OFFICE OF THE PROVOST

AND VICE CHANCELLOR FOR ACADEMIC AFFAIRS

ILLINOIS ABROAD IMPLEMENTATION COMMITTEE

FINAL REPORT

August 2020

ILLINOIS

OFFICE OF THE PROVOST

ILLINOIS ABROAD IMPLEMENTATION COMMITTEE
MIDYEAR PROGRESS REPORT

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Final Report
of the 2019–2020 Illinois Abroad Implementation Committee

I. COMMITTEE CHARGE

"The primary charge for the [Illinois Abroad Implementation Committee] is to provide guidance and tactical direction to implement the immediate action recommendations . . . which emerged from the [2018-2019 Study Abroad Task Force] process. The [committee comprises] five working groups that are thematically focused on the immediate action recommendations. . . . The working groups shall draw on the broad base of knowledge from study abroad offices, the Illinois Abroad Policy Committee (IAPC), the Education Abroad Administrators' Committee (EAAC), as well as other appropriate campus units to implement these recommendations."

II. COMMITTEE MEMBERSHIP

Gretchen Adams, Assistant Dean for Undergraduate Student Affairs, AHS
Andrew Collum, Associate Director for Safety and Security, Illinois International Programs
Vicky Gress, Executive Associate Provost for Budget and Resource Planning (*ex officio*)
Meghan Hazen, Registrar
Nicole Lamers, Director, Study Abroad Program, Gies College of Business
Peter Mortensen, Associate Professor, Department of English, LAS (chair)
Melissa Newell, Director of Undergraduate Affairs, The iSchool
Amy Hubbard, Assistant Director of Administration, Illinois International Programs (support)

III. EXECUTIVE SUMMARY

The 2019–2020 Illinois Abroad Implementation Committee (IAIC), through the efforts of its five working groups, has designed steps for implementing key recommendations made by the 2018–2019 Study Abroad Task Force. If approved and enacted, these implementation steps promise to improve the study abroad experience for Illinois students, increasing the academic and vocational value of these experiences while enhancing safety, controlling costs, and improving price transparency. Additionally, the implementation steps are designed to increase faculty participation in all academic dimensions of study abroad, while ensuring that business, safety, and marketing responsibilities rest with professional staff members who are dedicated to supporting faculty and student success. The recommendations are aggregated and summarized in the body of this report. Detailed implementation steps appear in this report's first five appendices, which constitute final reports from the committee's working groups. The body of this report concludes with advice on charging the IAIC for a second and final year.

IV.   COMMITTEE ACTIVITIES AND PROCESS

<u>Principles</u>

During the 2019–2020 academic year, we focused on implementing recommendations delivered to the Provost in the 2018–2019 Study Abroad Task Force final report. We note that the Task Force recommendations were reviewed by the Council of Deans and the Vice Provost for International Affairs and Global Strategies, after which the Task Force's recommendations were prioritized. The Illinois Abroad Implementation Committee (IAIC) was then charged with following the priorities set by the Provost in consultation with the academic deans and the Vice Provost.

Our activities and processes have been premised on principles about study abroad administration that are implicit in the Task Force's recommendations. Consequently, to the extent possible, the implementation steps we designed and are recommending embrace the following principled assumptions:

- academic decisions that affect students should be made in consultation with faculty in the academic disciplines;
- student financial and records processes should be executed by the campus units that are principally responsible for these processes;
- business and risk assessment processes that are particular to study abroad should be centralized in a unit whose staff specializes in handling such processes.

We recognize that institutional change that benefits students and faculty is necessary and good, but we also acknowledge it can come at the cost of disrupting academic and business practices that are deemed acceptable. Illinois has a history of not settling for the acceptable, and instead reaching for something better. Examples include creation of the Campus Center for Advising and Academic Services (CCAAS) and the Division of General Studies (DGS) for undergraduates, as well as the integration of disparate faculty support units into the Center for Innovation in Teaching and Learning (CITL).

<u>People</u>

Student- and faculty-focused institutional change is best managed when consultation is broad and proposed recommendations are stated clearly. For this reason, our committee includes faculty and staff with career expertise in academic study abroad, student academic affairs, international safety and risk management, and business affairs. Our efforts were deeply informed by members of five working groups, who together represent staff and faculty from all 10 undergraduate degree-granting colleges and schools, as well as four academic affairs units and one university system office.

Process

A detailed account of our activities through late February 2020 is given in our mid-year report to the Provost and Vice Provost for International Affairs and Global Strategy. When the university transitioned to remote operations in March, the committee and working groups continued to meet regularly. Here, then, is a summary of committee and working group activities:

- Committee meetings (19 between October 17 and August 4)
- Chair's consultations with individual stakeholders (11)
- Chair's meetings with Vice Provost for International Affairs and Global Strategy (12 through June 24)
- Chair's meeting with IAGE staff (December 12)
- Chair's midyear report in meeting with Provost and VPIAGS (February 21)
- Committee meeting with stakeholders (February 25)
- Working Group meetings (many in Spring 2020)
- Working Group consultations with stakeholders (many in Spring 2020). Example: Gress and Lamers of Working Group 1 met with college business officers and study abroad directors to discuss implications of new study abroad funding model resulting from transition from Range IV to Range III tuition assessment for semester and year-long programs abroad, effective Spring 2021.
- Chair's presentation to the Council of Undergraduate Deans, college study abroad directors and contacts, and IAGE leadership (May 26); follow-up (June 4)

Throughout the year—and intensively in the spring—we coordinated the activities of the five working groups that are specified in our charge:

- Working Group 1: Financial Processes and Procedures (Vicky Gress, chair)
- Working Group 2: Support Structures (Gretchen Adams, chair)
- Working Group 3: Safety, Security, and Program Review (Andrew Collum, chair)
- Working Group 4: Course Approval and Transfer of Study Abroad Credit (Meghan Hazen, chair)
- Working Group 5: Embedded IAGE Support to Colleges (Melissa Newell, chair)

A list of working group members can be found in each group's final report (Appendices 1-5 in this document). We supported the committee's working groups in various ways. For example, with our encouragement, IAGE and the Office of the Registrar collaborated to characterize recent student study abroad course-taking activity. They identified 5,000 courses that might be articulated so that articulations are available to students before they depart.

Planning

As the working groups progressed, their efforts and ours coordinated to define and answer a number of critical questions:

1. What academic programs, currently administered by IAGE, should move to an academic college (or colleges), and how will these additional administrative responsibilities be managed?

   - Working Group 5 digested program information developed in collaboration with Working Group 4 and prepared it to be presented to the college study abroad directors along with a questionnaire that is designed to identify goodness of fit with colleges' academic programs of study.

   - Working Group 5 also developed a questionnaire that will help colleges identify what they need in the way of "embedded" study abroad professionals who remain based in IAGE but will work a fraction of their time in a college.

2. What business functions, currently under the purview of individual colleges, should move to a central study abroad service unit (IAGE)?

   - Working Group 2 designed a process that puts IAGE in the lead of assisting colleges in the development of partnership agreements with international institutions that must be routed through the university system's contracts division. The group also designed a process that puts IAGE in the lead of assisting with procurement activity that must be routed through the university system's purchasing division.

   - Working Group 1 designed two online budget engines that support student study abroad. One is for students who are exploring (and pricing) possibilities; the other is for students who follow through with enrollment in a formal study abroad experience. For both engines, the IAGE business service unit will be responsible for aggregating program cost information supplied by the academic colleges. The Office of the Registrar will supply information about tuition assessment (based on cohort, residency, and program of study). The student-facing budget engine will be published by the Office of the Registrar. The budget engine for students engaged in study abroad will be used by the Office of Student Financial Aid to calculate aid packages in conformance with applicable regulations and guidelines.

3. What business functions, currently in IAGE and Illinois International, should move to functional units in enrollment management?

   - Working Group 2 designed an implementation plan that moves administration of the I4I scholarship program, supported by student fee income, from the Illinois International Programs business office to the Office of Student Financial Aid.

   - Working Group 4 designed an approval process for international course articulation. The process will be developed into a workflow, to be maintained by the Office of the Registrar, that links all key academic stakeholders.

4. How can the safety and quality of programs be assured?

    •   Working Group 3 has developed a framework for the periodic evaluation of the safety and quality of short-term, semester-, and year-abroad programs.

    •   Working Group 3 has also developed a framework for conducting initial safety and quality evaluations of short-term, semester-, and year-abroad programs.

5. Once programs and functions move, how will they be sustained?

    •   Nicole Lamers, consulting with colleagues across campus, has begun to design an analog to the Career Services Council for the study abroad community. It is imagined that this Study Abroad Advisory Council (SAAC) will include an appointed committee charged with policymaking and coordination responsibilities. SAAC may also include standing and *ad hoc* subcommittees that are focused on operations and problem-solving, and may sponsor career development opportunities for study abroad professionals on campus, as well as academic advisors, faculty, and staff whose work touches on study abroad activity.

Prospects

If the recommendations presented in the next section are adopted, the 2020–2021 incarnation of the Illinois Abroad Implementation Committee can be made to serve two purposes. First, it can monitor progress on the implementations it designed and recommended in 2019–2020. And second, it can design additional implementation steps, based on Task Force recommendations, that have yet to receive the committee's attention. Specific recommendations for the committee's 2020–2021 charge appear in the status update section that follows our recommendation.

V.   RECOMMENDATIONS

We recommend adoption of the implementation steps detailed in Appendices 1–5 of this report. Here we aggregate and summarize the most consequential implementation steps, noting timelines and designating responsible persons. (Sources of recommendations are attributed parenthetically to working groups.)

1. Transfer exchange and direct enrollment study abroad programs currently administered by IAGE to the academic college administration.

    As soon as possible, the academic colleges shall complete a survey that asks them to claim responsibility for exchange and direct enrollment (see Appendix 6). To assist with decision-making, the survey references data drawn from IAGE's recent evaluation of its exchange and direct enrollment portfolio. (WG 5)

    •   *Responsible persons:* College-based study abroad directors and contacts.

- *Timeline:* Within one month of approval of this recommendation.

2. Identify college needs for embedded IAGE study abroad professionals who can assist with the development, marketing, and administration of existing and transferred programming.

   As soon as possible, the academic colleges shall complete a survey that asks them to identify IAGE embedded support needs in various areas of college-based study abroad operations. In the case of colleges without a formal study abroad office, this support may be ongoing. In the case of colleges with study abroad offices, this support may be temporary or occasional. (WG 5)

   - *Responsible persons:* College-based study abroad directors and contacts.
   - *Timeline:* Within one month of approval of this recommendation.

3. Restructure Illinois Abroad and Global Exchange so that goals delineated by the Study Abroad Task Force and elaborated upon by IAIC working groups can be achieved.

   Specifically, IAGE shall develop and implement a restructuring plan that is based on the following assumptions:

   a. many exchange and direct enrollment study abroad experiences will be transferred to the academic colleges (WG 5);

   b. IAGE will continue to manage some exchange and direct enrollment study abroad experiences for smaller colleges and schools;

   c. the status of provider programs will be reviewed by the 2020–2021 IAIC, assuming it is so charged;

   d. IAGE will take responsibility for the business and marketing functions needed to support all college study abroad operations (WG 1 and 2);

   e. certain activities (e.g., awarding of scholarships, managing course articulation requests) will become the responsibility of functional units within the Enrollment Management domain (WG 2);

   f. electronic workflows for program enrollment, student budgeting, and course articulation will require IAGE staff attention (WG 4);

   g. some IAGE staff who currently have student-facing roles will transition to working with students in college-embedded roles (WG 5).

The committee acknowledges that the restructuring of IAGE along the lines recommended here and in the working group final reports will be difficult, yet we see the restructuring as consistent with the unit's longstanding commitment to student and faculty success in the study abroad arena. Ideally, after the restructuring, the wealth of expertise accumulated in IAGE will benefit many more students and faculty than is structurally possible at this time.

- *Responsible persons:* IAGE director and supervisors.
- *Timeline:* Finalize restructuring plan not more than three months following approval of this recommendation. Begin implementing plan immediately thereafter, drawing on advice from HR professionals as needed.

4. In Provost-reporting units, adopt or modify recurring budgets sufficient to sustain the structural changes addressed in Recommendations 1–3.

   Restructured business and marketing operations in IAGE will require additional FTE as study abroad activity returns to pre-pandemic levels (WG 1 and 2). Centralized admissions, enrollment, articulation, and scholarship activity will require additional effort in various units within the Enrollment Management domain, especially the Office of the Registrar (WG 2 and 4).

   - *Responsible persons:* IAGE director and supervisors, Enrollment Management leadership, including the Registrar, Provost's budget and planning staff.
   - *Timeline:* Incorporate into planning for FY 22 budget.

5. For Dean-reporting units, adopt recurring budgets that are sufficient to sustain study abroad operations that result from implementation of Recommendations 1–3.

   To the extent possible, budgets should draw from Range III tuition income and program fee assessments. For planning purposes, note that in 2020–2021 the committee will investigate the feasibility of reducing college-based program fees and leveling them across colleges. (WG 1)

   - *Responsible persons:* College-based study abroad directors (or equivalent) and supervisors; college budget officers.
   - *Timeline:* Incorporate into planning for FY 22 budget.

As a general principle, implementation steps with budgetary and personnel implications are ultimately the responsibility of unit executive officers. We recommend that the 2020–2021 IAIC be charged with receiving quarterly reports from these executive officers (or their designees) regarding progress made toward achieving implementation.

VI.   STATUS UPDATE

If the implementation steps recommended by the 2019–2020 IAIC are undertaken, the committee, in its second and final year, will need to focus on the following items to complete implementation of recommendations made by the 2018–2019 Study Abroad Task Force:

1. Assist in finalizing the memoranda of agreements among IAGE, university functional offices, and academic colleges that are needed to take implementation steps designed by the 2019-2020 IAIC.

2. Determine the administrative status of *provider* programs that are currently administered by IAGE. (Implementation recommendations made by the 2019-2020 IAIC pertain only to IAGE-administered *exchange* and *direct enroll* programs.

3. Guide development of the technical infrastructure needed to implement:

   - a course articulation workflow;

   - a student financial aid workflow;

   - a web application for generating authoritative study abroad budgets;

   - a study abroad interest and admissions workflow.

4. Guide development of new functions within IAGE, specifically:

   - a core business services unit that provides central support for contracts and purchasing, as well as data management and analysis;

   - a comprehensive marketing unit that engages students and faculty with study abroad opportunities in a manner that is at once sensitive to college cultures and consistent with university's brand standards;

   - a study abroad professional resource unit whose members will embed in college operations for the purpose of enhancing the student and faculty study abroad experience;

   - a unit devoted to maintaining (for the time being) legacy (e.g., provider) programs, as well as managing programs on behalf of colleges and schools (e.g., LAW and SOCW).

5. Complete development of performance standards for college study abroad offices and study abroad operations in colleges without discrete offices. These standards, to the extent possible tied to the Forum on Education Abroad *Standards of Good Practice* (6th ed., 2020) and related *Guidelines for Education Abroad Advising* (2019), will assist

colleges with allocating appropriate support for college-based study abroad administration.

6. Complete design and implementation of a campus-wide "Study Abroad Council," a body includes a central committee, appointed by the Vice Provost for International Affairs and Global Strategies, and related committees, subcommittees, and working groups that foster community, innovation, and professional development among study abroad professionals on campus.

We have one final observation, based on our close scrutiny of students' engagement with study abroad activity. If the Vice Provost for International Affairs and Global Strategy charges a standing committee on study abroad in 2020–2021, we recommend that the committee's charge include language to this effect:

> In 2020-2021, the campus and the colleges will undertake a major realignment of study abroad administration. Many programs will move closer to academic units, where faculty can ensure that the programs meet their departments' rigorous academic standards. But ensuring programmatic rigor is not enough. We also expect that program offerings and student participation abroad should prize the values of equity, diversity, and inclusion. In this regard, the study abroad community has work to do. In Spring 2018, IAGE reviewed its study abroad portfolio by geographic region. Included in the review is a summary of college-based programs. For many IAGE programs, student demographic data are provided. Two conclusions can be drawn from the data. First, study abroad activity is concentrated in Europe (mostly Spain, Italy, and the UK) and Australia. Second, participation by students who are historically underrepresented in Illinois' undergraduate population is low relative to enrollments on campus. It is past time, then, for us to evolve a vision of study abroad on our campus that is globally diverse in its offerings and locally inclusive of the student population, as a consequence of equitable access. The Forum on Education Abroad's *Standards of Good Practice* (6th ed.), speak directly to this matter in guiding principles on equity, diversity, and inclusion (standard 4.4, https://forumea.org/resources/standards-6th-edition/standards-4-4/).

<p style="text-align:center">*   *   *</p>

It has been our pleasure to work with colleagues in IAGE, the academic colleges, Enrollment Management, and other units across the university to plan for important changes within the study abroad community at Illinois. When we began our work together last fall, we understood the stakes: keeping Illinois positioned as a leader in offering its students opportunities to be transformed by academic and cultural engagements around the world. A year on, the stakes seem higher. We did not know then, as we do now, that our students' global engagements will play an essential role in mending a world severely tested by forces, viral and political, that are inimical to humanity. Thankfully, our students are resilient; they will go abroad in the world as soon as the world is willing to receive them. Meantime, we do our best to get them ready.

VII.   APPENDICES

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- Appendix 2 – Final Report of Working Group 2: Support Structures (Gretchen Adams, chair)

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- Appendix 4 – Final Report of Working Group 4: Course Approval and Transfer of Study Abroad Credit (Meghan Hazen, chair)

- Appendix 5 – Final Report of Working Group 5: Embedded IAGE Support to Colleges (Melissa Newell, chair)

- Appendix 6 – Transferring Exchange and Direct Enrollment Programs Currently Administered to IAGE to the Academic Colleges

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Appendix 1

Working Group 1: Financial Processes and Procedures

Members

Vicky Gress, Office of the Provost, Chair
Meredith Blumthal, Grainger College of Engineering
Brandy Coy, Illinois International/Illinois Abroad and Global Exchange
Cheryl Heck, Illinois International
Joshua Keen, Office of Student Financial Aid
Nicole Lamers, Gies College of Business
Emanuel Rota, College of Liberal Arts and Sciences
Michelle Trame, Office of Student Financial Aid

Goals

Working Group 1 was explicitly charged with developing an implementation plan for the following areas based on the Illinois Study Abroad Task Force Recommendations:

- Transition from Range IV to Range III Tuition
- Develop common templates for budget processes

After discussion among our Working Group members as well as with the IAIC Chair and others, following is a list of deliverables for our Working Group:

1. Make recommendations for the funding structure and levels of the IAGE office.
2. Transition from Range IV to Range III tuition.
3. Adjust the $100 application fee downward to $25; explore whether some level of standardization of fees among the colleges might be possible.
4. Development of student budget sheet.

Deliverables

1. Make recommendations for the funding structure and levels of the IAGE office.

Task Force Recommendation

The current self-funded financial model is unique to the IAGE office, as the college study abroad offices have a mixed funding model (i.e., fee and college funding). As a result, the current IAGE financial model does not produce incentives that are aligned with its mission to enhance and support campus study abroad efforts. In addition, the fee-based financial structure often places an extra cost on students utilizing IAGE, as compared to college-supported study abroad programs.

- Change IAGE Funding Model

  Shift IAGE from a self-funded program to a campus-supported unit. This change will align with the restructuring of IAGE to become a core services provider for the campus and not provide direct program offers.

- IAGE Budget Process

  Establish a new IAGE budget that will align with a coordinated core services model for IAGE. The revised budget should be based upon overall FTE and general administrative expenses. Additional funds for new initiatives (*e.g.*, application software, faculty-led development grants) should be included

Implementation Needed

As IAGE shifts away from being a study abroad program provider to offering certain core services to the colleges and students across campus as well as serving in embedded roles in certain colleges, the associated fee revenues will significantly diminish or completely go away. Therefore, funding to support their operations will need to be allocated to IIP/IAGE from the Office of the Provost. Once the details of the core services, support and embedded roles to be provided by IAGE are known, our Working Group will need to make a recommendation both for level of staffing (FTE) as well as the appropriate funding level to be allocated to IAGE on a recurring basis.

Activities External to Working Group I That Must Precede Execution

Working Group 5's recommendations for IAGE core services, support, and embedded roles must be determined before budgetary recommendations can be made.

Timeline

As soon as possible once Working Group 5's recommendations are available.

2. **Transition from Range IV to Range III tuition.**

Task Force Recommendation

Change the tuition rate for exchange programs from Range IV to Range III tuition.

- One reason for utilizing range IV has been to lower the students' tuition rate while abroad for the semester so that other expenses (e.g., airfare, housing, travel) are not prohibitive. By all accounts, the approach has worked to encourage study abroad. In the same fashion, range III tuition should continue to incentivize students by limiting overall exchange program expenses.

- o Range III will provide additional funding for new scholarships and college study abroad program support and services.

- o By utilizing range III, financial aid practices and support will continue for the students while abroad. It also will allow for a higher level of MAP funding support.

- o A change from range IV to range III tuition assessment is expected to generate an additional ~$1.6M annually given current student use of exchange programs.

  - - The additional funds will provide for ~$400k in scholarship funding across the colleges to increase access for underserved students especially with high, unmet need. These funds would increase scholarships above the current $280k available from annual student-initiated fee revenues.

  - - These new funds will provide additional support for the colleges' study abroad effort and help offset expenses associated with serving inbound exchange students. In addition, Range III will capture some of the tuition difference between the semester tuition and the current range IV exchange tuition rates.

Implementations Needed

Meetings with the college-level budget officers and study abroad directors from each college should take place in order to share the following information:

- Tuition revenue modeling to show the projected additional tuition revenues for each college.

- The expectation that at least 25% of the incremental revenues earned by each college are earmarked for scholarship funding for underserved students, especially those with high, unmet need.

- The potential need for additional funding to be allocated to the college study abroad offices in order to ensure that there are adequate resources available to support the likely shift of workload from IAGE to the colleges in the form of program administration.

Activities External to Working Group I That Must Precede Execution

- None.

Timeline

- Meetings will be completed by no later than May 15, 2020.

3. **Adjust the $100 application fee downward to $25; explore whether some level of standardization of fees among the colleges might be possible.**

Task Force Recommendations

Across the study abroad programs, there are a number of fees utilized by the colleges and IAGE. Program fees vary depending upon program type and services required. By shifting to a range III tuition, the colleges should be able to review and reduce the use of current administrative fees for their infrastructure support.

- Remove the $100 campus application fee. The current fee disincentives students from applying to study abroad programs.

- Charge a nominal fee of $25 once applications are approved to continue to support the necessary program infrastructure to the supporting college. A small fee should help minimize student program withdrawal for those who are exploring by application.

- Continue the current practice of allowing fees for study abroad programs as established for each exchange or faculty-led program by the colleges. The colleges will continue to utilize their established fees for each program's administration.

- The colleges and IAGE should establish a periodic process to review fee structures to ensure their use aligns with campus policies and program needs.

Implementations Needed

The Office of the Vice Provost for Undergraduate Education has taken the lead on the implementation of the reduction or removal of the $100 campus application and is actively engaged in discussions with the associate deans from the colleges, the study abroad directors, and with IIP/AGE. It appears at this time that no action will be required by our Working Group to implement this change, which will be effective with the Spring 2021 semester.

Regarding exploring the standardization of fees, once Working Group 5 has made its recommendations, and the colleges' staffing and budgetary needs are known, our Working Group will explore whether there might be an opportunity for some level of standardization of fees across campus and will also consult with University Audits to obtain guidance for various options with regard to accounting for the fees and provide advice to colleges, as needed.

Activities External to Working Group I That Must Precede Execution

With regard to exploring the standardizations of fees across colleges, Working Group 5's recommendations for IAGE core services, support, and embedded roles must be determined before recommendations can be made.

Timelines

As soon as possible once Working Group 5's recommendations are available.

4. **Development of student budget sheets**

Task Force Recommendations

While this activity was not explicitly called out in the Task Force Report, it was included in the Illinois Abroad Implementation Committee charge.

- Develop common templates for budget processes

- Support for development of "budget process" to be provided as an IAGE service.

Every outgoing study abroad program has a student budget. This budget should clearly state the total cost of the program. The student budget: Allows students to budget and prepare for the overall cost of studying abroad.

- Allows student to compare programs and help in the decision-making process, if financial resources are an issue.

- Provides figures needed for the Confirmation of Participation (financial contract between the students and study abroad offices)

- Provides Office of Student Financial Aid with the information needed to calculate student's financial aid package.

- Provides Business Offices with program costs needed to properly bill students.

    Currently, each study abroad office creates student budgets for their own programs. The appearance and costs included lack uniformity across campus, not allowing students to compare apples to apples. Additionally, offices are using different platforms to present the information. This practice is not only confusing for the students but for OSFA, as well.

Implementations Needed

Standardize the appearance, calculation method and delivery platform of student budgets (and Confirmation of Participation).

A sub-working group has been created to address this recommendation. Membership includes Brandy Coy IAGE, Alex Hall IAGE, Nicole Lamers Geis Study Abroad, Josh Keen OSFA and Donna Butler Registrar's Office. The group had a meeting on March 9 and discussed creating a master database that would be housed in IAGE. This solution will ensure costs are consistently calculated, similar in appearance and delivered on the same

platform. Although, ideal this solution will require time and financial resources. IAGE is currently exploring another solution using the budget feature in campus's application management software TDS. Finally, the quickest and easiest solution is to create a spreadsheet template that all offices are required to use. While this solution will fix the appearance issue, it will not remedy the other inconsistencies.

Activities External to Working Group I That Must Precede Execution

Again, Working Group 5's recommendations for IAGE core services, support, and embedded roles must be determined before a final solution can be achieved.

Timelines

- Phase 1 – Provide a template for all offices to use for student budgets; should be implemented by no later than 9/15/2020.

- Phase 2 – Master database or TDS budget management- As soon as possible, once Working Group 5's recommendations are available.

Appendix 2

Working Group 2: Support Structures

Members

Gretchen Adams, College of Applied Health Studies, Chair
Andrew Gabel, College of Liberal Arts and Sciences
Jana Gadbury, Grainger College of Engineering
Alex Hall, Illinois Abroad and Global Exchange
Elly Hanauer, College of Liberal Arts and Sciences
Melissa Michael, College of Liberal Arts and Sciences
Mark Wolters, Gies College of Business

Goals

Working Group 2 was charged with developing an implementation plan for the following five areas based off the Illinois Study Abroad Task Force Recommendations. The recommendations, implementations needed, timelines, responsible parties, and suggested agreements follow each area.

1. Develop and clarify common admissions and enrollment processes.
2. Scholarship guidelines and processes.
3. Student and faculty support.
4. Contracts and procurement.
5. Data management and metrics.

Deliverables

1. **Develop and clarify common admissions and enrollment processes.**

   Task Force Recommendations

   IAGE Services: Admissions and Coordinated Program Promotion/Marketing

   - In coordination with the academic units, coordinate campus-wide study abroad promotion and coordinated marketing of program information.

   - Ensure program materials and information allow students to align their study abroad interest with all program offerings across the campus.

   - Coordinate and manage the initial admissions process that provides a single source (i.e., one-stop shop) for program information and applications.

Implementations Needed

1. IAGE needs a designated coordinator to centralize and coordinate campus-wide study abroad promotion and program marketing. Beyond IAGE's current efforts, this coordinator will work closely with study abroad units/programs on campus to assist them with marketing where needed and campus communications (such as extended program deadlines). This coordinator will serve study abroad professionals and faculty across campus in both promotion and coordinated marketing, with the ultimate goal of targeting the appropriate student audience for each program. Some units may not need this service. Colleges will communicate with units and faculty-led programs regarding the need of marketing services from IAGE.

2. IAGE staff with expertise in study abroad software management systems will work with campus stakeholders (study abroad professionals, faculty, students) to select or create one software system for students who initially show interest and/or want to apply to a study abroad program. All study abroad programs (including faculty-led) will use this software system and it must be flexible enough so that students may "enter" into the system at different points (from the initial interest phase to applying and committing to a specific program). Ideally, the software will be flexible enough to cater to the needs of the various study abroad offices and programs on campus, including faculty-led, in addition to communicating with BANNER. IAGE experts will provide training to study abroad professionals and faculty on how to use the software.

Timelines

- Fall 2020 (IAGE marketing coordinator selected and working with stakeholders)

- Fall 2021 (software management system selected and piloted)

- Spring 2022 (full software implementation and trainings available)

Responsible Parties

- IAGE, study abroad offices, faculty (leading faculty-led programs), business/contracts office (for purchasing software), campus/college technical support, college leadership (Deans), Provost's Office.

Suggested Agreements

- Agreement between IAGE and each college about coordinated efforts for program promotion and marketing. Roles and responsibilities are defined between IAGE marketing coordinator role and college's role/commitment.

- Agreement between Provost Office and IAGE to fund IAGE marketing coordinator, IAGE software experts, and the purchase/maintenance of software management system.

- Agreement between Provost Office and College Deans that all study abroad programs, including faculty-led, commit to using one software system for students at little to no cost for students.

2. Scholarship guidelines and processes.

Task Force Recommendations

Scholarships

- Shift the management of the current campus scholarships (~$280k) from Illinois International Business Operation (IBOPS) to the Office of Financial Aid for the management of these scholarship funds. IAGE will work with the Office of Financial Aid and the colleges to provide an appropriate faculty/staff committee for the review of the scholarship applications. The majority of scholarships funding should be allocated based upon student financial need.

Implementations Needed

1. To simplify the process, provide more transparency, engage campus stakeholders, and allow for earlier student notification of scholarships, the Illinois for Illinois (I4I) Undergraduate Study Abroad Scholarships will be completely managed by the Office of Student Financial Aid (OSFA). These scholarships will be awarded based on the established four criteria: 1) financial need, 2) underrepresented student, 3) general merit, and 4) nontraditional study abroad location. IAGE staff will coordinate an appropriate faculty/staff committee to establish the criteria benchmarks with OSFA to make selections. IAGE will ensure committee representation from at least three colleges on campus (preferably rotated each year). No student application will be needed and OSFA will review all study abroad students for these scholarships based on the four criteria benchmarks established by the review committee. These criteria will be reviewed with OSFA on a yearly basis. In an effort to show transparency, the Financial Aid Office will communicate the overall criteria benchmarks used to determine award selections. Once student selections are made, that list will be provided to all the colleges to assist them in making their college-level study abroad scholarship selections.

2. The donor-funded IIP awards will remain under the management of IIP, however IAGE staff will collaborate with this office to assist students in applying and coordinate the selection process as needed. IIP may want to pursue collaborating with OSFA and the colleges to monitor scholarship award overlap and/or to select the best students for each award.

Timeline

- Fall 2020 (Can OSFA take I4I over in Fall 2020 or is this too soon? Can IAGE coordinate the committee/benchmarking in this time frame?)

Responsible Parties

- OSFA, IIP (IBOPS), IAGE, study abroad offices, college leadership (Deans), Provost Office

Suggested Agreements

- Agreement between OSFA and IIP (IBOPS) to take over management of I4I scholarships.

- Agreement between OSFA, IAGE and each college (College Deans) about coordinated efforts to review I4I criteria benchmarks. Roles and responsibilities are defined between each office and college's commitment to provide necessary faculty/staff to serve on the committee.

- Agreement between Provost Office and IAGE to fund necessary staff person FTE to coordinate the scholarship process.

3. **Student and faculty support.**

   A. **Student support**

   Task Force Recommendations

   IAGE Services: Student Support

   - Inbound students: Enhance coordination with ISSS student support and colleges to provide programming for inbound exchange students. Enhance learning opportunities for inbound exchange students with workshops and programs aligned with ISSS efforts.

   - Current students: Connect students to the appropriate resources and personnel in the academic units offering the programs that align with the students' interests. Provide students with general information for program application and study abroad processes.

   - Outreach: Continue to develop and deliver campus-wide study abroad student outreach and support (e.g., study abroad days, orientations). Work directly with the departments and colleges to expand appropriate campus-wide outreach services.

<u>Implementations Needed</u>

Inbound Students

1. At least one academic or study abroad advisor in each unit will serve as an "advisor" for inbound students. This model already exists on campus in a few places (such as LAS) and provides incoming students with a person they know can assist them when needed. Embedded IAGE liaisons could fulfill this role for the smaller colleges without a college-level international programs office.

2. IAGE will be a central location for information in terms of housing, how to waive insurance, business functions, etc. This will be a great help to the colleges and serves to assure a common baseline of service for the whole campus. While IAGE is already providing a lot of these services, this can be extended to assure that gaps in consistency and information are identified and filled.

Current Students

3. IAGE will serve students with general information on program interest and application processes, and then redirect students to the college in which the appropriate program resides. There will be a general agreement that "Where do you want to go?" should be replaced with "What are your goals for your study abroad experience? How will this experience serve your educational or vocational goals?" Ideally, students will seek assistance in, or be redirected to, the units closest to their area of study.

Outreach

4. IAGE will focus on outreach regarding the administrative requirements of study abroad such as safety and security, risk management, software management, and other functions that need to be common for the whole campus.

<u>Timelines</u>

- Fall 2020 (inbound student unit "advisors" identified and trained)

- Fall 2020 (IAGE centralized location services for inbound students; gaps identified across campus)

- Fall 2021? (IAGE current student services implementation completely depends on reorganization/redistribution of study abroad programs to the colleges)

- Fall 2020 (IAGE begins outreach of administrative requirements of study abroad)

<u>Responsible Parties</u>

- IAGE, study abroad offices, college leadership (Deans), Provost Office, units/departments

<u>Suggested Agreements</u>

- Agreement between IAGE and units/departments to identify and train an "advisor" for inbound students.

- Agreement between IAGE and each college (College Deans) about coordinated efforts and communication for directing students to appropriate study abroad programs across campus. Roles and responsibilities are defined between IAGE and each college so that the student's experience is positive, has clear direction, and meets individual needs.

- Agreement between Provost Office and IAGE to fund necessary staff for coordinating inbound student needs/services across campus, current student general advising and redirection, and administrative outreach services.

B. Faculty support

<u>Task Force Recommendations</u>

IAGE Services: Faculty Support

- Work directly with individual faculty to develop and implement study abroad opportunities including program development and logistical guidance.

- Develop workshops and educational programs for faculty and staff interested in program development.

- Develop campus-wide programs to bring experts to campus, share best practices and new directions in study abroad.

IAGE Services: Faculty Grant Program

- Establish a grant program to provide faculty support to expand and enhance study abroad opportunities across campus.

- Grants would be awarded to faculty developing or expanding study abroad programs. Funding would support program exploration abroad and curriculum development.

- Funding would be provided on an annual basis by central campus; levels would vary depending upon the actual awards made, up to $50k per year.

Implementations Needed

Faculty Support

1. Embedded IAGE liaisons for the smaller colleges will support faculty or unit-driven program development. Faculty know the area of study and the types of programming that best suits their area of study, but IAGE is needed to provide logistical guidance and networking with other programs on campus for possible collaborations.

2. IAGE will provide workshops and educational programs for faculty and staff, specifically focusing on programmatic aspects that apply to most/all programs on campus. IAGE will collaborate with study abroad offices to provide general workshop programming that will decrease college office workload and be useful to multiple offices across campus.

3. IAGE will develop campus-wide programs to bring experts to campus, share best practices and new directions in study abroad using their national networks and collaborating with colleges on their needs and interests.

Implementation Needed

Faculty Grant Program

4. IAGE will develop and implement a faculty grant program to support program exploration abroad and curriculum development. The PETA grant system used by the Teaching Advancement Board could be adapted as an implementation model. One important consideration for awarding grants include a broad representation of faculty across campus, including junior faculty to develop longer term study abroad programs that they can develop over the years.

Timelines

- Fall 2020 (embedded IAGE liaisons assist faculty in smaller colleges)

- Fall 2020/2021 (IAGE workshop/education/campus wide program development with offerings scheduled Fall 2021)

- Fall 2021 (faculty grant program launched)

Responsible Parties

- IAGE, study abroad offices, college leadership (Deans), Provost Office

Suggested Agreements

- Agreement between IAGE and smaller colleges regarding roles and responsibilities of embedded IAGE liaisons and colleges.

- Agreement between IAGE and college study abroad offices on workshop/educational programming needs that applies campus wide.

- Agreement between Provost Office and IAGE to fund necessary staff for embedded liaisons, workshop programming development and implementation, and faculty grant implementation. Further agreements are needed to provide necessary funding for these initiatives.

4. **Contracts and procurement.**

Task Force Recommendations

IAGE Services: Contracts and Procurement

- Centralized Procurement and Contracts: IAGE will provide procurement and contract management services for study abroad activities across campus based on program needs; liaising with essential campus offices such as procurement, contracts, legal; and serving as a primary point of contact for information, resources, and program logistics, as needed.

- Partnership Agreements: IIP/IAGE will provide general oversight for partnership agreements, renewal of partnerships, and guidance for program assessment and review, ensuring that appropriate protocols and processes are in place.

Implementations Needed

Centralized Procurement, Contracts, and Partnership Agreements

1. Dedicated IAGE contract staff – final number of FTE will be based on the number of programs. IAGE will need to provide feedback what would be realistic workload per employee.

2. Standardized preliminary program meeting

    a. Meeting would be with IAGE centralized contract specialist (CCS)

    b. Standardized onboarding document would need to be created to stress important timelines dates, general processes, expectations.

3. Updated Intake Form

    a. Form should be owned by IAGE

    b. College approvals (capturing signatures or electronic signatures) should be added to intake form.

4. Standardized program vetting process

    a. Standardized internal approval process (Safety and Security, Risk Management, etc.)

    b. A system needs to either be created internally or procured that can store program development supporting documentation, track program vetting milestones, and capture internal signoffs. The goal of this system would be to promote program development transparency.

Implementations Needed

Centralized Procurement and Contracts Only

5. Standardized self-supporting fund creation process

    a. CCS should be trained on self-supporting funds and will be able to assist department with the creation of this document and answer general questions.

    b. Training is currently offered by OBFS

6. Standardized Partner Institution vendor ID creation process

    a. CCS should be trained on vendor set up process.

    b. Training is offered by OBFS

Summary:

IAGE will need to hire dedicated staff to facilitate these additional tasks and responsibilities. To ensure they are successful they will to have a proactive approach to new study abroad programs. I would recommend that they meet with Colleges/Departments during the initial phases of the program creation. During this initial contact they should be able to provide a brief document or training that outlines the general processes and timelines of creating a new program. To ensure a successful contract, a standardized process needs to be created for the formation of the self-supporting fund, partner institution vendor set up, and program vetting. Lastly, the current intake form ownership needs to be transferred from IIP to IAGE. In addition to the ownership change there needs to be slight modifications to the layout of the form to

allow for appropriate College approvals. These suggestions do not account for the general maintenance of the program after the contract is executed and the purchase order is created. This process also does not account for the general accounting financial responsibilities of the program which may need to be discussed further with the IAGE.

Timelines

- Summer 2020 (Standardized processes finalized)

- August 2020 (Job description/responsibilities determined)

- September 2020 (Job positions published)

- December 2020 (Positions filled, employee training begins)

- March 2021 (Centralized agreement processing begins)

Responsible Parties

- Purchasing, Contract Services Office, IAGE, Home College/Department, OBFS

Suggested Agreements

- Agreement between IAGE and the home College/Department

5. **Data management and metrics.**

Task Force Recommendations

IAGE Services: Data Management, Metrics and Assessment

- IAGE should continue to drive data collection through centralized tools; develop appropriate metrics for program utilization (e.g., majors, underserved), customer service, and student learning. It is important to assess the quality of the student experience regarding both process (e.g., satisfaction with application process and pre- departure preparation), and more importantly, student learning outcomes (e.g., intercultural awareness) associated with study abroad. Data collection should allow for general and customized reports that support campus needs and informed decision- making.

- IAGE, in collaboration with the colleges and academic units, should establish a set of metrics to assess its support service (e.g., satisfaction) to the colleges and academic units.

- IAGE should establish an annual report similar to other campus units providing annual reports (e.g., Illinois Leadership Center, Career Center) to track student

success, program support, and new initiatives. The purpose of an annual report is to provide a snap shot of study abroad success and activity, data for decision makers, and assessment for continuous improvement planning.

Implementations Needed

1. IAGE will drive data collection through centralized tools for the following purposes:

    a. General program utilization – metrics to include demographic data (e.g. age, gender, race/ethnicity), academic curriculum data (e.g. majors, minors, college, class), underserved populations data (e.g. first generation college student, underrepresented minorities, students with financial need), and overall satisfaction with the study abroad experience (e.g. academics at host institution, housing, finances/budget, cultural engagement).

    b. Customer Service (IAGE services provided to college study abroad offices and academic units) – metrics will be determined in collaboration with college units and reviewed yearly.

    c. Overall Study Abroad Process – metrics will be determined in collaboration with college units and reviewed yearly, but should include topics such as application process, pre-departure support, and the LAS 291/292 course.

    d. Student Learning Outcomes – metrics will be determined in collaboration with college units and reviewed yearly.

2. IAGE will continue to create annual reports to track student success, program support, and new initiatives. The data collected above in collaboration with campus stakeholders will be added appropriately.

Timelines

*   Immediate (continue to create annual reports)

*   Immediate (collection of general program utilization data)

*   Fall 2021 (create customer service, overall study abroad process and student learning outcome metrics)

*   Spring 2022 (develop mechanisms to collect and assess customer service, overall study abroad process and student learning outcome data)

*   Fall 2022 (full implementation of data collection and assessment)

<u>Responsible Parties</u>

- IAGE, colleges, academic units

<u>Suggested Agreements</u>

- None

Appendix 3

Working Group 3: Safety and Security

Members

Andrew Collum, Illinois International Programs, Chair
Daniel Anderson, Gies College of Business
Jessa Barnard, College of Agricultural, Consumer and Economic Sciences
Stacy Billman, Illinois Abroad and Global Exchange
Shelly Romack, Office of Risk Management

Goal

Develop plans for conducting safety and security program reviews, as recommended by the Task Force and directed by the University of Illinois System International Travel Safety Policy, approved by the Board of Trustees in March 2019 (https://www.vpaa.uillinois.edu/UserFiles/Servers/Server_420372/File/Internationaltravelsafetysystempolicy-final.pdf). The Working Group will address the International Risk and Response Committee (IRRC) mentioned in the Task Force Report, but initially in a tangential manner related to approval of program reviews. Later, the Working Group will focus more intently on the IRRC relating to strategic requirements.

Focus areas:

1. Review of short-term programs.
2. Develop review of semester and academic year programs.

Deliverables

Task Force Recommendations

- Continue to ensure appropriate safety and security training, reporting, and services are provided to faculty and students**.** Identify areas for continuous improvement in services and support including programming, software tools, and coordination across campus units.

- While allowing for diverse educational opportunities establish and enforce appropriate policies that maximize safety and security awareness, training, and adherence to essential policies and practices.

- Endorse the further development of the International Risk and Response Committee comprised of stakeholders from across campus to advise on safety and risk management issues associated with study abroad.

<u>University of Illinois System International Travel Safety Policy</u>

- Establish procedures to review and assess the safety and security of all existing study abroad programs on a regular basis and to review and assess the safety and security of all new study abroad programs before they begin.

- All University of Illinois System members must . . . consider guidance from government agencies, such as the U.S. Department of State, regarding international travel safety. Each university is required to follow the Health, Safety, Security, and Risk Management Standards of Good Practice for Education Abroad, published by the Forum for Education Abroad, Inc.

I. Review of Short-Term Programs

    A. Requirements

        1. <u>Criteria</u>. A review requires identification of assessment criteria for program safety. The challenge is balancing comprehensive criteria with program development in a manner that is not burdensome to compile. *Any criteria and process must support the Forum's new Standards for Education Abroad.*

        2. <u>Timeline</u>. The review process must progress in the same sequence as planning. It must incorporate opportunities and time for program reviewers to identify concerns in a timely manner to facilitate changes in well in advance of programs.

        3. <u>Existing & New Programs</u>. The Board Policy requires reviews for existing and new programs. Each has unique needs; Illinois must provide flexibility in the process for each. New programs require in-depth reviews; reviews for existing programs should reflect changes and provide updated information prior to departure.

        4. <u>Stakeholder Feedback</u>. The working group recognizes the imperative for college and faculty feedback. Collective feedback is critical to implementing a review that can be easily operationalized while meeting stated objectives.

        5. <u>Review, Submission, and Storage of Information</u>. The review process requires a mechanism to submit, document, and store program information. Beyond assessing the safety of current programs, campus needs to create/find an electronic repository for reviews to inform future program leaders.

        6. <u>Guide and Roll-out Campaign</u>. Implementation will require a guide to assist colleges and faculty to complete the program review document. As a new process, campus will also need a plan to disseminate and explain the process.

    B. Road Map (Status)

        1. Develop criteria using current forms and best practices. The working group plans to draw from pre-existing examples and current practices where possible.

- *Status:* Working Group 3 developed an initial list of criteria as of early May and assigned those criteria to corresponding phases as discussed below. *The criteria still need comparison with the new FORUM Standards, timeline is TBD.*

2. Develop a suggested process timeline that balances the planning times with reviewer needs. The goal is to use phases that allow for feedback at various stages of program development.

   - *Status:* Working Group 3 agreed on a three-phase timeline: Concept, Planning, & Review. The projected timeline for submission by phase is ~12 months, 5 months, and 1 month respectfully. Existing programs will complete and submit the *final review* no later than one month out, updating current information.

3. Share criteria, timeline, and guide with the colleges and IAGE to begin socialization and receive feedback.

   - *Status:* TBD early fall 2020. Working group members will share details with colleges and select program leaders in small meetings. At the conclusion of these meetings, the working group will solicit feedback and answer questions.

4. Incorporate feedback and submit to Implementation Committee for recommendation to Provost and Vice Provost.

   - *Status:* TBD late fall 2020.

5. Draft guide for the process. As a new process, many questions are expected. A guide will be drafted to assist colleges and program leaders in completing the review form.

   - *Status:* TBD fall 2020.

6. Determine mechanism to submit and store reviews.

   - *Status:* TBD. The software to support program reviews is subject to campus efforts to upgrade the contracting process. This is outside the working group's sphere; if progress is not forthcoming, the working group will create an interim mechanism. (This course of action is not desired but may be necessary.)

7. Develop and implement a rollout plan to inform campus.

   - *Status:* TBD winter 2021. Assuming that other requirements are met, this will be required in winter 2021.

C. External Support

- <u>Review, Submission, and Storage of Information</u>. Finding supporting software may require additional support. Initial planning focused on the TDS Agreements Module

but the University will not pursue it. Campus requires a solution that facilitates submission and review, allows campus staff to search and retrieve previous program reviews, and provides for the storage of additional information (program leader observations and full itineraries).

- <u>Roll-Out</u>. This will be a major change to the campus, where program leaders can currently plan and execute short-term programs with little or no oversight. Support from the Provost and the College Undergraduate Deans will be critical to disseminate information and encourage compliance.

II. Develop review of semester and academic year programs.

The suspension of study abroad in 2020 provides a unique opportunity for the University to test program evaluations as part resuming programs in spring 2021. This will place some artificial constraints on the process and require stakeholder flexibility but will likely improve the final process outcome.

A. Requirements

1. <u>Criteria</u>. Illinois must identify appropriate criteria to assess the safety of semester and academic year programs. This process must complement Working Group 5 efforts for an academic and portfolio review. The criteria must support the FORUM's new Standards for Education Abroad.

   - *COVID-19 Impact:* Illinois must include elements specifically addressing COVID-19. Long-term retention of criteria will depend upon global developments.

2. <u>Timeline</u>. The timeline must support the contracting process, ideally informing contract language through identification of issues. Regardless, the review must be completed prior to signing contracts, amendments, or renewals.

   - *COVID-19 Impact:* Assessing select programs to resume in spring 2021 will artificially compress the timeline for those programs. For non-select programs, the timing of reviews will be tied to program renewals, subject to future developments.

3. <u>Current and New Programs</u>. The Board Policy requires reviewing existing and new programs. Unlike short-term programs, this process will not differentiate between existing and new programs. All programs need to undergo the same review and build the same level of documentation prior to approval.

4. <u>Stakeholder Feedback</u>. The working group recognizes the imperative for stakeholder feedback. Collective feedback is critical to implementing a review that can be operationalized and meets the stated objectives. Additionally, stakeholders can provide more depth as a result of close partnerships with providers.

- *COVID-19 Impact:* Illinois International will solicit Director feedback as part of the spring 2021 review process, from the beginning through program decisions.

5. Review, Submission, and Storage of Information. The review process requires software to submit, document, and store program information. Beyond assessing the safety of current programs, campus needs software to create a library of programs to inform future program leaders.

   - *COVID-19 Impact:* As with short-term programs, identifying the mechanism is an issue in the near term. However, Illinois cannot wait for fielding the yet-to-be-determined mechanism; an interim solution is required, even if sub-optimal. Global Communications will assist to find potential solutions.

6. Guide and Roll-out Campaign. Implementation will require a guide to assist colleges to complete the program review document. As a new process, campus will also need a plan to disseminate and explain the process.

   - *COVID-19 Impact:* The rollout campaign will be truncated for programs selected for spring 2021 opening. While less than optimal, it will afford immediate feedback that can inform future rollouts for the Implementation Committee.

B. Road Map (Status)

1. Develop criteria based on the IAGE portfolio review and best practices across the field. The goal is to draw from pre-existing examples and current practices where possible.

   - *Status:* As of mid-June, Working Group 3 reviewed an initial list of criteria. *The Chair shared criteria in mid-July with study abroad stakeholders. The decision was made to focus only on COVID-19 aspects for spring 2021.*

2. Develop a timeline that balances the collection of information with the contracting process and the needs of reviewers. Unlike short-term programs, a set schedule for submission is unlikely and phases are not required.

   - *Status: TBD early fall 2020. The Chair and Directors are still addressing the timeline for spring 2021 process, including a preliminary review, a formal review, and student petitions.* Beyond COVID, any timeline would be tied to finalizing (signing) any agreements or contracts.

3. Share criteria, timeline, and guide with the colleges and IAGE to begin socialization and receive feedback.

- *Status: Illinois International outlined the recommended process to Directors in July. A final list of criteria will be disseminated in mid-August. Minor process refinements will occur throughout the summer and fall.*

4. Incorporate feedback and submit to Implementation Committee for recommendation to Provost and Vice Provost.

   - *Status*: *TBD fall 2020 and then ongoing as required for spring 2021 decision.*

5. Draft guide for the process. As a new process, many questions are expected. A guide will be drafted to assist colleges and program leaders in completing the review form.

   - *Status*: *TBD. International Safety and Security originally planned to create a guide for COVID-19 reviews but that has been overcome by events. We will create a guide to inform the regular program review later in the fall.*

6. Determine mechanism to submit and store reviews.

   - *Status: TBD. The review is subject to campus efforts to address software associated with the contracting process. This is outside the working group's sphere; if it appears that progress will not be forthcoming, the working group will create an interim mechanism. (This course of action is not desired but may be necessary.)*

7. Develop and implement a rollout plan to inform campus.

   - *Status: TBD. Assuming that other requirements are met, this will be required in spring 2021 at the latest.*

C. External Support

1. COVID-19 Standards and Precautions. The determination of criteria and evaluation standards, particularly related to COVID-19 infection rates, will require campus guidance. Many issues will likely be addressed in plans for opening campus for fall 2020; the working group and review committee will need to draw upon that expertise.

2. Submission and Storage Mechanism. The mechanism may need additional support. Initial thinking focused on the TDS Agreements Module but the University may not pursue it. It will be important to find a solution that allows open access to campus staff to search and retrieve previous program reviews. It should also allow the storage of additional information (program leader observations) and full itineraries.

3. Roll-Out. This will be a major change to the campus, where program leaders can currently plan and execute short-term programs with little or no oversight. Support from the Provost and the College Undergraduate Deans will be critical.

Appendix 4

Working Group 4: Course Approvals and Credit Processing

Members

Meghan Hazen, Office of the Registrar, Chair
Meredith Blumthal, Grainger College of Engineering
Rod Hoewing, Office of the Registrar
Tina Klebek, College of Applied Health Science
Thomas Schrepfer, Illinois Abroad and Global Exchange
Stewart Schrof, Office of the Registrar
Bob Steltman, College of Liberal Arts and Sciences

Goal

Working Group 4 was charged with improving the practices for managing course articulations and the processing of credit from exchange institutions. The group identified five needs to achieve this goal:

1. Course articulation database.
2. Pre-articulation of courses completed abroad during the last several years.
3. Electronic process for course articulation.
4. Inclusion of pre-articulation of courses in the program proposal process.
5. Determine if policies related to residency and advanced hours requirements can be standardized across campus.

Task Force Recommendations

These five needs are responsive to three recommendations put forward by the Task Force:

- The Registrar's Office would be responsible for establishing and implementing processes across the colleges for course approvals and the processing of academic credit from international partners.
- It is anticipated the Registrar's Office will work closely with the respective colleges and campus units to align this service, reduce coordination difficulties, and better serve the academic needs of the students.
- The Registrar's Office may need to add a dedicated staff position (1 FTE) to enhance and manage processing of credit, coordinate with the academic units, realign systems, and establish appropriate procedures and general policies for course approval and credit processing related to study abroad. New software tools are likely necessary to improve and modernize the process.

Deliverables

1. **Course articulation database.**

   <u>Implementations Needed</u>

   It is necessary to create a course articulation database that will be managed by the Office of the Registrar (OR). This database must include robust search functionality that allows any user to identify courses that have been approved as direct equivalents to specific UIUC courses, courses approved to meet specific General Education, major, or minor requirements, or courses that have been evaluated from specific institutions or countries. Courses that have been articulated by the appropriate academic unit and added to the database by OR staff will not require additional approval or articulation for individual students.

   <u>Timeline</u>

   Summer 2020 (write functional and technical specs)

   Fall 2020 (create and test database)

   Spring 2021 (new database goes live and current database is retired)

   <u>Responsible Parties</u>

   IAGE, OR, colleges, College of Engineering IT

   <u>Suggested Agreements</u>

   Agreement between IAGE and OR for the creation and maintenance of the database.

   Agreement between OR and College of Engineering IT for retiring the current course database.

2. **Articulation of courses completed abroad during the last several years.**

   <u>Implementations Needed</u>

   OR has identified 5,000+ courses completed abroad during the last several years. In order to reduce the number of course articulations that are needed in the future, it is necessary for the appropriate academic units to review and articulate these courses before they are added to the course articulation database. As with transfer credit, courses will be reviewed by the college or department offering courses in the same content area.

Summer 2020 (identify faculty/staff responsible for reviewing courses and prioritize courses for review)

Fall 2020 (review courses and add to course database)

<u>Responsible Parties</u>

OR, study abroad offices, academic units, and college associate or assistant deans

<u>Suggested Agreements</u>

Agreement between OR and college associate or assistant deans for the process of distributing courses to the appropriate academic units for review.

Agreement between the study abroad offices, OR, and academic units for what information is needed for review and who will provide that information.

Agreement between OR and all colleges that once courses have been articulated and added to the database, no additional approvals or articulation are required.

3. **Electronic process for course articulations.**

<u>Implementations Needed</u>

It is necessary to create an electronic process for reviewing and articulating new courses that is flexible enough to allow a student to request articulation pre-departure, can be initiated by OR when a transcript is received, or at the request of a foreign institution or study abroad program. Ideally, this process will be managed in TDS. Once a course is articulated and added to the database, no additional review will be required unless significant changes are made to the course by the foreign institution. Course articulations will be reviewed every five years as part of the routine health and safety review. Student-initiated review requests will be directed to the appropriate academic unit by OR. When a transcript is received by OR, staff will ask the appropriate academic unit to review courses that have not yet been articulated and added to the database.

<u>Timeline</u>

Summer 2020 (identify appropriate contact for review requests in each college and create a workflow for requests)

Summer/Fall 2020 (create necessary forms/questionnaires in TDS)

Spring 2021 (new course approval process goes live, serving students going abroad in summer 2021 and later)

IAGE, OR, study abroad offices, academic units, and college associate or assistant deans

Suggested Agreements

Agreement between OR and college associate or assistant deans for the appropriate routing of course approval requests.

Agreement between the study abroad offices, OR, and academic units for what information is needed for review and who will provide that information.

Agreement between OR and all colleges that articulations will be reviewed every five years as part of the routine health and safety review for each program.

Agreement between OR and the study abroad offices that OR will be notified if a course is significantly changed and requires review.

Agreement between OR and IAGE for the additions and modifications needed in TDS to manage the course approval process.

4. **Inclusion of pre-articulation of courses in the program proposal process.**

   Implementations Needed

   Program proposals should require the pre-articulation of courses that are expected to be popular with Illinois students. Adding this step will ensure that the program offers sufficient academic rigor as well as courses that will allow students to make good academic progress towards their Illinois degree. Also, having some portion of courses pre-articulated will provide students who are interested in a new program with additional information to help them decide if the program is a good fit for them academically.

   Timeline

   Spring 2021 (pre-articulation of courses added to program proposals for programs beginning in Fall 2021 and later)

   Responsible Parties

   Study abroad offices, colleges, OR

   Suggested Agreements

   Agreement between the study abroad offices and colleges for the pre-articulation of courses as part of the program proposal process.

5. Determine if policies related to residency and advanced hours requirements can be standardized across campus.

Implementations Needed

Changing the course articulation process will resolve many of the current issues that arise when courses are articulated differently for students based on college of enrollment. However, it will not address the inconsistencies with policies related to residency and advanced hours requirements. The group recommends discussions to determine if these policies can be standardized across campus.

Timeline

Summer 2020 (decision prior to review of courses)

Responsible Parties

Colleges and the Office of the Provost

Suggested Agreements

Agreement between the colleges and the Office of the Provost that all courses completed as part of an approved study abroad program meet residency and advanced hours (when applicable) requirements.

Appendix 5

Working Group 5: IAGE Support for Colleges

Members

Melissa Newell, School of Information, Chair
Hellen McDonald, School of Social Work
Joy Phaphouvaninh, Illinois Abroad and Global Exchange
Kyle Potthast, College of Media
Nicole Turner, College of Fine and Applied Arts
Allison Witt, College of Education

Goals

Working Group 5 was charged with two tasks, both of them significant, multifaceted, and central to implementation of Task Force recommendations:

1. Clarify embedded roles and responsibilities for IAGE support of college study abroad operations.
2. Realign study abroad programming, shifting most or all programming from IAGE to the academic colleges.

Deliverables

1. **Clarify embedded roles and responsibilities for IAGE support of college study abroad operations.**

   Task Force Recommendations

   The Task Force recommended that IAGE study abroad professionals be "embedded" in college undergraduate academic affairs operations, especially in those colleges without a distinct study abroad office:

   - Establish or reconfigure IAGE positions for embedded roles directly supporting colleges and units currently without a study abroad infrastructure to develop and implement new exchange programs, oversee program offerings, and encourage faculty-led programs.

   - Embedded positions would be assigned to support a specific college or a group of colleges. The embedded positions would work directly with the college(s) to advance study abroad opportunities for their students.

   - Based upon conversations with key stakeholders in each of the colleges, the number and assignment of the embedded positions would be determined. The

current list of potential colleges and programs to have an assigned embedded position includes Applied Health Sciences, Education, Fine and Applied Arts, Media, Social Work, and interested professional schools (e.g., Law).

- Embedded positions, while part of IAGE, will work very closely with key stakeholders within their assigned college(s) to establish and align study abroad programming that matches that college's unique academic interest and opportunities for students.

- Embedded positions also would be responsible for understanding study abroad opportunities across campus to determine if particular programs from the other colleges or units could serve the academic needs of their assigned college(s).

Implementation Needed

The Working Group recommends a two-step process for identifying and arranging the embedding of IAGE professional staff in college study abroad operations. The first step is a needs assessment. The second step—after college/unit requests are reconciled with available IAGE staff—is to formalize the embedded assignment with a memorandum of understanding (MOU). A template for the needs assessment and a sample MOU follow.

A. The Working Group proposes that each college/unit should work with IAGE to complete the following template, which will be presented in the form of an Excel spreadsheet. The template provides examples of areas where an embedded role may support a college/unit, and examples of options (multiple options may be selected). A college/unit may determine additional areas of support are necessary and add them to their template. A fourth column will capture a sentence related to the level of support a college/unit is requesting so that the sentence can be included in the MOU with IAGE.

Study Abroad Embedded Role Template: Options for Level of Support Needed

Area	Options	Level
Class presentations	No support needed	None
	Freshmen seminar/orientation course	Low
	Department/program introductory courses (IHLT 101, RST 101, CHLH 125 for AHS)	Medium
	Courses which target sophomores in the fall semester	High
	Courses relevant to short-term study abroad opportunities	High

Marketing and promotion	No support needed	None
	Find ways to further promote study abroad to [college/unit] students and support [college/unit] with study abroad, and as relevant bringing in IAGE leadership for further consultation	Medium
	Inform [college/unit] students, faculty, and staff about IAGE and the study abroad landscape, including the college study abroad offices, LAS 291/292, and international safety and security	Low
	Represent college at LAS 291/292 launch event	High
	Partner with college representative at LAS 291/292 launch event	Medium
	Support study abroad college events/fairs/meetings	Low
	Plan and run an annual fall meeting/fair to showcase study abroad programs in the college	High
Data reports	No support needed	None
	Share [college/unit] study abroad participation data with administrators and/or advisors annually	Low
	Review participation data with college staff and collaborate on goals	Medium
Support for college academic advisors	No support needed	None
	Develop relationships with study abroad course advisors	Very low
	Provide training or workshops regarding study abroad best practices	Medium
	Participate in advisor staff meetings	High
Course articulation	No support needed	None
	Share updates regarding campus course articulation processes and timeline with unit.	Low

	Collect course information, syllabi, etc.	Medium
	Encourage pre-articulation of courses for relevant programs	Medium
	Support [college/unit] with study abroad course approval and other relevant advising	High
Advising students on study abroad	No support needed	None
	Ensure that [college/unit] study abroad students receive appropriate instructions and attend any required trainings or workshops on these topics	Medium
	Advise major students on study abroad opportunities relevant to their major	High
	Advise students not majoring or minoring in the [college/unit] on study abroad opportunities relevant to their major	Medium
	Serve as a resource to college academic advisors regarding programs outside of the college	Low
Program review	No support needed	None
	Identify study abroad programs from IAGE portfolio that work well for each [college/unit] major (the list of programs may extend beyond the IAGE portfolio over time)	Medium
	Partner with unit as needed to conduct program reviews.	Low
	Lead program reviews with designated majors/departments within unit bi-annually to determine ongoing value of program offerings and to identify potential new goals or opportunities	High
Documentation	Document progress and meeting notes in the IAGE shared drive: IAGE/OUTGOING ADVISING/Liason Notes/Academic Units/<Unit>	Low
Program oversight	No support needed	None

	Focus on current portfolio of study abroad programs; do not agree to create new programs but take note of any suggestions and share with both IAGE and college leadership	Low

B. The MOU that follows can be adapted by Academic Units (colleges and schools) and IAGE to serve specific needs that are identified through completion of the needs assessment template.

<div align="center">

Memorandum of Understanding
between
Illinois Abroad and Global Exchange
and
[Academic College/School]

</div>

Preamble

Illinois Abroad and Global Exchange (IAGE) is committed to offering students quality programs and comprehensive support throughout their education abroad experience.

This Memorandum of Understanding (MOU) is entered into as of the date of final executing signature, by and between, IAGE and the Academic Host Unit at the University of Illinois, in order to provide an Embedded Employee of IAGE to the Academic Host Unit consistent with the mission of IAGE.

IAGE and Academic Host Unit (together "The Units") are effectuated through the development of a positive, professional, and collaborative relationship between these two University of Illinois Units, agree to formalize their relationship as further defined below.

This MOU addresses the basic relationship, roles, and responsibilities of the Units and leaves for later agreement additional terms as needed for the evolving nature of any partnership and leaves for further clarification to be defined with the policies and procedures of both of the Units.

I. Purpose

A. To develop, enhance, and maintain a network for International Programs at Illinois through coordinated services between Units and IAGE office.

B. To share interests in academic, training, and professional goals.

C. To minimize duplication, maximize the efficient allocation of resources, and increase the collaboration across the campus for all international programs.

D. To help support Units to increased international programming.

II. Expectations

A. The Units agree to meet no less than one time per semester including summer semesters to discuss issues that fall within the scope of this MOU.

1. The Units shall designate "Coordinators" who serve as primary administrative contacts between the Units. To the maximum extent possible and unless otherwise approved by the Units, all administrative communications between the Units is made via the Coordinators.

2. The Coordinators are empowered to delegate this authority as required.

3. The Coordinators can be reassigned or changed by the individuals within the Signatory roles of this MOU and changes are communicated in writing to the other Units.

4. Among the issues to be discussed are Embedded Employee's impact/productivity and/or other forms of assessment of impact of this collaboration, as well as any other items that IAGE, the Host Unit, or the Embedded Employee want on the agenda.

5. IAGE will coordinate the scheduling of the meetings.

B. The Embedded Employee will work with the Unit to identify needs at the college, department, and student levels related to study abroad.

1. [ENTER NEEDS ASSESSMENT AREAS HERE (see Excel Document)]

C. Nothing in this MOU shall be construed to authorize or permit any violation of any Federal, State, local, or institutional law or policies/procedures imposed upon the Units, including, but not limited to, the Federal Educational Rights Privacy Act (FERPA).

III. Definitional Items

A. Terms

1. **Embedded Employee:** An IAGE employee with the focus specifically on providing IAGE services including international program advising and student support and program oversight, development, and promotion.

2. **Administrative Supervisor:** The IAGE employee with the authority and ability to exercise judgment regarding the supervision of the Embedded Employee. The Administrative Supervisor's authority includes all of the following:

hiring, evaluating, disciplining, and terminating any Embedded Employee, or to effectively recommend such actions.

3. **Academic Host Unit:** The Unit in which the Embedded Employee is located for purposes of this MOU. Units may consist of a college, school, division, or other area.

B. **Description**

1. **Funding**

   a. IAGE provides all funding for the Embedded Employee including salary, reasonable professional development costs, searches, and support for carrying out regular duties of the Embedded Employee.

2. **Supervision and Evaluation**

   a. The Embedded Employee is supervised by the Administrative Supervisor and the embedded employee shall meet with the Administrative Supervisor at least monthly for 1-hour.

   b. The Host Unit may provide feedback to the Administrative Supervisor during the semester or on an as needed basis.

   c. The Administrative Supervisor or designee shall conduct an annual performance evaluation. At least once per academic year, the Units, will formally discuss the progress of Embedded Employee's job performance.

   d. Any corrective action plans for performance are the sole scope and determination of IAGE. The Administrative Supervisor shall inform the Host Unit of any disciplinary actions that may affect the Host Unit throughout the term of this agreement. If termination of Embedded Employee is necessary, the Units agree to develop a joint plan of action to assist students through the transition of the services to another provider.

3. **Unit Affiliations**

   a. The Embedded Employee is classified as an employee of IAGE.

   b. IAGE will assume and update job titles as necessary.

   c. As part of affiliation with IAGE, the Embedded Employee attends weekly staff meetings and participates in other IAGE trainings and other meetings as required. As part of the Affiliation with Host Unit, the

Embedded Employee may attend relevant meetings as necessary with notification to the Administrative Supervisor.

4. Scheduling and Office Location

a. Embedded Employee's daily regular office hours will be determined by IAGE in collaboration with the Host Unit.

b. The Host Unit shall provide office space within the Host Unit and furnishings for the Embedded Employee. Office space and furnishings shall consist of [INCLUDE OVERVIEW OF SPACE/FURNISHINGS, INCLUDING IF OFFICE IS A SHARED SPACE, ANY SPECIAL REQUIREMENTS, ETC.].

c. IAGE will provide the Embedded Employee with technology including phone service for the Embedded Employee. Appointments with students will be scheduled directly with the Embedded Employee, unless otherwise arranged.

IV. Term, Termination, Modification

A. This MOU is effective upon the last date of signing below.

B. This MOU remains in effect for an initial period of one (1) year, after which it may be renewed upon mutual agreements by The Units.

C. This MOU may be modified in writing and signed by the Unit Coordinators.

D. Any Unit may unilaterally withdraw any time from this MOU by providing written notice to the other Unit. This MOU is considered terminated thirty (30) days from notice from the withdrawing Unit.

V. General

A. **Promotion.** No Unit is permitted to use the other Units name in any advertising, promotion, or literature without first obtaining written consent of the Unit.

B. **Entire Understanding and Amendment.** This Understanding is the entire understanding between the Units and supersedes and rescinds all prior agreements relating to these subjects. The Units certify the terms of this understanding are binding and its duly authorized coordinators signed this understanding after having carefully read and understood the same.

In witness thereof, the Units hereto have caused this Memorandum of Understanding to be duly executed by their authorized coordinators as of the dates indicated below.

Signatures: IAGE Director or Supervisor *and* College Study Abroad Director (or Equivalent) or Supervisor

2. **Realign study abroad programming, shifting most or all programming from IAGE to the academic colleges.**

Task Force Recommendations

The Task Force made multiple recommendations regarding the prospect of shifting study abroad programming from IAGE to college-level operations:

- Establish a process to review and move existing IAGE study abroad offerings to an appropriate college or academic unit.

- IAGE will work with the colleges to ensure there is a department or academic unit that will serve as the direct program sponsor. Programs without an academic unit affiliation to provide the necessary academic oversight would be phased out over time following the program review.

- With realignment of all study abroad programs to academic units, the need for cross-college collaboration is amplified. Under this new model, it is crucial that students have opportunity to participate in programs sponsored by another college.

- Initiate a review of the current study abroad offerings including student utilization, anticipated demand, and academic purpose.

- Work with the colleges to reassign sponsorship and program oversight and management. As context, there are currently 64-exchange, 52-provider, 18-direct enroll, 3-signature, 3-customized, and 2-faculty led programs offered or coordinated by IAGE. Each varies considerably in student participation. Each will need to be reviewed for removal or reassignment to an appropriate sponsoring academic unit.

- It is anticipated that IAGE will directly support a very limited number of study abroad programs as part of their work with the colleges through the assigned embedded positions. Programs administered in this way will require sponsorship of the academic unit. In the future, if these colleges build additional infrastructure to support study abroad programming, it is possible that the proposed embedded positions would become part of the college or a consortium of colleges. If so, IAGE would no longer need to support direct program delivery.

- Realign current IAGE fees associated with their programs to align with the sponsoring college's fee structure. Ensure any administrative fees align with costs and are assigned back to the unit sponsoring and overseeing the program implementation.

- In collaboration across the colleges, sponsored programs (old and new) should be reviewed to identify appropriate opportunities to expand participation from the other colleges.

Timeline

- Summer 2020: IAGE initiate conversations with units in highest need (those without international program staff) to discuss Embedded Role, identify needs, and develop MOUs for AY20-21. Working Group 5 to provide additional guidance and support as needed.

- Fall 2020: Trial Embedded Roles in initial units. IAGE initiate conversations with other campus units (including those with international program staff) and determine additional embedded roles and develop MOUs. IAGE complete assessment of staffing and budget to support embedded roles.

- Spring 2021: Assessment of staffing and budget to support embedded roles, and identify future needs. Update needs template and MOU template.

- Summer 2021: IAGE meet with all units individually to discuss and develop MOUs for AY21-22.

Future Development/Areas of Discussion

- Budget support for embedded role positions. Determining if/when a unit should be responsible for hiring international program staff within their unit, and how this may shift the embedded role's responsibilities, and implications on IAGE staffing.

- Ensuring embedded roles integrated in all programs to support the overall campus strategic mission of enhancing student study abroad experiences.

<u>**Implementation Needed**</u>

The Working Group drafted a survey to be completed by study abroad directors or contacts in the academic colleges. Overviews of each program have been developed and will be provided to those completing the survey, including location, highlights, academic areas, breakdown of students participating, completed courses, and other areas of interest.

<div align="center">

Survey Introduction

</div>

For the purposes of collecting valid data and understanding college-level interest in IAGE programs, this survey has been issued to help outline and support recommendations to the Implementation Group from Working Group 5 for the realignment of study abroad programming. This survey is a starting point to help provide context for future discussions with the colleges/units and IAGE, to be facilitated by Working Group 5. Note: This survey

will only focus on Exchange and Direct Enroll programs managed by IAGE at this time. A future survey and/or discussion will focus on provider programs.

Purpose

The purpose of this survey is to gather a general understanding of the following areas:

- What IAGE programs do individual unit (College/School) have an interest in the campus maintaining?
    - What is the level of unit interest in the program? (Strong academic alignment; Essential program to campus; etc.)
    - Are there specific areas of study (department, school, etc.) within the unit where this program aligns.
- Which programs are not of interest?
- What IAGE programs do individual unit's have in overseeing, and/or sharing/partnering on?
    - What percentage of unit-specific programs would you be willing to open to students outside of the college?
- Are there programs you feel are missing?

The survey findings will be compiled and clustered in categories to determine common themes across individual colleges.

Directions

Please work with key personnel in your unit and any respective sub-units (departments, schools, etc.) to complete this survey.

Survey Questions

Information

- Name, title, email
- College unit
- How many staff members help support the college study abroad office?

Of the IAGE programs listed please identify the following

- Which programs your college is interested in and can be moved, in whole, from IAGE to your college.
- Which programs can be moved from IAGE to a college and shared with other unit(s)
- Which programs should stay in IAGE?
- Which programs is your college not interested in?
- Of the current programs your college manages, please identify the following
- What percent of your existing programs could serve students beyond your college?

What we seek to understand

- The interest colleges have for IAGE programs and the size of their offices to better understand the role of the IAGE embedded support.

Timeline:

- Summer 2020: Update survey based on Working Group 3's survey. Ensure programs of highest need are included (those being reviewed for Spring 2021).

- Fall 2020: Discuss survey with units in advance of sharing. Send out survey and compile results. Working group compile general guidelines for unit program oversight, development, continuation, evaluation, campus collaboration, and IAGE support. Begin moving programs to academic unit oversight.

- Spring 2020: Continuation of moving programs to academic unit oversight.

Appendix 6

**Transferring Exchange and Direct Enrollment Programs
Currently Administered to IAGE to the Academic Colleges**

- Questionnaire for Academic Colleges
- IAGE Data to Support Completion of Questionnaire for Academic Colleges

Illinois Abroad Implementation Committee
University of Illinois at Urbana-Champaign

Questionnaire for Academic Colleges

July 2020

In its 2019-2020 annual report, the Illinois Abroad Implementation Committee (IAIC) recommended to Provost Cangellaris and Vice Provost Mabokela that the following survey be answered by the administrator in each academic college (or equivalent) who has principal responsibility for study abroad administration. They accepted the recommendation.

The survey has three aims:

1. The 2018-2019 Study Abroad Task Force (SATF) recommended that study abroad programs currently administered by Illinois Abroad and Global Exchange (IAGE) be transferred to administration by academic colleges. The report, vetted by the Council of Deans and accepted by the Provost, is foundational to the charge given to the IAIC in 2019-2020. **In Part I of this survey, the IAIC asks colleges* to identify IAGE-administered *exchange* and *direct enroll* programs that could be moved under their administrative purview.** (*Throughout this document, *college* refers to academic colleges and schools that are led by deans.)

2. The SATF recommended the assessment of Range III tuition for enrollment in fall semester, spring semester, and academic year study abroad experiences. The Board of Trustees adopted this recommendation, effective Spring 2021. Income from Range III study abroad assessment will flow to academic colleges; deans may allocate such income to support college-level study abroad administration. **In Part II of this survey, the IAIC asks colleges to identify additional resources needed to administer the exchange and direct enroll programs they propose to receive from IAGE.**

3. Certain study abroad programs appeal to students from multiple colleges. While some programs may be jointly administered by two or more colleges, more commonly a college will arrange access for other colleges' academically qualified students. **In Part III of this survey, the IAIC asks colleges to identify programs—both those already in other colleges' portfolios and those currently administered by IAGE—to which they believe their students should have access.**

Please respond to Amy Hubbard (hubbrd@illinois.edu) by end-of-business on **Friday, July 31.** Respondent information:

Name:
Title/Role:
Email address:
College or School:

Part I: IAGE Exchange and Direct Enroll Programs

Please select a numbered response for each of the following IAGE-administered study abroad programs. Note that this survey *does not* address or in any way alter the status of faculty-led programs that IAGE supports. IAGE will continue to assist small colleges with the administrative side of faculty-led offerings.

1. Move the program from IAGE to my college. Specify academic department(s) that will oversee academic quality.
2. Move the program from IAGE to my college *and* another/others (specify). Specify academic department(s) that will oversee academic quality.
3. My college does not wish to support the program, but academically qualified students enrolled in my college may continue to access it if administered by another college.
4. The program falls within my college's academic purview, *but* my college does not have the resources to support it *and* recommends that it should continue to be supported by IAGE.
5. The program falls within my college's academic purview, *but* my college does not wish to support it *and* recommends that it should no longer be supported by IAGE.
6. Other (specify).
7. No opinion.

An appendix to this questionnaire provides detailed information about each of the IAGE-administered study abroad programs listed below.

A.   Sub-Saharan Africa

    1.   IAGE Direct Enroll: Study and Intern in South Africa (SOCW)   _____

B.   Middle East and North Africa

    1.   IAGE Direct Enroll: Tel Aviv University International   _____

    2.   IAGE Direct Enroll: The Hebrew University of Jerusalem   _____
        – Rothberg International School

C.   Oceana

    1.   IAGE Direct Enroll: University of Canterbury   _____

    2.   IAGE Direct Enroll: University of Otago   _____

    3.   IAGE Exchange: Australian National University   _____

    4.   IAGE Exchange: University of Adelaide   _____

    5.   IAGE Exchange: University of Melbourne   _____

6.   IAGE Exchange: University of New South Wales   _____

7.   IAGE Exchange: University of Western Australia   _____

8.   IAGE Exchange: University of Wollongong   _____

D.   Asia (China, Hong Kong, Singapore, Taiwan)

1.   IAGE Exchange: Chinese University of Hong Kong (CUHK)   _____

2.   IAGE Exchange: University of Hong Kong (HKU)   _____

3.   IAGE Exchange: National Taiwan University (NTU)   _____

4.   IAGE Exchange: National University of Singapore (NUS)   _____

5.   IAGE Exchange: Taipei National University of the Arts   _____

E.   Asia (India, Japan, Korea, Thailand)

1.   IAGE Exchange: Keio University   _____

2.   IAGE Exchange: University of Tokyo   _____

3.   IAGE Exchange: Waseda University   _____

4.   IAGE Exchange: Korea University   _____

5.   IAGE Exchange: Yonsei University   _____

F.   Latin America

1.   IAGE Direct Enroll: Universidad San Francisco de Quito–Galapagos   _____

2.   IAGE Exchange: Universidad San Francisco de Quito–Cumbayá   _____

3.   IAGE Exchange: Pontificia Universida de Catolica do Rio de Janeiro   _____

4.   IAGE Exchange: Tecnólogico de Monterrey–Ciudad de México   _____

5.   IAGE Illinois in Costa Rica: Spanish, Culture, and Community
     (El Instituto San Joaquín de Flores)   _____

6.   IAGE Illinois in Costa Rica: Environment and Society
     (El Instituto San Joaquín de Flores)   _____

G.   Europe (United Kingdom)

1. IAGE Exchange: University of Birmingham _____

2. IAGE Exchange: University of East Anglia _____

3. IAGE Exchange: Lancaster University _____

4. IAGE Exchange: University of Leeds _____

5. IAGE Exchange: University of Liverpool _____

6. IAGE Exchange: University of Manchester _____

7. IAGE Exchange: University of Sheffield _____

8. IAGE Exchange: University of York _____

9. IAGE Exchange: University of Stirling (Scotland) _____

10. IAGE Exchange: Swansea University (Wales) _____

11. IAGE Direct Enroll: Queen Mary University of London _____

12. IAGE Direct Enroll: University of the Arts London _____

13. IAGE Direct Enroll: University of Birmingham (Summer) _____

14. IAGE Direct Enroll: University of Stirling (Scotland) (Summer) _____

H. Europe (Spain)

1. IAGE Direct Enroll: Universidad de Deusto–Bilbao _____

2. IAGE University in Spain: Spanish Studies in Granada _____

I. Europe (Nordic Countries)

1. IAGE Exchange: Karolinska Institutet – Division of Audiology (SHS) _____

2. IAGE Exchange: Karolinska Institutet – Division of
   Speech-Language Pathology (SHS) _____

3. IAGE Exchange: KTH Royal Institute of Technology _____

4. IAGE Exchange: University of Oslo _____

5. IAGE Exchange: Uppsala University _____

6. IAGE/Law Exchange: Stockholm University _____

7.   IAGE/Law Exchange: University of Bergen   _____

J.   **Europe (Franco-Swiss, Germany, Greece)**

1.   IAGE Exchange: Universitat Duisburg-Essen, Germany – BEST   _____

2.   IAGE Exchange: Universitat Siegen, Germany   _____

3.   IAGE Direct Enroll: IAU-College Aix-en-Provence, France   _____

K.   **Europe (Russia and Italy)**

1.   IAGE Illinois in Italy: Rome – Sustainable Italian Food Systems (Fall)   _____

2.   IAGE Illinois in Italy: Rome – Study and Intern on Food (Summer)   _____

3.   IAGE Illinois in Italy: Rome – Food and Culture (Spring)   _____

4.   IAGE Direct Enroll: Lorenzo de Medici – Florence, Italy   _____

5.   IAGE Direct Enroll: Universita Cattolica del Sacro Cuore – Milan, Italy   _____

6.   IAGE Exchange: Universita di Bologna
     – Bologna Consortial Studies Program, Italy   _____

7.   IAGE Faculty-Led Program: AHS 199, The Italian Healthcare System
     – Rome (Summer)   _____

L.   **Europe (Central Europe)**

1.   IAGE Direct Enroll: Jagiellonian University – Krakow, Poland   _____

M.   **Europe (Belgium, The Netherlands, Ireland)**

1.   IAGE Direct Enroll: KU Leuven   _____

2.   IAGE Exchange: VU Amsterdam   _____

3.   IAGE Direct Enroll: University College Cork   _____

4.   IAGE Direct Enroll: National University Ireland Galway   _____

Part II: Administrative Resources

1. In your college, how many FTEs are committed to the support of study abroad activities? What job titles are associated with these FTEs?

2. Given current staffing, what programs identified in Part I could your college administer without increasing current staffing? (Designate programs by letter and number, e.g., L.1.)

3. What additional staffing will be necessary if your college assumes responsibility for all programs identified in Part I? (Express answer in FTEs and job titles, and note any additional office space required to accommodate new hires.)

4. If your college does not support a study abroad office but wishes to take on administration of programs that are academically aligned with your college's mission, engaging embedded IAGE staff may be a desirable solution. Agreements between colleges and IAGE would establish expectations for the work. For details, see https://uofi.box.com/s/chdjr9lc6uo7f22sr3zpw3j8soon1mtg. If this is an attractive solution for your college, please give specifics here.

5. If your colleges supports a study abroad office but will need assistance integrating IAGE-administered programs into your college portfolio, an embedded IAGE staff member may be a desirable solution. Agreements between colleges and IAGE would establish expectations for the work. For details, see https://uofi.box.com/s/chdjr9lc6uo7f22sr3zpw3j8soon1mtg. If this is an attractive solution for your college, please give specifics here.

Part III: Sharing Access

1.   Some IAGE-administered study abroad programs appeal to academically qualified students from a variety of colleges. If such a program is moved to a single college—not yours—it will be necessary to make provisions for your students to access the program. What programs fall into this category? (Designate programs by letter and number, e.g., L.1.)

2.   Some study abroad programs that are currently administered by another college may be appealing to academically qualified students in your college. Your academically qualified students may already have access to these programs. List them here to ensure that access is preserved as college student abroad portfolios grow.

3.   Some study abroad programs that are currently administered by another college may be appealing to academically qualified students in your college. Your academically qualified students may *not* have access to these programs. List them here if you would like to negotiate access to these programs on behalf of your college's students.

4.   Some study abroad programs that are currently administered by my college may be appealing to academically qualified students in other colleges. My college is interested in formalizing arrangements with other colleges to create or enhance access to such programs. List them here if you would like to negotiate access to these programs with specific college partners.

Illinois Abroad Implementation Committee
University of Illinois at Urbana-Champaign

IAGE Data to Support Completion of
Questionnaire for Academic Colleges

This appendix provides access to detailed information about the active IAGE Exchange and Direct Enroll study abroad programs that may be transferred from IAGE to college administration. The information is drawn from three sources:

- a summary of recent enrollment activity, including data on enrolled students' colleges and majors (prepared in Spring 2020 by IAIC Working Group 5, chaired by Melissa Newell) - https://uofi.box.com/s/9nty9u7anzwz2ctab0587iyjxgsup3ue;

- an IAGE study abroad portfolio review (prepared by IAGE staff in Spring 2018 under the direction of IAGE Director Joy Phaphouvaninh) - https://uofi.box.com/s/s3e7z2rps3gd1o70ivfk1h540ith6c8j;

- an spreadsheet that categorizes by study abroad program the courses that have been presented for articulation in recent years (prepared in Spring 2020 by IAIC Working Group 3, including staff from IAGE and the Office of the Registrar and chaired by Meghan Hazen) - https://uofi.box.com/s/91k0vk5t8324oycprkcldl92tpuxz40w.

Please report errors and refer questions to Amy Hubbard (hubbrd@illinois.edu).

N. Sub-Saharan Africa - https://uofi.box.com/s/lqcb2q5j4lo3vkcol55nk2j21vnbw9yt

2. IAGE Direct Enroll: Study and Intern in South Africa (SOCW)

- Slide 04: Named
- Slide 09: Cost
- Slide 10: Enrollment Numbers
- Slide 18: IAGE Staff Description
- Slide 19: Enrollment Demographics
- Slide 20: Enrollment Trend
- Courses: Spreadsheet Line 0398

O. Middle East and North Africa -
https://uofi.box.com/s/k0bn0ghd2pqjl3xd50tzbt4ie0d27paq

3. IAGE Direct Enroll: Tel Aviv University International

- Slide 02: Named
- Slide 06: IAGE Staff Evaluation
- Slide 07: Enrollment Demographics

- Slide 08: Enrollment Trend
- Slide 09: Student Program Evaluation
- Courses: Spreadsheet Line 0403

4. IAGE Direct Enroll: The Hebrew University of Jerusalem – Rothberg International School

   - Slide 02: Named
   - Slide 10: IAGE Staff Evaluation
   - Slide 11: Enrollment Demographics
   - Slide 12: Enrollment Trend
   - Courses: Spreadsheet Line 0060

P. Oceana - https://uofi.box.com/s/smc4b5o6d7ivo7drb5tqunvdw37s8a0p

9. IAGE Direct Enroll: University of Canterbury

   - Slide 02: Named
   - Slide 05: IAGE Staff Evaluation
   - Slide 06: Enrollment Demographics
   - Slide 07: Enrollment Trend
   - Slide 08: Student Program Evaluation
   - Slide 21: Cost
   - Courses: Spreadsheet Line 0514

10. IAGE Direct Enroll: University of Otago

   - Slide 02: Named
   - Slide 09: IAGE Staff Evaluation
   - Slide 10: Enrollment Demographics
   - Slide 11: Enrollment Trend
   - Slide 21: Cost
   - Courses: Spreadsheet Line 0610

11. IAGE Exchange: Australian National University

   - Slide 02: Named
   - Slide 22: IAGE Staff Evaluation
   - Slide 23: Enrollment Demographics
   - Slide 25: Enrollment Trend
   - Slide 51: Cost
   - Courses: Spreadsheet Line 0727
   - Additional: IAGE Exchange Program Data for Survey.docx, p. 1

12. IAGE Exchange: University of Adelaide

- Slide 02: Named
- Slide 30: IAGE Staff Evaluation
- Slide 31: Enrollment Demographics
- Slide 33: Enrollment Trend
- Slide 51: Cost
- Courses: Spreadsheet Line 1015
- Additional: IAGE Exchange Program Data for Survey.docx, p. 9

13. IAGE Exchange: University of Melbourne

- Slide 02: Named
- Slide 34: IAGE Staff Evaluation
- Slide 35: Enrollment Demographics
- Slide 37: Enrollment Trend
- Slide 38: Student Program Evaluation
- Slide 51: Cost
- Courses: Spreadsheet Line 1310
- Additional: IAGE Exchange Program Data for Survey.docx, p. 18

14. IAGE Exchange: University of New South Wales

- Slide 02: Named
- Slide 39: IAGE Staff Evaluation
- Slide 40: Enrollment Demographics
- Slide 42: Enrollment Trends
- Slide 51: Cost
- Courses: Spreadsheet Line 1339
- Additional: IAGE Exchange Program Data for Survey.docx, p. 19

15. IAGE Exchange: University of Western Australia

- Slide 02: Named
- Slide 43: IAGE Staff Evaluation
- Slide 44: Enrollment Demographics
- Slide 46: Enrollment Trend
- Slide 51: Cost
- Courses: Spreadsheet Line 1502
- Additional: IAGE Exchange Program Data for Survey.docx, p. 24

16. IAGE Exchange: University of Wollongong

- Slide 02: Named

- Slide 47: IAGE Staff Evaluation
- Slide 48: Enrollment Demographics
- Slide 50: Enrollment Trend
- Slide 51: Cost
- Courses: Spreadsheet Line 1522
- Additional: IAGE Exchange Program Data for Survey.docx, p. 24

Q. **Asia (China, Hong Kong, Singapore, Taiwan)** -
https://uofi.box.com/s/0x7x9a5ou5aeoccthg70a8b1lzz9jbke

6. IAGE Exchange: Chinese University of Hong Kong (CUHK)

- Slide 02: Named
- Slide 06: Cost
- Slide 16: IAGE Staff Evaluation
- Slide 17: Enrollment Demographics
- Slide 18: Enrollment Trend
- Courses: Spreadsheet Line 0736
- Additional: IAGE Exchange Program Data for Survey.docx, p. 1

7. IAGE Exchange: University of Hong Kong (HKU)

- Slide 02: Named
- Slide 06: Cost
- Slide 19: IAGE Staff Evaluation
- Slide 20: Enrollment Demographics
- Slide 21: Enrollment Trend
- Courses: Spreadsheet Line 1167
- Additional: IAGE Exchange Program Data for Survey.docx, p. 14

8. IAGE Exchange: National Taiwan University (NTU)

- Slide 02: Named
- Slide 06: Cost
- Slide 22: IAGE Staff Evaluation
- Slide 23: Enrollment Demographics
- Slide 24: Enrollment Trend
- Courses: Spreadsheet Line 0885
- Additional: IAGE Exchange Program Data for Survey.docx, p. 5

9. IAGE Exchange: National University of Singapore (NUS)

- Slide 02: Named
- Slide 06: Cost

- Slide 25: IAGE Staff Evaluation
- Slide 26: Enrollment Demographics
- Slide 27: Enrollment Trend
- Courses: Spreadsheet Line 0913
- Additional: IAGE Exchange Program Data for Survey.docx, p. 6

10. IAGE Exchange: Taipei National University of the Arts

- Slide 02: Named
- Slide 06: Cost
- Slide 28: IAGE Staff Evaluation
- Slide 29: Enrollment Demographics
- Slide 30: Enrollment Trend
- Courses: No Info in Spreadsheet

R. Asia (India, Japan, Korea, Thailand) -
https://uofi.box.com/s/v1ajq8j8qk9fzd1ev28w5bwj30yldqct

6. IAGE Exchange: Keio University

- Slide 02: Named
- Slide 05: IAGE Staff Evaluation
- Slide 06: Enrollment Demographics
- Slide 07: Enrollment Trend
- Slide 20: Cost
- Courses: Spreadsheet Line 0782
- Additional: IAGE Exchange Program Data for Survey.docx, p. 3

7. IAGE Exchange: University of Tokyo

- Slide 02: Named
- Slide 08: IAGE Staff Evaluation
- Slide 09: Enrollment Demographics
- Slide 10: Enrollment Trend
- Slide 20: Cost
- Courses: Spreadsheet Line 1466
- Additional: IAGE Exchange Program Data for Survey.docx, p. 23

8. IAGE Exchange: Waseda University

- Slide 02: Named
- Slide 11: IAGE Staff Evaluation
- Slide 12: Enrollment Demographics
- Slide 13: Enrollment Trend

- Slide 20: Cost
- Courses: Spreadsheet Line 1646
- Additional: IAGE Exchange Program Data for Survey.docx, p. 28

9. IAGE Exchange: Korea University

- Slide 02: Named
- Slide 21: IAGE Staff Evaluation
- Slide 22: Enrollment Demographics
- Slide 23: Enrollment Trend
- Slide 27: Cost
- Courses: Spreadsheet Line 0841
- Additional: IAGE Exchange Program Data for Survey.docx, p. 4

10. IAGE Exchange: Yonsei University

- Slide 02: Named
- Slide 24: IAGE Staff Evaluation
- Slide 25: Enrollment Demographics
- Slide 26: Enrollment Trend
- Slide 27: Cost
- Courses: Spreadsheet Line 1707
- Additional: IAGE Exchange Program Data for Survey.docx, p. 30

S. **Latin America** - https://uofi.box.com/s/arqdn67f0t2umzrydw0v9x50tx32v6cw

7. IAGE Direct Enroll: Universidad San Francisco de Quito–Galapagos

- Slide 02: Named
- Slide 06: Cost
- Slide 39: Enrollment Demographics
- Slide 40: Enrollment Trend
- Slide 41: IAGE Staff Evaluation
- Courses: No Info in Spreadsheet

8. IAGE Exchange: Universidad San Francisco de Quito–Cumbayá

- Slide 02: Named
- Slide 06: Cost
- Slide 30: Enrollment Demographics
- Slide 31: Enrollment Trend
- Slide 32: IAGE Staff Evaluation
- Courses: Spreadsheet Line 0983
- Additional: IAGE Exchange Program Data for Survey.docx, p. 9

9. IAGE Exchange: Pontificia Universida de Catolica do Rio de Janeiro

- Slide 02: Named
- Slide 06: Cost
- Slide 16: Enrollment Demographics
- Slide 17: Enrollment Trend
- Slide 18: Staff Evaluation
- Courses: Spreadsheet Line 0952
- Additional: IAGE Exchange Program Data for Survey.docx, p. 7

10. IAGE Exchange: Tecnólogico de Monterrey–Ciudad de México

- Slide 02: Named
- Slide 06: Cost
- Slide 43: Enrollment Demographics
- Slide 44: Enrollment Trend
- Slide 45: Staff Evaluation
- Courses: Spreadsheet Line 0975
- Additional: IAGE Exchange Program Data for Survey.docx, p. 8

11. IAGE Illinois in Costa Rica: Spanish, Culture, and Community (El Instituto San Joaquín de Flores)

- Slide 02: Named
- Slide 06: Cost
- Slide 19: Student Program Evaluations
- Slide 21: Enrollment Demographics
- Slide 22: Enrollment Trend
- Slide 23: Staff Evaluation
- Courses: Spreadsheet Line 1762

12. IAGE Illinois in Costa Rica: Environment and Society (El Instituto San Joaquín de Flores)

- Slide 02: Named
- Slide 06: Cost
- Slide 19: Student Program Evaluations
- Courses: No Info in Spreadsheet

T. **Europe (United Kingdom)** - https://uofi.box.com/s/538fq8cjvo2vekuc15odrsl9c10csin0

15. IAGE Exchange: University of Birmingham

- Slide 04: Named

- Slide 09: Summary of Course Articulation Approvals
- Slide 10: Summary of Majors of Participants
- Slide 11: Semester Cost
- Slide 12: Summer Cost
- Slide 13: Enrollment and Enrollment Trends
- Slide 14: Exchange Balance
- Courses: Spreadsheet Line 1029
- Additional: IAGE Exchange Program Data for Survey.docx, p. 10

16. IAGE Exchange: University of East Anglia

- Slide 04: Named
- Slide 09: Summary of Course Articulation Approvals
- Slide 10: Summary of Majors of Participants
- Slide 11: Semester Cost
- Slide 12: Summer Cost
- Slide 13: Enrollment and Enrollment Trends
- Slide 14: Exchange Balance
- Courses: Spreadsheet Line 1154
- Additional: IAGE Exchange Program Data for Survey.docx, p. 13

17. IAGE Exchange: Lancaster University

- Slide 04: Named
- Slide 09: Summary of Course Articulation Approvals
- Slide 10: Summary of Majors of Participants
- Slide 11: Semester Cost
- Slide 12: Summer Cost
- Slide 13: Enrollment and Enrollment Trends
- Slide 14: Exchange Balance
- Courses: No Info in Spreadsheet

18. IAGE Exchange: University of Leeds

- Slide 04: Named
- Slide 09: Summary of Course Articulation Approvals
- Slide 10: Summary of Majors of Participants
- Slide 11: Semester Cost
- Slide 12: Summer Cost
- Slide 13: Enrollment and Enrollment Trends
- Slide 14: Exchange Balance
- Courses: Spreadsheet Line 1214
- Additional: IAGE Exchange Program Data for Survey.docx, p. 15

19. IAGE Exchange: University of Liverpool

- Slide 04: Named
- Slide 09: Summary of Course Articulation Approvals
- Slide 10: Summary of Majors of Participants
- Slide 11: Semester Cost
- Slide 12: Summer Cost
- Slide 13: Enrollment and Enrollment Trends
- Slide 14: Exchange Balance
- Courses: Spreadsheet Line 1241
- Additional: IAGE Exchange Program Data for Survey.docx, p. 16

20. IAGE Exchange: University of Manchester

- Slide 04: Named
- Slide 09: Summary of Course Articulation Approvals
- Slide 10: Summary of Majors of Participants
- Slide 11: Semester Cost
- Slide 12: Summer Cost
- Slide 13: Enrollment and Enrollment Trends
- Slide 14: Exchange Balance
- Courses: Spreadsheet Line 1245
- Additional: IAGE Exchange Program Data for Survey.docx, p. 16

21. IAGE Exchange: University of Sheffield

- Slide 04: Named
- Slide 09: Summary of Course Articulation Approvals
- Slide 10: Summary of Majors of Participants
- Slide 11: Semester Cost
- Slide 12: Summer Cost
- Slide 13: Enrollment and Enrollment Trends
- Slide 14: Exchange Balance
- Courses: Spreadsheet Line 1405
- Additional: IAGE Exchange Program Data for Survey.docx, p. 21

22. IAGE Exchange: University of York

- Slide 04: Named
- Slide 09: Summary of Course Articulation Approvals
- Slide 10: Summary of Majors of Participants
- Slide 11: Semester Cost
- Slide 12: Summer Cost
- Slide 13: Enrollment and Enrollment Trends

- Slide 14: Exchange Balance
- Courses: Spreadsheet Line 1555
- Additional: IAGE Exchange Program Data for Survey.docx, p. 25

23. IAGE Exchange: University of Stirling (Scotland)

- Slide 04: Named
- Slide 09: Summary of Course Articulation Approvals
- Slide 10: Summary of Majors of Participants
- Slide 11: Semester Cost
- Slide 12: Summer Cost
- Slide 13: Enrollment and Enrollment Trends
- Slide 14: Exchange Balance
- Courses: Spreadsheet Line 1433
- Additional: IAGE Exchange Program Data for Survey.docx, p. 22

24. IAGE Exchange: Swansea University (Wales)

- Slide 04: Named
- Slide 09: Summary of Course Articulation Approvals
- Slide 10: Summary of Majors of Participants
- Slide 11: Semester Cost
- Slide 12: Summer Cost
- Slide 13: Enrollment and Enrollment Trends
- Slide 14: Exchange Balance
- Courses: No Info in Spreadsheet

25. IAGE Direct Enroll: Queen Mary University of London

- Slide 04: Named
- Slide 09: Summary of Course Articulation Approvals
- Slide 10: Summary of Majors of Participants
- Slide 11: Semester Cost
- Courses: Spreadsheet Line 0371

26. IAGE Direct Enroll: University of the Arts London

- Slide 04: Named
- Slide 09: Summary of Course Articulation Approvals
- Slide 10: Summary of Majors of Participants
- Slide 11: Semester Cost
- Slide 12: Summer Cost
- Courses: Spreadsheet Line 0634

27. IAGE Direct Enroll: University of Birmingham (Summer)

- Slide 04: Named
- Slide 09: Summary of Course Articulation Approvals
- Slide 10: Summary of Majors of Participants
- Slide 12: Summer Cost
- Courses: No Info in Spreadsheet

28. IAGE Direct Enroll: University of Stirling (Scotland) (Summer)

- Slide 04: Named
- Slide 09: Summary of Course Articulation Approvals
- Slide 10: Summary of Majors of Participants
- Slide 12: Summer Cost
- Courses: Spreadsheet Line 0628

U. **Europe (Spain)** - https://uofi.box.com/s/9ibr824zygz1vsq4p03s8d8yvx2ehv6g

3. IAGE Direct Enroll: Universidad de Deusto–Bilbao

- Slide 02: Named
- Slide 06: Cost
- Slide 07: Student Program Evaluation
- Slide 08: IAGE Staff Evaluation
- Slide 09: Enrollment Demographics
- Slide 10: Enrollment Trend
- Courses: Spreadsheet Line 0529

4. IAGE University in Spain: Spanish Studies in Granada

- Slide 02: Named
- Slide 06: Cost
- Slide 11: Student Program Evaluation
- Slide 12: IAGE Staff Evaluation
- Slide 13: Enrollment Demographics
- Slide 14: Enrollment Trend
- Courses: Spreadsheet Line 1809

V. **Europe (Nordic Countries)** - https://uofi.box.com/s/q4w7a3afwtskkupglsz5ypvb63uwzbzo

8. IAGE Exchange: Karolinska Institutet – Division of Audiology (SHS)

- Slide 02: Named
- Slide 03: Cost and Negotiated Exchange Ratio
- Slide 07: Staff Evaluation

- Slide 08: Enrollment Demographics and Enrollment Trend
- Slide 09: Cost
- Courses: No Info in Spreadsheet

9. IAGE Exchange: Karolinska Institutet – Division of Speech-Language Pathology (SHS)

- Slide 02: Named
- Slide 03: Cost and Negotiated Exchange Ratio
- Slide 07: Staff Evaluation
- Courses: Spreadsheet Line 0774
- Additional: IAGE Exchange Program Data for Survey.docx, p. 2

10. IAGE Exchange: KTH Royal Institute of Technology

- Slide 02: Named
- Slide 06: Cost and Negotiated Exchange Ratio
- Slide 10: Enrollment Demographics
- Slide 11: Cost
- Courses: No Info in Spreadsheet

11. IAGE Exchange: University of Oslo

- Slide 02: Named
- Slide 06: Cost and Negotiated Exchange Ratio
- Slide 12: Enrollment Demographics and Enrollment Trend
- Slide 13: Cost
- Courses: No Info in Spreadsheet

12. IAGE Exchange: Uppsala University

- Slide 02: Named
- Slide 06: Cost and Negotiated Exchange Ratio
- Slide 14: Enrollment Demographics and Enrollment Trend
- Slide 15: Cost
- Courses: Spreadsheet Line 1580
- Additional: IAGE Exchange Program Data for Survey.docx, p. 26

13. IAGE/Law Exchange: Stockholm University

- Slide 02: Named
- Courses: No Info in Spreadsheet

14. IAGE/Law Exchange: University of Bergen

- Slide 02: Named

- Courses: No Info in Spreadsheet

W. Europe (Franco-Swiss, Germany, Greece) - https://uofi.box.com/s/o2a99tg3hrqrc4qubveds0fuctewepo4

4. IAGE Exchange: Universitat Duisburg-Essen, Germany – BEST

- Slide 02: Named
- Slide 05: Details
- Slide 07: Enrollment Demographics
- Slide 08: Enrollment Trend
- Slide 34: Cost
- Courses: Spreadsheet Line 1149
- Additional: IAGE Exchange Program Data for Survey.docx, p. 13

5. IAGE Exchange: Universitat Siegen, Germany

- Slide 02: Named
- Slide 10: Details
- Slide 11: Enrollment Demographics
- Slide 12: Enrollment Trend
- Slide 34: Cost
- Courses: Spreadsheet Line 1428
- Additional: IAGE Exchange Program Data for Survey.docx, p. 21

6. IAGE Direct Enroll: IAU-College Aix-en-Provence, France

- Slide 02: Named
- Slide 18: Details
- Slide 19: Enrollment Demographics
- Slide 20: Enrollment Trend
- Slide 34: Cost
- Courses: Spreadsheet Line 0067

X. Europe (Russia and Italy) - https://uofi.box.com/s/vw638ftbskeo87c8vtrl0qe03eatdzem

8. IAGE Illinois in Italy: Rome – Sustainable Italian Food Systems (Fall)

- Slide 13: Named
- Slide 33: Course Details
- Slide 34: Enrollment Demographics
- Slide 35: Enrollment Trend
- Slide 36: Cost
- Courses: Spreadsheet Line 1800

9. IAGE Illinois in Italy: Rome – Study and Intern on Food (Summer)

- Slide 13: Named
- Slide 32: Cost
- Slide 33: Course Details
- Slide 34: Enrollment Demographics
- Slide 35: Enrollment Trend
- Courses: Spreadsheet Line 1790

10. IAGE Illinois in Italy: Rome – Food and Culture (Spring)

- Slide 13: Named
- Slide 33: Course Details
- Slide 34: Enrollment Demographics
- Slide 35: Enrollment Trend
- Slide 36: Cost
- Courses: Spreadsheet Line 1781

11. IAGE Direct Enroll: Lorenzo de Medici – Florence, Italy

- Slide 13: Named
- Slide 28: IAGE Staff Evaluation
- Slide 29: Enrollment Demographics
- Slide 30: Enrollment Trend
- Slide 31: Student Program Evaluation
- Slide 32: Cost (Spring and Summer)
- Courses: Spreadsheet Line 0153

12. IAGE Direct Enroll: Universita Cattolica del Sacro Cuore – Milan, Italy

- Slide 13: Named
- Slide 23: IAGE Staff Evaluation
- Slide 24: Enrollment Demographics
- Slide 25: Enrollment Trend
- Courses: Spreadsheet Line 0447

13. IAGE Exchange: Universita di Bologna – Bologna Consortial Studies Program, Italy

- Slide 13: Named
- Slide 18: IAGE Staff Evaluation
- Slide 20: Enrollment Demographics
- Slide 22: Enrollment Trend
- Courses: Spreadsheet Line 1108
- Additional: IAGE Exchange Program Data for Survey.docx, p. 12

14. IAGE Faculty-Led Program: AHS 199, The Italian Healthcare System – Rome (Summer)

- Slide 13: Named
- Slide 15: Details
- Slide 16: Enrollment Demographics
- Slide 17: Enrollment Trend
- Courses: Spreadsheet Line 1755

Y.   Europe (Central Europe) - https://uofi.box.com/s/5yy5gy29x58gb29sme3m7xrfrshvnyjj

2. IAGE Direct Enroll: Jagiellonian University – Krakow, Poland

- Slide 02: Named
- Slide 05: Cost
- Slide 15: IAGE Staff Evaluation
- Slide 16: Enrollment Demographics and Enrollment Trend
- Courses: Spreadsheet Line 0109

Z.   Europe (Belgium, The Netherlands, Ireland) - https://uofi.box.com/s/g40cw21htwi98jvzo4io28eowagnel1g

5. IAGE Direct Enroll: KU Leuven

- Slide 02: Named
- Slide 08: IAGE Staff Evaluation
- Slide 09: Enrollment Demographics
- Slide 10: Enrollment Trend
- Slide 29: Cost
- Courses: Spreadsheet Line 0129

6. IAGE Exchange: VU Amsterdam

- Slide 02: Named
- Slide 12: IAGE Staff Evaluation
- Slide 13: Enrollment Demographics
- Slide 15: Enrollment Trend
- Slide 16: Student Program Evaluation
- Slide 29: Cost
- Courses: Spreadsheet Line 0669
- Additional: IAGE Exchange Program Data for Survey.docx, p. 27

7. IAGE Direct Enroll: University College Cork

- Slide 02: Named

- Slide 23: IAGE Staff Evaluation
- Slide 24: Enrollment Demographics
- Slide 25: Enrollment Trend
- Slide 29: Cost
- Courses: Spreadsheet Line 0488

8. IAGE Direct Enroll: National University Ireland Galway

- Slide 02: Named
- Slide 26: IAGE Staff Evaluation
- Slide 27: Enrollment Demographics
- Slide 28: Enrollment Trend
- Slide 29: Cost
- Courses: Spreadsheet Line 0293