

**OFFICE OF THE PROVOST
AND VICE CHANCELLOR FOR ACADEMIC AFFAIRS**

TASK FORCE ON ILLINOIS STUDY ABROAD

FINAL REPORT
2018 – 2019



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Task Force on Illinois Study Abroad Final Report

I. COMMITTEE CHARGE

In preparing our students for the 21st century global economy, we know that international experiences are high-impact learning opportunities and extremely beneficial for our students. Our campus has a long history with international engagement, and we want to ensure that we are doing our best to provide our students with the best opportunities for a safe, educational and rewarding study abroad experience.

Many offices on campus are involved and engaged in study abroad activities, including the campus Study Abroad Office (SAO) operating within Illinois International Programs, several college study abroad offices, as well as other academic offices in support of these efforts. While we successfully serve a significant number of students every year, previous audits (findings included as an appendix) have indicated that our structure in support of our study abroad programs is not optimal. In addition, SAO continues to face financial challenges as a cost recovery unit. Considerable reorganization and downsizing of the central office has taken place over the last several years, but the audit findings have not yet been fully addressed.

I am asking you to take a comprehensive look at study abroad services and programs on our campus, review the goals, responsibilities, structure, and processes currently in place, and recommend actions to be taken to further improve the opportunities and experiences we offer our students in a manner that streamlines our processes, improves efficiencies, and ensures consistency and uniformity in the way students are served across campus.

The Study Abroad Office is a cost-recovery unit that generates revenue exclusively from fees for service. Prior audit findings can serve as a starting point for your deliberations. Some specific observations from those audits include:

- Currently, study abroad programs across campus are decentralized and lack a cohesive structure and campus-wide alignment of interests
- Competition, arising from both funding issues and strategic goals, exists among programs offered across the campus
- Inefficient and inconsistent processes were observed over such areas as billing, course approvals/credits, orientations, evaluations, and site visits
- A difference in program fees across campus.

Based on your assessment of the current state of our study abroad programs, I ask you to consider the following questions:

- What structure could be envisioned that will eliminate competition, ensure uniformity across campus, and improve efficiencies?
- What are the core services that should be offered by IAGE?

- What services should be delivered via a shared services model among colleges? Locally in the colleges?
- What programs (e.g., semester abroad, faculty led) should the Study Abroad Office offer?
- Are the current processes and interactions across campus, including non-academic units, optimal and included within the budgeting model?
- What level of campus-level review should be required for new and continuing programs?
- Are the practices and procedures in place compliant and ensuring the safety of our students.
- **Funding Model:** What should the funding source for IAGE-provided services be (student fees, centrally funded)? Could a new funding model be developed, which would have the college study abroad offices assessing all the fees for their own students, and IAGE would then bill the colleges for services provided?

II. COMMITTEE MEMBERSHIP

Jim Dahl, Gies College of Business, *Chair*

Gretchen Adams, AHS

Brian Allan, LAS

Jeff Brawn, ACES

Vicky Gress, Provost's Office

Kevin Pitts, Provost's Office

III. EXECUTIVE SUMMARY

As part of the campus effort to advance study abroad programming and services, the Provost convened a task force to review the status of study abroad programming with a request to provide a set of actionable recommendations.

During several months of review, deliberations, and conversations with campus stakeholders and peer institutions, the task force identified six overarching themes and a set of recommendations to advance our campus collective effort for study abroad.

The overarching themes focused on:

- 1) A strong campus culture of commitment to advance study abroad and collaboration,
- 2) A need to revise the current funding model for Illinois Abroad and Global Exchange (IAGE),
- 3) A lack of sufficient academic oversight for a number of study abroad programs, and a lack of academic coordination resulting in some program redundancy,
- 4) Varied degrees of institutional infrastructure to support study abroad across the colleges,
- 5) Multiple program partnerships with the same international institutions and,

- 6) A need to provide a number of essential services to support all study abroad programs regardless of academic purpose.

From the analysis and discussions, the task force identified a set of recommendations that focus on three general areas.

- 1) A major restructuring of IAGE's purpose and functions to advance campus study abroad. This will result in a shift for IAGE from being a direct program provider to becoming a coordinated core services unit with a focus on centralized functions and support structures for the academic units and their students and faculty.
- 2) To redistribute IAGE's current study abroad programs to the colleges for essential academic oversight. For the colleges that lack adequate infrastructure, a model utilizing embedded positions for these colleges is proposed.
- 3) Revise IAGE's financials from a self-supported, fee-based approach to a campus, central funding model. In addition, change the current range IV tuition assessment for exchange programs to range III tuition rates. Range III tuition will continue to incentivize student participation while providing additional funding for new scholarships and program support across the colleges.

In sum, these recommendations should provide clarity of purpose, enhance support structures, and increase program coordination. The result of such changes should increase student access and engagement in study abroad as an integral part of their transformative education.

IV. OVERVIEW

As a university committed to excellence in education, opportunities for study abroad in a variety of forms is integral to our campus mission. To advance campus study abroad, the Provost convened a task force to review the current study abroad programming and provide a set of actionable recommendations.

Per the Provost's charge letter, the overarching goals included:

- Allow students to easily access education abroad offerings across all units, with a robust system for advising and recruiting,
- Prioritize education abroad experiences that are academically-integrated and foster cross cultural learning,
- Establish easy and transparent registration and processing of study abroad credit, allowing students to fully understand how their credits will articulate and count towards fulfilling degree requirements,
- Ensure and track the safety and security of our students, faculty and staff abroad,
- Develop and maintain a cohesive portfolio of education abroad offerings across all units,
- Ensure efficient management of university-wide resources for education abroad, including an equitable allocation of financial resources,
- Adhere to the Forum on Education Abroad Standards of Good Practice.

To direct the work of the task force, a set of guiding critical questions was provided. Several examples include:

- What structure could be envisioned that will eliminate competition, ensure uniformity across campus, and improve efficiencies?
- What are the core services that should be offered by IAGE?
- What programs (*e.g.*, semester abroad, faculty led) should be offered through IAGE?
- What level of campus-level review should be required for new and continuing programs?
- Are the practices and procedures in place compliant and ensuring the safety of our students?
- What is a reasonable funding level for the services provided by IAGE? What are the components for a sustainable funding model for IAGE and the colleges?

V. COMMITTEE ACTIVITIES AND PROCESS

Based upon numerous conversations with stakeholders and peer institutions, a review of prior reports, and considerable deliberations, the task force identified the following overarching themes, challenges, and corresponding recommendations for consideration to guide the future of study abroad work for the campus.

Overarching Themes Identified

1. **Collaboration and Commitment** - It should be noted and applauded that all parties directly involved in study abroad are committed to advancing study abroad for this campus. There is genuine interest in advancing their collective effort, a willingness to make changes for the betterment, and a desire for strong collaboration.
2. **Funding Model** - The current fee-based, self-funded financial model for Illinois Abroad and Global Exchange (IAGE) has led to a set of activities that misalign campus needs for study abroad support and direction. IAGE funding and corresponding activities are driven by revenue from program enrollment, often at the expense of providing support for faculty, programs, and colleges to advance study abroad opportunities across campus. The current financial model limits IAGE from providing a strategic, campus focus and hinders collaboration with the colleges. This is compounded by the financial burden of reducing a long-standing debt. As noted in the *IAGE Audit Finding Correct Action* report, "IAGE will never be able to move out of the deficit if it does not receive funding to offset the work done on behalf of the larger campus."
3. **Academic Oversight** - Unlike the college-specific programs, there is considerable variability, but generally limited academic oversight for the study abroad programs offered by IAGE. While some programs have direct faculty or department involvement, a number of others

have no such direct academic sponsorship and limited academic oversight. As study abroad provides transformative experiential learning, the lack of academic oversight is problematic. At the center of any study abroad opportunity should be the academic considerations.

4. **Institutional Support Structures** - Several colleges have an internal study abroad organization that is partially subsidized through college funding beyond program fees. Other colleges have limited study abroad infrastructure and support (e.g., Applied Health Sciences, Education, Fine and Applied Arts, Media, and Social Work). There is a need to provide support for these colleges to foster opportunities for their students.
5. **Common Partnerships** - Across the colleges and IAGE, there is some redundancy in staff support for similar exchange programs with the same international institutions. Recent efforts across the colleges and IAGE have mitigated some of the challenges this has created, while allowing for and providing college specific opportunities with the same international partner institution.
6. **Core Services** - While a number of colleges develop and deliver their own study abroad programs, there is a strong need for campus-level oversight, coordination, and support for a number of essential services irrespective of the academic purpose. Specifically, safety and security, policy setting, contracts, procurement, data, campus reports, program admissions, coordinated marketing, and general faculty and student support services are needed.

VI. RECOMMENDATIONS

Overall

To address these overarching challenges and to align programming and services to further study abroad opportunities for the campus, the following recommendations are advanced. The recommendations are designed to address the major challenges and, in doing so, improve campus study abroad and enhance student access, align with academic priorities, and serve faculty, units, and colleges effectively and efficiently.

These recommendations will have an impact to varying degrees on Illinois International, Illinois Abroad and Global Exchange (IAGE), the colleges and academic units, and other campus offices. It is clear, if implemented, these recommendations will have the biggest impact for IAGE. **Indeed, these recommendations will necessitate a major restructuring of IAGE and its activities.**

1. IAGE - Coordinated Core Services Function and Structure

As noted in the Globalization Strategic Task Force Report, there is a need to “Develop a coherent and comprehensive study abroad structure across the entire campus to enhance student study abroad experiences.” <https://blogs.illinois.edu/files/7831/601854/125767.pdf>

The task force therefore recommends a Coordinated Core Services model that focuses on the following functional areas while working in close collaboration with the colleges, academic programs, and faculty. This is a significant shift from “direct program provider” to a “service provider” for the academic units across campus.

a) 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.
- Continue to work to ensure appropriate data is collected for necessary reports and program analysis.
- Coordinate study abroad marketing by working with the colleges and departments to advertise exchange and faculty-led offerings across campus.
- Expand campus promotion to increase student and faculty awareness and the utilization of study abroad opportunities and IAGE support services.
- Build up the study abroad community and enhance awareness with campus programs (*e.g.*, celebrations, international student welcomes, and international days).

b) 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.

c) ISS Services: Safety and Security

- 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.

d) IAGE Services: Embedded Roles for the Colleges without Study Abroad Infrastructure

- 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).

e) 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.

f) 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.

g) 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.

h) IAGE Services: Data Management, Metrics & Assessment

In order for the university to make effective decisions when setting direction for global engagement, it is important that appropriate metrics be established based upon best practices.

- 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.

General Implementation Considerations

- Core Services: Realign IAGE and IIP positions to provide the recommended core services identified.
- Core Services: Realign positions to establish a single point of contact to address procurement and contract responsibilities and processes.
- Embedded Roles: Realign IAGE's regional-focused positions to embedded positions for the colleges with limited study abroad infrastructure.
- Embedded Roles: Align the embedded positions with the goals and needs of the supported college based upon conversations with key stakeholders in each college.
- Embedded Roles: Establish appropriate dotted line reporting relationships between the embedded roles and college personnel and offices.
- Faculty Grants: Establish a faculty committee representative of the campus to create a process for the faculty grant program and to review proposals and allocate grant funding.
- Data Management, Metrics and Assessment: Build the necessary tools, surveys, and process to establish an annual report and a process for continuous evaluation of the success of study abroad programming and services.

- Restructuring of Services: The task force envisions IAGE establishing a very different structure while limiting the change in FTE positions. The task force does not anticipate the change in structure will significantly alter the current total FTE (*e.g.*, +/- 2) positions.
- Restructuring of Services: Establish an organizational structure that fosters coordination and communication among the embedded roles in the respective colleges, IAGE, and the other international offices (*e.g.*, safety and security).

2. Realignment of Study Abroad Programming

Essential to a quality study abroad program is the centrality of the academic unit for delivery or partnerships for the students' experience. Academic units are best positioned to provide the appropriate oversight, guidance, and direction for the students' educational experience and learning outcomes.

- 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 the 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.

General Implementation Considerations

- 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.

3. Course Approval and Processing of Credit

Currently, there are varied processes utilized across units to manage exchange course approvals and the approving of study abroad credit. This creates inefficiencies, and extra steps and confusion for the students.

- Under the direction of the Registrar’s Office, in coordination with the colleges, improvements to the practices for managing student course approvals and the processing of credit from exchange institutions should be undertaken.

General Implementation Considerations

- 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.

4. Financial Model

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 to the students utilizing IAGE, as compared to college supported study abroad programs.

a) 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 offerings.

b) Revenue

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

c) Fees

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.

d) Deficit

IAGE is challenged to address a debt created by earlier years of prior administrations' deficit spending. As the IAGE office has worked to address years of deficit spending and is making an annual payment to address this debt, it continues to be hindered in its ability to invest in new initiatives and align its services.

- IAGE/IIP should continue to work directly with the Provost's office to address next steps regarding the current debt, as outlined by the Audit Report (2016).

- The current debt of the IAGE office should be addressed over time based upon established program benchmarks. Currently, IAGE spends annually \$200,000 on debt reduction.

e) 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.

General Implementation Considerations

- Replace IAGE budget from a fee-based model to state budget support.
- A change to range III tuition would need the appropriate approvals with an implementation target date of fall 2020.
- The additional tuition revenues (~\$1.6M) will flow to the colleges via the new budget model.
- Additional funds from range III tuition will provide an increase in funding support for study abroad efforts across the colleges. Based upon the current student utilization of the exchange programs, the additional revenue across the colleges ranges from ~\$8k-\$430k.
- The colleges would be required to invest a minimum of 25% of their additional tuition revenues from Range III into student scholarships for study abroad (~\$400K in total), which would be administered by the college. It is recommended that scholarships target need based and underserved student populations. To increase access, the colleges should consider alternative models for their scholarship allocation beyond an application process. Examples include: 1) allocating study abroad scholarships to incoming students to be used if they participate in study abroad, 2) pooled scholarships for a targeted study abroad program for specific student populations.
- Redirect administrative fees of the IAGE programs to the college or unit that has the academic ownership of the program (current IAGE total fees equals ~\$575K)
- 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.
- The faculty grant program for new study abroad program development (~\$50K) would be funded on an annual basis to IAGE from the Provost Office. The actual funding would reflect the annual amount actually awarded.
- IAGE will establish a committee representative of the participating colleges to review and allocate grant funding. IAGE will manage the grant fund program.

5) Committee Oversight Recommendations

Essential to effective operations and a culture of shared governance, it is recommended that two committees be established.

a) Implementation Committee

- The Provost should establish an Implementation Committee for the purpose of developing and advancing an implementation plan for the above recommendations during a time of transition for IAGE.
- The Implementation Committee would have the authority and responsibility to provide general guidance and tactical steps to roll out the set of recommendations suggested.
- The committee would be comprised of a small number of invested stakeholders from across campus.
- The committee would work with Illinois International, IAGE, and the colleges to provide guidance for the recommended changes and consider study abroad budgets across campus, ensure effective budget management, streamline and align resources with new program needs.
- During its duration, the committee would provide bi-annual status reports regarding the implementation progress to the Provost.

b) Study Abroad Committee (similar to the former Study Abroad Administrators Committee)

- There is a need to establish a single overarching committee to provide campus level review, guidance, and address challenges in the administration of study abroad programs across campus.
- The committee should focus on establishing a consistent set of guiding principles and policies for program development and the implementation of best practices. It also can serve as a clearinghouse for addressing any problems that may arise in the administration of study abroad across the academic units.
- The committee should work to address common areas of interest and concerns such as advancing student access to all programs that align with their academics and limiting redundant program offerings.
- The committee should have the authority and responsibility to refine and establish essential policies for partnership agreements and student engagement in study abroad.
- Regarding safety and security concerns and policies, the committee should provide general guidance and recommendations to the International Risk and Response Committee.
- In collaboration with IAGE, the Study Abroad Committee would provide guidance and review of an annual assessment of campus study abroad programs and services provided. The purpose of the assessment is to advance continuous improvements for campus study abroad.
- The committee should be comprised of campus study abroad directors, staff, and faculty. A successful committee will promote an atmosphere of collaboration and

coordinate to advance campus efforts that improve process and enhance international educational opportunities.

General Implementation Considerations

- While the committees would provide general review and oversight, it is important to ensure Illinois International and IAGE have sufficient authority and oversight for major policy implementation and policy adherence. This authority and responsibility aligns with current campus procedures, expectations and best practices.
- The Implementation Committee would be a temporary committee (2+ years) during the time of transition.
- The Study Abroad Committee would be established by IAGE in consultation with the study abroad directors. This committee may affect the purpose and need for the current committee structure addressing study abroad practices and policy.

6) Office Culture Implications

Considerations regarding an office culture is often overlooked when any significant restructuring of business functions is implemented. It is important to highlight and focus on culture as well as structure during a significant change in IAGE's purpose.

- A discussion and planning for the office culture should be undertaken with any changes in IAGE's functions and structure. Establishing a set of core values for the office would facilitate this process. As office culture often follows structure and purpose, IAGE will need to shift its culture from offering programs to students and a concern for revenue generation to becoming a service provider for the campus in supporting and advancing study abroad.
- As campus leaders in study abroad and expertise in best practices, it will be essential that IAGE focus on sharing expertise and knowledge, advocating for better processes and engagement, and championing support to students, faculty, programs, and the colleges. IAGE is best positioned to provide a strategic perspective that engages faculty, departments, and colleges.
- An office culture that emphasizes collaboration, strong engagement with other study abroad units on campus, shared decision-making, and a continued service orientation will be essential to advancing the campus study abroad efforts.

VII. TIMELINE FOR RECOMMENDATIONS

As this report has a number of substantial recommendations for change, it is helpful to identify those that should be addressed first. A few of the recommendations will have more immediate need and will help align the future development and implementation of the other recommendations. The implementation of the other recommendations would develop

according to the planning by the Implementation Committee. It is anticipated full implementation of all of the recommendations will take approximately two years.

The following three overarching recommendations need more immediate action.

1. Changing the Budget Model and Address the Current Deficit

a. Replace IAGE budget from a fee-based model to state budget support. This will allow IAGE to become more of a core service provider. Working with the Provost's office, IPP/IAGE will need to establish a plan for budgeting to address both the current debt and the corresponding changes to IAGE's focus.

b. Change the tuition rate for exchange programs from range IV to range III tuition. This will establish the funding model for the changes recommended, particularly for scholarship funding and the colleges' study abroad work.

2. Safety and Security

Safety and security are paramount to any study abroad programming, and there is a continuous need to address safety and security while balancing educational opportunities.

a. While continuing to refine policies and practices, ensure enforcement of appropriate policies that maximize safety and security awareness, training, and adherence to essential policies and practices. It is essential to continue advance the work of the International Risk and Response Committee for safety and security oversight.

b. ISS should continue to clarify the authority and responsibilities to enhance safety and security procedures, while noting that the Vice Provost for International Affairs and Global Strategies has final authority to resolve safety and security concerns.

3. Course Approval and Processing of Study Abroad Credit

It is important to provide support to students during the process of study abroad while assuring oversight of academic credit and course approval.

Request the Registrar's Office, in coordination with the colleges, to establish campus-wide, standardized practices for managing student course approvals and the processing of credit from exchange institutions. As this recommendation is independent of IAGE, there is no need to wait to begin this task by the Registrar's Office. One note, shifting primary ownership for credit approvals will likely result in the Registrar's Office needing an additional assistant registrar staff (@1 FTE).

VII. STATUS UPDATE

