
<td>38%</td>
<td>38%</td>
</tr>
<tr>
<td>Universities in Bologna</td>
<td>6</td>
<td>505</td>
<td>8%</td>
<td>5%</td>
</tr>
<tr>
<td>Universities in Padua</td>
<td>2</td>
<td>340</td>
<td>3%</td>
<td>3%</td>
</tr>
<tr>
<td>Universities in Naples</td>
<td>2</td>
<td>160</td>
<td>3%</td>
<td>2%</td>
</tr>
<tr>
<td>Other universities</td>
<td>12</td>
<td>975</td>
<td>16%</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td>76</td>
<td>10020</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Nevertheless, within the shift taking place in the picture of North American programs, we are witnessing a progressive development of interest in smaller urban centers, given that almost one third of the programs located outside Rome and Florence, in cities like Padua, Parma, and Vicenza, were created precisely during the last decade. Indeed, two of the four programs that joined AACUPI in the year 2000 are located outside the two main cities, one in Viterbo and the other in Perugia.

The interviews that accompanied the statistical survey revealed one possible explanation for this phenomenon, namely, the desire on the part of students and program directors to create real interaction with the Italian population, a goal more difficult to realize in cities with a larger tourist flow and where the relationship between foreign visitors and the local population is low. Pitzer College expressly chose Parma as its site, and it houses its students in Italian families, precisely to attain the above result.

As far as the two largest centers are concerned, Rome gradually is tending to be preferred to Florence. In fact, since 1995, all of seven university programs have chosen it as their site, as opposed to only one for the Tuscan city. This phenomenon, already noted in the study made on the subject of academic tourism in 1993, has, therefore, intensified. For this reason, the Tuscan capital has lost its preeminence, at least in terms of the number of university programs located there, even though those operating in Florence, since they have been, for the most part, established longer, attract a greater number of students than those in Rome.

7 See Note 5.
The reasons for the greater approval of Rome compared to Florence for establishing new programs would require an in-depth study. The interviews, however, did reveal the fact that, according to the directors, the capital permits their students to have greater contact with the resident population, and there are fewer occasions for contact with their compatriots. Nevertheless, the explanations could, perhaps, also be found in the attitude of public authorities in their regard, if it is true, as emerges from the questionnaires, that Rome, compared to Florence, offers reduced entrances to its municipal museums to more than 50% of the university programs.

The relation between North American students and professors and the cities where they pass their Italian interlude was the subject of a specific section of the questionnaire, which aimed, first of all, at understanding the perception these long-term tourists have regarding some of the main public services they use.

<table>
<thead>
<tr>
<th>TABLE 24</th>
<th>NORTH AMERICAN STUDENTS’ EVALUATION OF PUBLIC SERVICES AND OF THE CITIES WHERE THEY RESIDE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Florence</td>
</tr>
<tr>
<td>Cleanliness</td>
<td>bad</td>
</tr>
<tr>
<td></td>
<td>20%</td>
</tr>
<tr>
<td>Safety</td>
<td>5%</td>
</tr>
<tr>
<td>Bus</td>
<td>6%</td>
</tr>
<tr>
<td>Trains</td>
<td>3%</td>
</tr>
<tr>
<td>Prices</td>
<td>2%</td>
</tr>
</tbody>
</table>

Generally, we can see that these evaluations are rather close to each other, but they still privilege smaller cities, and between Rome and Florence, to some degree the nation’s capital over the Tuscan capital.

From this table one can deduce that the chief criticism leveled at Italian cities is that they do not maintain an acceptable level of cleanliness; more than 60% of those interviewed did not consider this aspect satisfactory.

The high cost of living, on the other hand, does not seem to distress more than one third of the North American students, and more so in Florence than elsewhere, an obvious sign of the high average income
level and the effect of the high exchange rate for the dollar. The percentage, more than 30%, of those who are dissatisfied certainly is not of secondary importance, but there does not seem to be a price emergency for our larger cities.

Transportation services both inside and between cities, which these students use extensively, are viewed positively in the majority of cases, although there remains a portion, more than 30%, that is critical, with a peak in Rome. The consistency of the evaluations concerning the railway system, which the students use rather similarly, itself demonstrates that the judgment used by those interviewed in the sample is rather homogeneous.

Finally, we would note that safety, seen as a growing problem by Italians, is not judged in the same way by North American students.

TABLE 25
NORTH AMERICAN PROFESSORS’ EVALUATION OF PUBLIC SERVICES AND OF THE CITIES WHERE THEY RESIDE

<table>
<thead>
<tr>
<th></th>
<th>Florence</th>
<th>Rome</th>
<th>General</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cleanliness</td>
<td>bad</td>
<td>not good</td>
<td>fair</td>
</tr>
<tr>
<td></td>
<td>14%</td>
<td>29%</td>
<td>57%</td>
</tr>
<tr>
<td>Safety</td>
<td>0%</td>
<td>29%</td>
<td>50%</td>
</tr>
<tr>
<td>Bus</td>
<td>13%</td>
<td>13%</td>
<td>63%</td>
</tr>
<tr>
<td>Trains</td>
<td>0%</td>
<td>20%</td>
<td>53%</td>
</tr>
<tr>
<td>Prices</td>
<td>0%</td>
<td>33%</td>
<td>47%</td>
</tr>
</tbody>
</table>

The evaluation of the professors on these subjects repeats, in large measure, what we stated earlier, with still less sensitivity to prices and a substantially greater good will toward the services offered by the City of Florence.

4.6 THE REASONS WHY THE NORTH AMERICAN STUDENT COMES TO ITALY

One of the purposes of this survey was precisely to get better knowledge of the reasons that prompt a North American student to undertake a period of study in Italy.
A question specifically for that purpose was, therefore, inserted in the questionnaire, setting a pre-defined series of responses and leaving the possibility of providing additional responses.

The results of the survey are contained in the following table:

<table>
<thead>
<tr>
<th>Reasons</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advice of professors</td>
<td>28%</td>
</tr>
<tr>
<td>Advice of friends</td>
<td>40%</td>
</tr>
<tr>
<td>Italian-American origins</td>
<td>23%</td>
</tr>
<tr>
<td>Artistic heritage</td>
<td>54%</td>
</tr>
<tr>
<td>Other</td>
<td>42%</td>
</tr>
</tbody>
</table>

The position of North American university programs in Italy with respect to the competition to which they are subjected from similar programs located in other countries is especially strong in the case of students who want to come to our country either because of its artistic heritage or because of their Italian-American origins.

Such situations certainly are rather frequent, but adding them up and sifting out those cases where the student answered as having both these reasons for coming to Italy, they correspond to about 66% of the cases.

There remain, therefore, all of 44% of the students who head to Italy for reasons completely different from those described earlier, reasons that, therefore, differ from those originally at the source of the birth of North American university programs in Italy.

Of this 44%, about one half decided to come to Italy on the advice of professors, but, above all, on that of friends. If we add to this figure the fact that about 68% of the sample interrogated was, in any event, urged to come to Italy as a result of this kind of advice, we arrive at the conclusion that, here, too, the “word-of-mouth” effect is rather important.

In other words, the satisfaction the individual student draws from his or her stay in Italy, or the positive image he or she has of our country, has a decisive influence on a significant portion of the student population which otherwise would not head to our country.
But no less significant is the fact that approximately another 22% of North American students come to Italy almost exclusively for reasons that are different from those initially hypothesized when the questionnaire was drawn up.

To understand clearly what lies hidden behind this “other”, therefore, some direct interviews were conducted with the students involved, from which it emerges that the North American economic and university system itself is what pushes the student to spend a certain period abroad. In a high-grade curriculum, an interlude of this sort is more advisable than ever.

This data goes well together with the growing tendency in the social science instruction in North American university programs, as an index of the fact that not only the students in fields clearly tied to the place where they spend a period of time studying, but a much higher percentage of students want to go abroad. Academic tourism is of great interest; therefore, it is a phenomenon that will tend to take on substantial dimensions and that Italy must be capable of tapping in a substantial way.

This phenomenon is essential new, as a comparison with the earlier study conducted by IRPET on this matter\(^8\) shows, and a significant expansion of North American academic tourism can be expected in the near future.

Therefore, it will be up to the North American university programs in our country, with adequate support, to direct to Italy a substantial part of this flow of tourists who would not have any particular reason to come to our country.

Moreover, it happens with a certain frequency that it is exactly this kind of student who ends up enthusiastic about his or her stay in Italy, so much so that many clearly annotated that fact on the questionnaire. By means of these programs, therefore, a North American student audience develops an important attachment to Italy and, hence, is also ready to advise acquaintances to make a similar choice.

One further reason, expressed less frequently, for deciding to go abroad and to Italy is provided by economic factors.

\(^8\) *op. cit.* p. 14.
4.7 TOURIST PRESENCE IN ITALY LINKED TO THE UNIVERSITY PROGRAMS

At this point we can summarize, in the following table, what had come to light earlier in relation to the overall tourist presence linked to the North American university programs.

The estimate contained here was obtained by multiplying the total number of professors in the universities whose directors answered the questionnaire and the total number of students, determined by AACUPI, by the average presence in days resulting from the survey. We would point out that this estimate is conservative in at least three respects:

a) permanent professors, that is, those who reside in Italy for more than one year, are in no way taken into consideration, nor are their family members, friends or relatives;
b) the only professors considered are those from universities whose directors answered the questionnaire (or 62 out of 72);
c) non-academic staff is in no way considered.

Despite these warnings, the importance of the contribution AACUPI university programs make to the flow of foreign tourists into Italy clearly emerges.

Based on the most recent ISTAT figures available to us, those concerning the year 1998, the total number of foreign tourist presences in all locations of historical or artistic interest is about 32 million. The university programs alone generate a flow of tourism that is, therefore, about 6% of that amount, within which they figure only in part.

### TABLE 27
NORTH AMERICAN STAYS IN ITALY DUE TO UNIVERSITY PROGRAMS OF STUDY

<table>
<thead>
<tr>
<th></th>
<th>Number</th>
<th>Average stay in months</th>
<th>Overall stay in days</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B.A.</td>
<td>8,617</td>
<td>51</td>
<td>1,314,093</td>
</tr>
<tr>
<td>M.A.</td>
<td>200</td>
<td>5.7</td>
<td>34,770</td>
</tr>
<tr>
<td>Ph.D.</td>
<td>301</td>
<td>4.5</td>
<td>41,312</td>
</tr>
<tr>
<td>Diploma</td>
<td>90</td>
<td>5.2 (divided by 2)</td>
<td>143,057</td>
</tr>
<tr>
<td>Total</td>
<td>10,020</td>
<td></td>
<td>1,533,232</td>
</tr>
</tbody>
</table>
Besides this presence in absolute terms, for the various reasons shown in the first section, the figure concerning the average stay of the tourist attracted by AACUPI programs is significant, and the result this produces is certainly significant.

If the general average stay in cities like Rome and Florence is 2.4 days, not only do the students remain, on average, for more than five months, as do their professors, but a large number of the friends and relatives who come to visit them stay in those cities seven times as long (in the case of the students’ relatives and friends) or almost twice as long (in the case of the professors’ friends) as other foreign tourists.

### 4.8 INTERACTION WITH ITALIANS

So, we have seen how the Italian stay of students and professors in North American university programs in Italy is extended enough to create real interaction between them and the resident population.

Part of the survey was, therefore, dedicated to those aspects. First of all, what emerged was the fact that occasions for encounters between North American students and young Italians are rather frequent.

Indeed, in almost half the cases, as the following table indicates, those enrolled in North American university programs habitually spend their free time with Italians, which indicates that these interwoven relationships involve real acquaintance and interaction.

#### TABLE 28

HABITUAL FREE-TIME COMPANIONS OF THE STUDENTS

<table>
<thead>
<tr>
<th></th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Only fellow students</td>
<td>41.5%</td>
</tr>
<tr>
<td>Only non-Italians</td>
<td>9.5%</td>
</tr>
<tr>
<td>Also Italians</td>
<td>49%</td>
</tr>
</tbody>
</table>
In addition, it is evident that residence in cities other than Rome and Florence encourages contacts between residents and student tourists, with a figure that corroborates our earlier hypothesis about the reason for the growth in the number of North American programs in smaller cities.

### TABLE 29

<table>
<thead>
<tr>
<th>Cities Where Those Who Also Spend Their Free Time With Italians Live</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Florence</td>
<td>40.5%</td>
</tr>
<tr>
<td>Rome</td>
<td>25.3%</td>
</tr>
<tr>
<td>Others</td>
<td>34.1%</td>
</tr>
</tbody>
</table>

There are, however, the other 50% of cases where students do not, instead, enter into enduring contact with their Italian contemporaries and often, indeed, do not go outside of their circle of friends in their own university program.

On the other hand, it is necessary to take into account some factors that restrict that interaction, significant though it is.

First of all, agreements on cooperation between North American programs and Italian university institutions are essentially quite rare, and their courses habitually are taught inside the North American programs, despite the increasing organizational complexity thus brought about.

There obviously are cases of a different sort, usually more widespread outside Rome and Florence, like that of Macerata or of Brown University in Bologna, but, generally, the students do not often have an occasion to meet their Italian contemporaries in the course of their studies.

There do exist some agreements between university programs and Italian universities concerning use of libraries, but they are not very common, involving only 39% of those programs whose directors filled out the questionnaire.

Of that percentage, the majority, 40%, involves programs located in Rome, with 30% each referring to Florence and other cities, demonstrating that efforts to create opportunities to meet are greater outside of the two largest cities, and, in any case, more intense in Rome than in Florence.
Nor does this picture change with respect to agreements with public libraries, given that, in this case as well, only 39% of our sample has any such agreement.

Among these, the majority are, once more, in Rome (more than 40%), one third are in Florence, and the remaining part are in other cities.

We can, therefore, conclude that relations between North American students and their Italian contemporaries often are created outside academic programs and class times, and that an important possibility exists for increasing them through appropriate agreements between institutions.

Furthermore, students lodge, not infrequently, at the site of their universities or in places those universities rent exclusively for the benefit of their students. This is true to such a degree that almost half of the directors who answered the questionnaire, who manage 37% of the students, concern themselves with providing lodging for them as well.

In any case, even beyond creating a stable friendship with Italian contemporaries, which also is hindered by the factors indicated earlier, the interaction created between students and residents is generally more than satisfactory, as the following table indicates.

**TABLE 30**

<table>
<thead>
<tr>
<th>Student Relationships with Italians</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bad</td>
<td>8%</td>
</tr>
<tr>
<td>Not good</td>
<td>25%</td>
</tr>
<tr>
<td>Fair</td>
<td>51%</td>
</tr>
<tr>
<td>Excellent</td>
<td>17%</td>
</tr>
</tbody>
</table>

North American university programs thus contribute to a solution, though a partial one, for the problem of sustainable tourism in Italian cities of art, bringing them visitors of a high educational level, visitors who create an enduring and positive relationship with their populations and with the works of art they cherish.

Rather similar results also emerge from an analysis of the survey conducted among the professors, certainly a much smaller population, but a significant one from the point of view of cultural exchange, with figures that are even higher than those of the students.
TABLE 31
THE COMPANY KEPT BY PROFESSORS IN THEIR FREE TIME

<table>
<thead>
<tr>
<th>Description</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Only the family</td>
<td>13%</td>
</tr>
<tr>
<td>Colleagues and university students</td>
<td>9%</td>
</tr>
<tr>
<td>Only non-Italians</td>
<td>8%</td>
</tr>
<tr>
<td>Also Italians</td>
<td>70%</td>
</tr>
</tbody>
</table>

Consequently, the overall evaluation of the professors is rather flattering, with more than 85% of the sample judging their relationship with the resident population as good or excellent.

In spite of these results, the comments that recur at the end of the survey sometimes indicate a desire to create still greater contact with the population, a result that certainly can be attained by overcoming the obstacles that exist and that are partially described at the beginning of this section.

4.9 UNIVERSITY PROGRAMS AS ENTERPRISES

In the course of the preceding sections we have shown the breadth, the significance and, thus, even the complexity of managing university programs, by means of an historical and descriptive survey of the phenomenon, with the help of a series of quantitative data.

Hence, we now enter into a later part of the analysis, where the elements described earlier are quantified from an economic point of view.

It is fitting to precede these remarks with the observation that this economic quantification generally makes use of an estimate based on questions of an economic nature included in our questionnaire, to which, for reasons of confidentiality, a more limited sample responded (about 60% of the total). These elements were further corroborated by the results of interviews conducted with some directors and by what they indicated in their notes to the questionnaires. In any case, in order to arrive at results that are not overestimates, a series of conservative hypotheses were followed, based on which the final figures were deduced.

The university programs, given the considerable number of their students and professors, represent enterprises that often are rather complicated to manage. In such enterprises, the directors habitually
manage only expenditures, since the students pay tuition and fees to the universities or institutes in North America.

We have, therefore, proceeded to reconstruct the budget on the basis of directors’ answers, then to reconstruct the flow of expenditures generated by the totality of the programs.

In order to arrive at this figure, we have taken into consideration, first of all, the tuition and fees paid by the students of the various programs. These results refer to about 60% of the programs, with about 75% of the students, and they were then used to estimate the remaining portion of the revenues. From that total, we then subtracted an amount that often is retained by the home institution for its profit or to manage the programs in North America.

This share, 20%, was indicated in interviews and on the questionnaires. This estimate, however, seems overly high, since we have institutions that are not for profit and whose revenues cover, to an extremely high percent, their expenditures. Furthermore, there are other cases, which we will also discuss below, of institutions whose expenditures are even greater than their revenues, since they own a site that requires significant and constant maintenance.

The following table, therefore, contains the results of an estimate which, as we can see, already indicates at this level how important the contribution of North American programs is to the economy of the cities where they are located.

<table>
<thead>
<tr>
<th>TABLE 32</th>
<th>ESTIMATED INCOME/EXPENDITURES OF THE PROGRAMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>Average cost in millions of liras</td>
</tr>
<tr>
<td>Programs 1</td>
<td>44</td>
</tr>
<tr>
<td>Programs 2</td>
<td>28</td>
</tr>
<tr>
<td>Total revenues</td>
<td></td>
</tr>
<tr>
<td>% of the amount retained in North America</td>
<td></td>
</tr>
<tr>
<td>Program expenditures</td>
<td></td>
</tr>
</tbody>
</table>

Programs 1 - Those of the directors who communicated their tuition and fees. 
Programs 2 - Those of the directors who did not communicate their tuition and fees. 
Portion retained in North America - % deduced from interviews and questionnaires.
This significant overall budget is managed by the sundry programs in quite different ways, depending on their organization, which we have already described as quite varied.

In fact, we have cases where the tuition and fees only cover the cost of their courses, others where they include the courses and board, others the courses, room and board. Then, there are institutions where the situation is not unambiguous and some of the students pay a fee for one set of services while their companions pay a different fee and receive different services.

Table 33 divides the courses and the students based on the services covered by the fee, also indicating the weight in those doubtful cases we mentioned earlier.

<table>
<thead>
<tr>
<th>TYPES OF SERVICES PAID FOR BEFOREHAND</th>
<th>% of 65 programs</th>
<th>% of the students of the 65 programs</th>
<th>Overall number of students out of the AACUPI total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Only for university courses (A)</td>
<td>32%</td>
<td>33%</td>
<td>3354</td>
</tr>
<tr>
<td>Only courses and board (B)</td>
<td>2%</td>
<td>1%</td>
<td>73</td>
</tr>
<tr>
<td>Only courses, room and board (C)</td>
<td>35%</td>
<td>24%</td>
<td>2406</td>
</tr>
<tr>
<td>Part A, part B, part C</td>
<td>12%</td>
<td>21%</td>
<td>2069</td>
</tr>
<tr>
<td>Part A, part C</td>
<td>2%</td>
<td>13%</td>
<td>1285</td>
</tr>
<tr>
<td>Part B and Part C</td>
<td>6%</td>
<td>8%</td>
<td>832</td>
</tr>
</tbody>
</table>

Sample: 90% of the programs (with more than 80% of the students)

It can, hence, be deduced that, although they make the expenditures described in the table, the North American programs do not cover all the needs of their student and academic population as far as food and lodging are concerned. In the following section, we will indicate the further expenditures that students and professors have to confront for those items.

Despite differing organizational structures, it still has been possible to identify some expenditure items of clear importance to the entire sphere of North American programs, namely:

a) wages and salaries;
b) collaborators;
c) utilities;
d) outside suppliers.
Of these those with the greatest weight are a) and d).

While, in the case of wages and salaries, the figure depends on the high number of academic and non-academic personnel and is essentially stable as a percentage for the various programs, the figure for outside suppliers can vary substantially from one program to another, even after the effect of a numerous student population has been filtered out.

One factor with a strong impact on these expenditures is, in fact, the program’s need to maintain a site if it owns one. Such buildings, located in historic centers or in residential areas with a particular tone, carry considerable expenditures with them.

To measure this impact in some way, consider that, for certain programs with their own sites, expenditures for suppliers per student can be twenty times higher than the average of the other programs and can reach or surpass 80% of the entire available budget.

If we then also add to these difficulties all the management problems, we can understand why programs that own their own sites represent less than one fourth of the total. This figure is significant, since a North American university that owns its own site in Italy will necessarily have greater impediments to canceling their programs in our country and will, thus, be interested in their succeeding, even compared to what that university may itself organize in other countries where it has shallower roots. On the other hand, problems and management costs make the acquisition of a site difficult for North American universities and, therefore, lower any barriers to leaving Italy for those institutions.

The survey has allowed us to focus on the degree of difficulty that the program directors face when they have to follow Italian tax and fiscal regulations. In general, we can conclude that their knowledge and the tools they have available allow them to overcome these problems without any excessive difficulty. This does not mean that there is not a certain amount of complaining about the Italian tax system, which, besides seeming rather complicated in general, sometimes is considered unjust. Let us cite one case for all, namely, that of non-profit programs, which also are rather numerous, and which ask for tax treatment suited to their status, given that they produce no profit and feel that they benefit the Italian economy.
4.10 OTHER EXPENSES

As we mentioned earlier, the fees paid by the students may, indeed, not cover the expenditures for food and lodging they have to face in Italy.

As for lodging, we can deduce that about 3,800 students have to pay for their own lodging in Italy, renting an apartment or a room, staying with families or in hotels.

This figure is based on an estimate drawn from the analysis of the questionnaires, in which about 30% of the students in the programs that can offer lodging but do not necessarily do so decide to look for an apartment outside the university, or are forced to do so. The related expenditure, as deduced from the questionnaires, is, therefore, indicated in Table 34.

<table>
<thead>
<tr>
<th>Description</th>
<th>Average expenditure</th>
<th>% of the sample</th>
<th>Overall number</th>
<th>Months of stay</th>
<th>Total expenditures (in billions of liras)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rent</td>
<td>1,135,107</td>
<td>25%</td>
<td>2,493</td>
<td>5</td>
<td>14</td>
</tr>
<tr>
<td>Families</td>
<td>1,054,114</td>
<td>4%</td>
<td>424</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>Hotels</td>
<td>2,240,834</td>
<td>6%</td>
<td>641</td>
<td>5</td>
<td>24</td>
</tr>
</tbody>
</table>

As we see, this is an economic factor that cannot in any way be ignored, one to which, moreover, should be added the parallel expenditures of the professors, which add up to a further billion liras.

We would underscore that these expenditures involve only lodging outside the universities. For the impact of the lodging expenditure within the fees paid by the students, it is necessary to use an estimate, based on the fee lists of those programs that allow the student the freedom to choose whether or not to include lodging in their fees. This analysis shows that expenditures for lodging per student amount to about 10.5 million liras, for a total of about 64 billion liras.

As for expenditures on food, it was possible, using the survey, to indicate only those expenditures made outside the university with any clarity, since many programs already include partial board, and, in any event, the expenditures for university food services certainly do not cover costs.
With this premise, the following facts emerge: students often prefer to go to pizzerias or restaurants rather than prepare their own food using purchased products; and they tend to choose places whose prices are rather reasonable.

To the figure indicated in the table, we must add about two billion liras more for food expenditures by professors, whose average spending in restaurants is double that of the students, testimony to the different kinds of places they choose.

Another significant item is represented by the total in luxury expenditures. By this term we mean both purely recreational expenditures (discos, pubs, etc.) and those for travel or for purchases of various sorts. We have also included here transportation expenditures, since they sometimes are related to travel.

It can be deduced that North American students make use of their period of study in Italy to get to know our country better and, in certain cases, other European countries as well. These students do not restrict themselves to visiting the cities where their programs are located, but they often go to other cities, including those frequently omitted from the usual routes of the tour operators.
Beyond its cultural and social importance, of which we have already spoken, this phenomenon thus has an economic significance which is even underestimated to some extent in the figure indicated here, since programs are not rare that organize their own trips to Italian cities, which should be added to those organized privately by the students.

The survey conducted among the professors shows that their overall luxury expenditures amount to about 2 billion liras, which corresponds to a per capita expenditure that is quite a bit higher than that of the students. Among the items that contribute in large part to this figure should be noted their spending on entrance fees for museums and exhibits which are especially attractive to that population.

One further factor in expenses directly connected to the presence of North American university programs in Italy needs to be taken into consideration. As we have indicated previously, the presence of students and professors attracts to our country a considerable number of their friends and relatives, who pass altogether about 401,000 nights a year in our cities. These visitors have to face costs for travel and sojourn similar to those faced by other foreign visitors in Italy.

According to IRPET data, the average daily expenditure of a foreign visitor in a city of art is 250,000 liras and, therefore, the entirety of the expenditures met by the aforementioned friends and relatives amounts to about 101 billion liras per year.

In the following table, we have summarized the expenditures directly connected to North American programs. This is probably an underestimated figure by default, as we have already underscored.

<table>
<thead>
<tr>
<th>Description</th>
<th>billions of liras</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program administrative expenditures</td>
<td>218</td>
</tr>
<tr>
<td>Lodging</td>
<td>25</td>
</tr>
<tr>
<td>Food</td>
<td>26</td>
</tr>
<tr>
<td>Luxury</td>
<td>65</td>
</tr>
<tr>
<td>Expenditures by relatives &amp; friends</td>
<td>101</td>
</tr>
<tr>
<td><strong>GENERAL TOTAL</strong></td>
<td><strong>436</strong></td>
</tr>
</tbody>
</table>

The data is underestimated in that it refers only to AACUPI institutions. In effect, that Association represents the majority of and most significant North American university programs, but it also
constitutes a point of reference for other programs that, having reached a certain maturity, join the Association. Even those programs that are not members of AACUPI contribute in a positive way to tourism, although we are not able to estimate the amount.

5. **CONCLUSIONS: ACADEMIC TOURISM AS AN ENGINE OF GROWTH FOR THE ENTIRE SECTOR AND ITS FUTURE PROSPECTS**

Up to this point, our study has allowed us to appreciate the importance, both in economic and social terms, of the presence of the North American universities encompassed by AACUPI.

One further element should, however, be considered, one that makes their role even more significant for the development of this sector in Italy, namely, the loyalty to Italy generated in the students and professors who come here for academic purposes.

The tables that follow clearly indicate that both the one group and the other intend, in the vast majority, to return to Italy, despite the fact they have spent a period of time here that certainly was not brief. Evidently their experience was positive, as demonstrated in the written comments of numerous students at the end of the questionnaire, where they repeatedly expressed their satisfaction with the period they have spent here.

<table>
<thead>
<tr>
<th>TABLE 38</th>
<th>STUDENT LOYALTY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students who will return to Italy</td>
<td>87%</td>
</tr>
<tr>
<td>Of these, to see:</td>
<td></td>
</tr>
<tr>
<td>- the city in which they studied</td>
<td>50%</td>
</tr>
<tr>
<td>- the chief cities of art</td>
<td>35%</td>
</tr>
<tr>
<td>- also less well known cities</td>
<td>68%</td>
</tr>
<tr>
<td>- other</td>
<td>29%</td>
</tr>
</tbody>
</table>

It is, moreover, reasonable to think that a great number of those students and professors really will return to visit our country, given that they belong to a medium-high income bracket. Furthermore, they become promoters of Italy’s tourism image in North America, considering that it
is precisely encouragement from students and professors that convinces others to participate in academic activities organized in Italy. In practice, therefore, North American university programs function as a multiplier of tourist presences in a prospective sense as well.

**TABLE 39**

<table>
<thead>
<tr>
<th>PROFESSOR LOYALTY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>%</td>
</tr>
<tr>
<td>Professors who will return to Italy</td>
</tr>
<tr>
<td>Of these, to see:</td>
</tr>
<tr>
<td>- the city in which they studied</td>
</tr>
<tr>
<td>- the chief cities of art</td>
</tr>
<tr>
<td>- also less well known cities</td>
</tr>
<tr>
<td>- other</td>
</tr>
</tbody>
</table>

Then, it is appropriate to note that a considerable part of the population interviewed not only hopes to repeat their experience of traveling to Italy, but it plans another prolonged stay, considering that more than 60% also want to visit lesser known cities and not restrict themselves simply to returning to the places they know best.

Hence, these are important signals for the development of foreign tourism to cities of art which also has positive effects on visitor-resident relations, because the population involved knows Italy and, in any case, appreciates its culture and, for the most part, does not intend to crowd into those places where the presence of foreigners is already high.

We must, furthermore, assume that both students and professors communicate their satisfaction over their experience, not only to their own companions and colleagues, but also outside the world of the university, contributing to the image of Italy as a tourist destination to be favored in the eyes of a part of the well-to-do class in North America.

These elements, on the other hand, can be measured using another scenario, one not always favorable to the future of North American tourism for academic purposes and which threatens to diminish the positive effects indicated earlier.

First of all, it is advisable to take into consideration the increasing importance Hispanic-American culture is assuming in North America. This factor should be added to the fact that the sizeable increase in the number of students who come to Italy certainly is linked to the fact that it has also become a destination for those who are not lovers of Italian culture, of art history or of architecture.
For these students, a stay in a near-by South American country seems more and more attractive (and rather less costly), above all Mexico, without considering the attraction offered by a country like Spain, where the presence of North American institutions is intensifying. Furthermore, this research was conducted at a particular moment in the North American economy, which has grown at a notable rate over the last decade, thus creating wealth and strengthening the exchange rate of its currency against the Euro. This is, therefore, an especially propitious moment from a macroeconomic point of view, one that will be followed by others where the competitiveness of what institutions offer, also deriving from the nation system, will truly take on much greater importance than at present.

If, therefore, one wishes to develop the phenomenon of North American tourism for purposes of academic studies in the future, thus benefiting to an increasing degree from the positive effects it generates, it will be necessary to adopt a policy that ensures the attractiveness and competitiveness of our country and our cities.

From this consideration, the present study indicates a few critical points that a policy of this sort could tackle:

1. relations with cultural institutions (Italian museums, libraries and universities), which now appear sporadic, while they could constitute an interesting occasion for encounters between Italian and North American students, as well as providing effective support in the ever more complex management of the North American university programs;

2. the North American university program sites, which represent an important radix for these programs in the Italian fabric, but whose management sometimes represents a considerable burden, for which no particular concessions have been planned;

3. the fiscal status of those entities, especially non-profit ones, that do not enjoy fiscal advantages of any kind;

4. those public services to which North American students and professors show particular responsiveness (above all, the cleanliness of public spaces) or those that are primarily aimed at them (such as original language films), which often are not developed.