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EXECUTIVE SUMMARY

This Program Review was conducted on behalf of the IES Abroad Academic Council. Charges to the Review Committee were drawn from the IES Abroad MAP and submitted to and approved during the Academic Council’s Fall 2015 meeting. The charges addressed all aspects of IES Abroad London including Center space, IES Abroad-taught courses, experiential learning, partner universities, student affairs, housing, cultural integration, extra-curricular activities, and staffing. IES Abroad London’s last Program Review took place in 2007.

IES Abroad London opened in 1974 and was IES Abroad’s second program in an Anglophone location, the first being IES Abroad Durham (1969-2000). Its curriculum had an early focus on social sciences and humanities, and, through its history, partnerships with a variety of institutions in and outside of London have augmented and enriched student learning. As the Center begins its fifth decade, it offers direct enrollment programs with seven different institutions, two summer programs, and semester standard programs in Theatre Studies and Health Practice & Policy; its flagship Study London semester standard program has expanded its curriculum to include course offerings in business.

The IES Abroad London Center is centrally located in Bloomsbury, one block from the British Museum, in an eighteenth-century building known as the William L. Gaines Centre. The Center has four multimedia classrooms, a library, student lounge with kitchen, faculty lounge, reception area, several staff offices, and an outdoor patio. Additional classroom space for IES Abroad-taught courses is available around the block from the Center at Monticello House. Outside courses for standard program students are available year-round at City University and Queen Mary, University of London, and, during the fall term, at SOAS, University of London.

Four direct enrollment programs are located very near the Center: University College London, the Courtauld Institute of Art, the Slade School of Fine Arts, and SOAS, University of London. Slightly further from the Center but still within short commuting distance via public transit are City University and Queen Mary, University of London. The direct enrollment program at St. Catherine’s College, University of Oxford, is approximately two hours by public transportation from the Center. The direct enrollment programs provide students with a wide range of offerings in the arts, humanities, social sciences, and STEM fields.

Standard program students and students in the direct enrollment programs at the Courtauld Institute of Art and City University live in Chapter King’s Cross Student Accommodation, which is within walking distance of the Center and conveniently located to transport at King’s Cross/St. Pancras rail stations. Other direct enrollment program students live in accommodations on their respective campuses.

The IES Abroad London Program Review Committee was impressed by the many strengths of the Center, notably the incredible variety of study options available to students at the Center and through partner institutions. The attentiveness of staff and faculty to the students’ needs
was highly commended, as was the quality of experiential learning placements. The committee also found field study excursions to be extremely effective in engaging students and meeting course objectives in most circumstances. Some field study excursions and certain observed class sessions were seen as being less effective in engaging students. The committee also noted among some students a mismatch of their expectations with the reality of study in London and the United Kingdom. For some students, this was part of the adventure of study abroad; for others, it may have affected their ability to make the most of their experiences.

The recommendations proposed by the committee do not call for major changes. They instead are meant to give ideas to the talented staff and faculty of the IES Abroad London Center about how to build upon their programs’ strengths to serve students who are increasingly diverse in their motivation and preparedness for study abroad. With more students looking to complete experiential learning and/or courses in business, social science and STEM fields for major credit while abroad, an Anglophone location such as London will continue to be an increasingly attractive destination for study abroad into the future.

This report documents the IES Abroad London Review Committee’s procedures, findings, and recommendations. Appendix A contains the Review schedule; Appendix B lists the IES Abroad London Global Learning Objectives; Appendix C lists the Review Charges; and Appendix D summarizes the committee’s recommendations.

REVIEW PROCESS

The U.S. members of the Review Committee received the following materials prior to arrival in London:

- Charges to the IES Abroad London Program Review
- Course List and Class Schedule (Spring 2016)
- Syllabi for IES Abroad-taught Courses (Spring 2016)
- List of Course Instructors and Instructor CVs
- Course Evaluations (Spring, Summer & Fall 2015)
- Program Evaluations (Spring 2015 & Fall 2015)
- Class Enrollments (Fall 2014 to Present)
- Program Enrollments (Fall 2013 to Present)
- Grades Summary (Spring & Summer 2015)
- Top Sending Schools (Summer 2013 to Present)
- Top Majors (Summer 2013 to Present)
- Top Minors (Summer 2013 to Present)
- Field Trips (Spring 2016)
- IES Abroad London Catalog 2015-16
- IES Abroad London Predeparture Information (Fall 2016)
- Orientation Schedules & PowerPoint Presentations (Fall 2015)
• Experiential Learning Placements (Summer 2015 & Spring 2016)
• CORE© Resource Materials
• The IES Abroad MAP

All information was copied on thumb drives and sent to committee members and made available via Drop Box. The committee also held a call to discuss the shared materials as well as the review process two weeks before arriving on site.

The schedule for the US committee members was designed to give them a thorough introduction to the IES Abroad London programs and the IES Abroad London community—its students, staff, faculty, university partners, and experiential learning hosts. The US committee members were joined in London by three IES Abroad London instructors. In addition, a Study London Program student, a Health Practice & Policy Program student, and an academic-year student studying at University College London served on the committee.

The US committee members scheduled numerous meetings throughout the week. All committee members met to discuss the review charges and observations and then to set preliminary recommendations. A meeting at the end of the week was held to discuss final recommendations and divide post-review responsibilities.

Committee members participated in activities that allowed them to gain insight into orientation and extra-curricular activities, observed classes, participated in field study excursions, and visited partner universities and experiential learning sites. Depending on their assignments for the review, committee members met with students, staff and faculty members, university partners, and experiential learning supervisors. As a final note, given the number of direct enrollment partners and the limited time the committee had onsite, official campus visits were limited to:
• City University
• Queen Mary, University of London
• University College London
• St. Catherines College, Oxford University

The schedule for the week is included at the end of this report.

**Guidelines for IES Standard Programs**

I. **Student Learning Environment**

A. Pre-departure Information

Observations
IES Abroad London provides comprehensive and detailed pre-departure preparation information for all students. Much of the information is general to studying in London and some of it is tailored to the students’ specific programs. IES provides a 72-page Study London pre-departure document which is logically structured, practical, and quite detailed. This document contains very specific information on getting started for study abroad, planning travel to the UK, details about the IES center and program, daily life in London, student conduct and expectations, and whom to contact for help at any point in the process. In addition to the general information, students are given documentation on their specific program of enrollment.

A particularly useful pre-departure tool for students is a series of YouTube videos titled “Before You Go.” The seven videos in the set are packed with practical information on such topics as Getting Your Cell Phone, The London Centre, Budgeting Abroad, Housing, etc. These videos are very specific, relevant, and easy-to-follow, and feature the IES London Director and the Center staff delivering the information. Each video takes an informative yet warm and personal approach. In addition, students are provided a slim handbook called “IES Essentials” which can be carried in a small purse or backpack pocket. It truly is a portable guide to the most critical information contained in the larger packets of information on the entire study abroad experience.

In terms of the course requirements and learning objectives, students are provided in the predeparture phase course syllabi for all IES courses offered. These syllabi have been standardized to help students navigate information on the instructors, course learning objectives, and course coverage topics. Each syllabus also contains useful hyperlinks to additional IES abroad information, program information, additional learning resources, etc.

IES Abroad and the entire London staff should be congratulated for providing the students a comprehensive and detailed set of pre-departure information materials delivered in a variety of formats (hardcopy, electronic, videos, etc.). Everything appears to be current, relevant, and useful. The effect of the pre-departure information is that all topics are covered in detail and with ample redundancy so that the information can be found in several places. The challenge, of course, is getting the students to take time to read or view the information in advance. During the committee review process we met with more than 20 students in open discussion forums and met with several more for short and casual conversations. While the students were pleased with the pre-departure information provided, some students felt that some of the information was missing or not covered. In fact, it appears the problem is not with the information provided but with the students’ attention to it. The students provided the following reasons for missing some of the information:

- Too much information to read at once
- Not enough time to read everything closely
- Too difficult to find specific information when needed
• The sense that so much information is not necessary because of the mistaken notion that the “UK is very similar to the USA.”
• Some students prefer an adventurous approach to preparation and plan to “figure it out when I get there.”

Recommendations

• Review with the Recruiting & Advising team in Chicago the process by which Student Ambassadors are chosen and how they connect with prospective students. None of the students the committee met with in London reported any interaction with any Student Ambassadors. Increasing the likelihood of this interaction would place additional emphasis on the importance of reviewing materials thoroughly as part of the pre-departure process, as it is common for students to pay more attention to information from peers rather than from those in authority.
• Arrange a student focus group, toward the end of the term, to better understand how students typically process the pre-departure materials. Use the findings to adjust the format of delivery and/or instructions for use.
• In terms of helping students prepare for the British system of faculty feedback and evaluation, share examples of how student-produced materials are graded in the UK versus in the US higher educational systems. One approach might be to produce a YouTube video featuring an IES faculty member who is sensitive to and can address this topic. This video can be added to the existing set of “Before You Go” videos.
• Incorporate a comparison of UK and US academic systems, perhaps in table format in the predeparture materials. The focus should be on helping students understand how both systems are rigorous, but in their own ways.
• Create a video with two students, one from a Standard Program and one from a Direct Enrollment Program, talking about the differences between their experiences, for posting on the IES Abroad public website.

B. On-site Cultural and Academic Orientation

Observations

IES Abroad London provides many opportunities for students to experience the local culture and to understand the academic requirements while on-site. The pre-departure information covered in the previous section (Before you Go videos, IES Essentials, Program Catalogs, etc.) contains detailed information on policies and protocols governing academics, emergencies, health and safety, housing, independent travel, and the student code of conduct. As in the previous section, the IES Abroad London staff should be congratulated for providing students a very comprehensive and detailed package of on-site cultural, safety, and academic orientation materials. The challenge in this section is getting the student to engage with the material provided during orientation and as reference sources throughout the term.
In terms of ongoing cultural exposure to the UK, the students are offered several opportunities for excursions and cultural events during their stay (Brighton, Oxford or Cambridge, Stratford and Kenilworth, Stonehenge, Bath, Salisbury, and Liverpool). In addition, several courses the committee visited offer walking tours of London (museums, architecture, theaters, etc.) as part of the course learning process.

Upon arrival in London, the IES Abroad London staff provides students a required six-day orientation program which begins at the King’s Cross Residence Hall. As part of this review, the committee was treated to a housing and neighborhood tour by the IES Abroad staff to experience a short version of what the students experience on the first day of their orientation. The residence hall overview, the local area walking tour, and the essential shopping tours reassured the committee that the students were getting very practical information and tips upon arrival. The rest of the week involves a highly structured and logical overview of the IES Abroad London Center, academics, advice on field trips, travel within the UK and in Europe, budgeting, safety, and well-being while abroad. On the third day of orientation the students take part in the IES Abroad CORE© (Comprehensive Orientation & Re-entry Experience) Program. This program allows students to reflect on, and maximize the benefits of, the cultural immersion of their experience. The fourth day of orientation involves specific program information, social activities, and free time. The final two days are structured with cultural site tours around London (Windsor Castle, London Bus Tour, etc.).

The entire orientation program is logical and comprehensive. The information is detailed and tailored to provide the students what they need to know in order to begin their study abroad on a positive note. Students are given immediate opportunities to explore and function in the local setting (e.g., using local transportation, eating, attending cultural events), under appropriate supervision. There are several social events, organized in part by local university students working with the IES Abroad staff, which are sprinkled throughout to help students bond as a group and to identify possible friends for the rest of the stay.

During the review process, the committee met with more than 20 students in open discussion forums and with several more for short and casual conversations. While the students were pleased with the on-site orientation information provided, some students felt that some of the information was not covered or was not given sufficient treatment. However, when the committee probed further or inquired with the IES Abroad staff, it appeared the problem was not with the information provided but with the students’ attention to it (similar to the processing of the pre-departure information). A complicating factor is that many students are taking the orientation session directly upon arrival from the US and while they are still experiencing jetlag directly.

Recommendations

- As part of budgeting for the higher cost of living in the UK, provide more information on budget alternatives (lodging, transportation, food) within the UK and to other parts of
Europe. In interviews with IES Abroad staff, the committee learned that this information is already provided. However, several students indicated that they were not aware of this information or simply had trouble finding it; therefore, a more prominent posting of it in Moodle is also recommended.

- It is clear that some students come to IES Abroad London with the intention to travel outside the UK as much as possible (every single weekend in some cases). For a number of reasons, this is problematic for the IES Abroad staff, the faculty, and the students. While it is not possible to restrict students’ travel outside the UK, the committee recommends increasing the amount of information provided to students on interesting and attractive travel alternatives in London and within the UK. This would enhance the students’ local cultural experiences and would reduce some of the negative aspects of faraway travel. Many students who had traveled more extensively in the UK indicated a preference for experiencing travel destinations which are “off the beaten path.”

- Continue to use Moodle creatively as a repository for resources from orientation (including PowerPoint slides) and for other information from this section. In interviews with IES Abroad staff, the committee learned that this information may already be provided. However, some students indicated that they were not aware of this information or had trouble finding it.

- Throughout the review, several students were surprised about the level of cross-national and other types of diversity they were experiencing in London. Many students came with a simplified expectation of a very homogenous “British” experience. The committee recommends more emphasis on the level and nature of diversity which make up the UK today. This emphasis can be incorporated in courses and perhaps delivered creatively by local students.

- Some students expressed interest in attending local religious services but were overwhelmed with the number of options and did not remember any orientation in this area. While this could be an excellent component of experiencing local culture, giving a thorough orientation to all the options would be too much, and anything less would require privileging some. Perhaps students who have this interest could be invited to a separate conversation, either individually or as a group, with someone who could ask about their particular interests and give some tailored guidance.

C. Instructional Quality

Observations

Students, staff and faculty at the IES Abroad London Center all attested to the fact that faculty members are clearly dedicated to their students, and make themselves available above and beyond the level of access typical within the British system (office hours, informal advising on assignments, etc.).

Course syllabi were sound, and the overall style of instruction conformed to the American norm of smaller, discussion-based classes. Instructional technology was being used efficiently
(articles on Moodle, audio and video clips used in class, PowerPoint and Prezi used during class sessions, etc.). Readings and other assignments seemed appropriate in terms of both level and load. The committee did note, however, a variation in the quality of instruction among individual faculty members.

Several of IES London’s faculty members are outstanding teachers. They demonstrated their ability to engage students in class, maintain their attention for two and a half hours, and lead them to the point where they were thinking critically and/or analytically about the matters being discussed. These instructors contextualized individual lessons within the scope of the larger course, used various modes of instruction within a given class (lecture, small group work, open discussion), incorporated various media and/or ancillary sources into class discussions, referred to the relevance of past and/or upcoming field study trips in a meaningful way, and had the students engage the subject from a variety of perspectives. They managed the in-class dynamic efficiently, and made sure that most – if not always all – students were contributing to the discussion.

That said, the committee also witnessed multiple instructors struggling to go beyond a more traditional lecture model in the classroom. This was evident in classes in which the instructors would pose questions to which no one would respond, or would respond insufficiently to sustain discussion at an appropriate level. Faced with such a situation, these instructors would typically answer the questions themselves rather than holding the students to task. At times the problem was with the kinds of questions the instructors would ask, as they allowed for very brief answers that did not require the students to think critically about the subject. In other instances, the problem was apparently discomfort with “pushing” the students to engage at an appropriate level. The committee believes that these issues can be effectively addressed by using faculty members who excel at a more engaged style of teaching to offer workshops and serve as mentors to faculty members who may still be working towards mastery of this approach to instruction.

Some of the courses the committee observed were verging on being too large, leading to issues including overcrowded rooms (which became very hot, and also required students to sit in rows rather than in a more discussion-friendly layout), and also allowed students who wanted to “hide out” to be able to do so undetected.

The instructional quality is affected by the instructor’s subject matter knowledge and pedagogical skills. All the instructors in the IES London courses are part-time or adjunct faculty. Most have extensive experience in academic institutions as instructors and in many cases as academic researchers. However, some instructors in the business courses have had extensive experience in business, but even among those with Ph.D. degrees, most have only recently entered into teaching. Even with a good grasp of the subject matter and extensive business experience, their newness to teaching detracts from the educational experience. In some classes many students were not engaged, concepts were not appropriately explained, and
audio visuals were not well designed. Improvements in pedagogical skills would greatly enhance the instructional quality for the business-related courses.

Some of the course topics in the Health Practice & Policy Program curriculum are sensitive in nature. Topics such as race, ethnicity, discrimination, religion, politics, underserved populations and the social determinants of health come up frequently in observed health courses. The instructors’ ability to engage students in discussion on these potentially sensitive topics varied. Instructors generally tried to relate social justice issues to the current racial/ethnic, religious, socioeconomic profile in the UK and to current social events. However, there was an overall lack of depth in the explanation of these topics and limited engagement from the students.

Both health courses used a combination of teaching approaches over the length of the class session. Techniques included a mix of brief lecture, student presentations, interpretation of brief case studies group discussions, interpretation of data through Moodle and guest speakers. While a variety of teaching techniques were employed to break up the long class period, some additional strategies to keep students engaged (including imposing a grading structure that incorporates engagement as a grading criteria) would be helpful.

Finally, courses in the theatre program are well designed to take advantage of the resources that London has to offer through guest practitioners and speakers, visits to sites, and a mix of instructional modes. The variety and transitions, even within a single class session, are a challenge for the students. In the class sessions observed, the IES faculty member was clearly aware of the challenge and worked well during the session to help the students process what was going on. Incorporating these opportunities also seems to require some flexibility in scheduling, which can put students off balance. All of this places a premium on efforts to prepare students for what is coming, both at the beginning of the course and from week to week, and to help them put all of the pieces together.

Recommendations

- With single weekly class sessions scheduled for courses, sessions are very long. The committee found them similar in length to graduate-level courses. As most undergraduates are unused to sessions of this length, students looked wearied by the end of many sessions, even those led by the most engaging faculty. All sessions included a break but sometimes these breaks came very late in the session and/or were very short. It is recommended that faculty continue to be mindful of the timing and length of breaks.
- Some faculty members keep their classroom seating in a row-by-row format that is commonly utilized for lecturing. Encouraging students to move their desks into circular or semi-circular seating will increase student attention and participation and is encouraged wherever classroom space permits.
• Continue hosting faculty meetings/workshops each semester and find and support, budget permitting, other professional development opportunities such as conferences and workshops which faculty could be encouraged to attend. Faculty members who attend should debrief their experiences to other faculty upon return.
• Identify mentors for new faculty members from the existing faculty and incentivize faculty mentoring in some fashion to maintain the mentoring relationship for up to one year after new faculty have started teaching at the Center.
• Implement a standardized annual faculty review to augment course evaluations each term.
• Continue to implement regular training workshops on Moodle to make it more accessible to faculty and to encourage their use of it in more customized, welcoming, user-friendly ways for themselves and their students.
• Provide training on how to engage students in the discussion of socially and political sensitive topics.
• Encourage faculty to develop and utilize grading criteria for in-class participation.

D. Curricular Design

Observations

As previously noted, the syllabi of individual courses are sound, though there are concerns that some of the methodologies being used (e.g. case studies) are in some cases unfamiliar to students who register for certain classes. This should be addressed prior to course selection. Another concern expressed by multiple students was the degree to which some professors deviated from the syllabus over the course of the semester.

The committee would like to see more courses directly engage the multicultural nature of London; this could be done by adjusting the content of existing courses, as well as by creating one or more courses that focus explicitly on issues of diversity in the context of London or the UK, such as a course on post-colonialism or a course that uses social justice as a lens to study contemporary issues in the UK.

Many of the students taking IES Abroad business courses are business majors at their home institutions. Some IES Abroad courses are clearly designed to not replicate courses found in a US business school and that is part of the benefit of studying abroad. However, other courses have titles similar to typical offerings in a US business school and students may wish to use them to satisfy specific requirements at their home institutions. This may prove to be difficult as even among the home schools courses with similar titles may differ in specific content. In addition, offering the course in London provides opportunities for curriculum enhancement that may not be available at the home institutions. Those enhancements may push out material that would be included in a “standard course.” For students, as well as for the person evaluating the IES Abroad course for transfer equivalences, the degree of specificity in the syllabus for the IES Abroad course is important.
In some IES Abroad business syllabi, topics were listed but assigned readings were listed as “relevant articles and other relevant readings as assigned by the professor.” In the “Required Readings” listing in one course, there were several complete books with no indication of priority. It is unlikely that the students would read all of the books in addition to the assigned articles. By contrast, another course syllabus listed for each lecture the learning objectives, key words, required reading, and a short description of the case assignment. Not only is this latter syllabus more informative, but the act of specifying the learning objectives and the assignments likely improved the structure of the course.

Important concepts related to access to care and health outcomes are discussed in the health courses. Social justice and social determinants of health appear to be important areas of emphasis. Many of the health courses touch on social justice and social determinants of health, but they do so in isolation. While each course individually does a reasonable job in introducing how social issues affect health status and health care access and utilization, opportunities to make connections and reinforce these issues are not maximized. Health program students experience a British teaching style at Oxford and a slightly more Americanized teaching style at the IES Abroad Center. While students may find it challenging to acclimate to the British teaching style, several indicated that they would prefer more experience with the British style of teaching including more autonomy (similar to their Oxford courses), more responsibility, and more self-directed learning.

Finally, the Theatre Studies Program offers students an opportunity for a comprehensive, immersive experience of what London has to offer for theatre education, while providing stimulating electives for students in other programs as well.

Recommendations

- Encourage faculty to include more regular references to local media sources in their class sessions to encourage students to follow local and national conversations on topics relating to society, politics, and the arts. In this, faculty should share links to free online news sources, noting their political orientations.
- Consider adding more classes for variety and to decrease average class size.
- When considering new courses to add, include a focus on those topics which might cover more of the diversity in London and the UK, e.g. a postcolonial literature course.
- Consider building more opportunities for research into existing courses, where appropriate. IES Abroad Vienna has 300/400-level course pairings in history and philosophy which might serve as a model to consider here.
- Encourage faculty to increase opportunities for student-led in-class activities including group discussions, case studies, and presentations.
- When using case studies in class, make sure that all students are familiar with this methodology and know what they are expected to do. This is of particular importance to non-business majors who may be taking IES Abroad-taught business courses.
• Better integrate the Health Practice & Policy Program courses. Instructors should coordinate their syllabi to identify common themes that can be reinforced in all courses.

E. Language Development Opportunities

N/A

F. Internships, Field Placements, and Community-Based Learning

Observations

Committee members were very impressed by IES London’s internship program. The placements that the committee visited were all highly professional settings, and all had students engaging in productive, meaningful work. The placement supervisors with whom the committee met all spoke very positively about the IES Abroad interns that they have hosted, and described how they benefit from having the interns working with them quite as much as the interns benefit from the experience. All of the internship students the committee spoke with considered their placement to be one of the highlights of their experience. In addition to valuing the professional experience they were gaining, they all considered their internships to be the best and most effective opportunity to engage with the local culture and population. Students spoke highly of how well they had been placed, and felt well supported by the IES Abroad internship staff.

Committee members and students alike were concerned about the internship seminar. The students’ primary complaint is twofold: first that they do not think the course addresses their unique experiences, and second that it is too much of an imposition given the fact that they already must commit so much time to their placement over and above their studies. The instructor conceded that he finds it difficult to bring cohesion to a class made up of a large group of students who have significantly different placement experiences, but those committee members who observed the course felt that there is still room for improvement. The class that was observed, for example, tried to cram far too much material into a single session, and the result was a superficial and late exposure to ideas that should have been central to the course (intercultural communication and adaptability). The students appeared disengaged and disconnected from the instructor.

Service learning for the health students is a two-fold experience. First, students are required to have a service learning placement at a London-based community organization. Second, they participate in a 10-day trip to Kingston, Jamaica, where they attend lectures at the University of the West Indies School of Nursing (UWISON) and volunteer at local clinics. The service learning program in London appears to be well organized, and, as a result, students receive meaningful hands-on experience with organizations that deliver services to underserved populations. Students are paired with well-vetted and/or long-standing community partners. Social justice and service learning experiences with underserved populations could be better
integrated between London and Kingston through course-based discussions of Caribbean and Anglo-Caribbean experiences.

Recommendations

- Where welcomed, explore relationships with larger firms for business students, through university liaisons, such as the Career Development Center at the Indiana University Kelley School of Business, approaching the creation of new relationships more centrally instead of site by site.
- The internship seminar course follows IES Abroad guidelines, but the variety of internship placements that student interns have can create challenges for engaging students in the classroom. Faculty members leading these courses are encouraged to increase opportunities for student-led in-class activities including group discussions, case studies, and presentations to maximize student engagement.
- Better integrate the service learning course and the 10-day Jamaica field study, by including more course-based discussions of Caribbean and Anglo-Caribbean experiences.
- An introduction to what service learning is and how to get the most of it would be helpful to the students participating in it. Training in how to facilitate, evaluate and process service learning experiences would be helpful for the faculty as well.
- Create a learning module on health and social status among Caribbean populations in the UK and the Caribbean that includes a parallel engaged learning experience with a Caribbean community in London.

G. Field Study and Trips

Observations

Field Study Trips

Committee members were able to participate in nine different field study trips during the review, many of which were ideal examples of how out-of-class experiences complement and enrich in-class learning. A particularly successful field study experience was a historical walking tour. For the tour, students used a class period to visit historical sites related to a political movement. They had a preparatory lecture before the tour that oriented them to what was going to happen on the tour. The instructor had a detailed plan as to how the time was to be used during the tour as well as handouts and visuals that complemented it. The instructor discussed the connection between the information discussed on the tour and the plans for the next class session. Finally, the instructor was passionate and very knowledgeable about the topic, and that passion, in particular, sparked great interest among the students.

While most committee members had extremely positive experiences when accompanying field studies, a few had experiences that they categorized as being missed opportunities for greater
engagement. In one case, the instructor led the students to a museum where they were encouraged to “have a good look” at what was being exhibited. The students milled around for five to ten minutes, mostly checking their phones surreptitiously, and then sat down and continued to quite openly engage with their phones. The instructor did not stop this and eventually joined the students to pass away the time that remained. It was difficult for the committee member to gauge how the students had been prepared for the visit and how the visit tied into the course.

The other missed opportunity also involved a trip to a museum, and in this case, too, the students were sent with no direction as to what they should be doing. The instructor did not lead the students through the exhibits but rather the students went ahead on their own with the instructor and review committee member behind. The instructor and committee member quickly lost sight of the students. As they exited the exhibit, they found the students relaxing in the coffee shop. The instructor bought beverages for the students but did not take the opportunity give a brief lecture on the exhibit. Similar to the experience described just above, it was difficult for the committee member to gauge how the students had been prepared for this visit and how it tied into the course.

Field Studies can be great learning experience but they also can consume a lot of instructional time and in some cases incur transport and other costs. The way the trips are organized may change the balance of learning and costs. Some instructors need to make better use of the experiential aspects of IES courses. Given that more instructors seem proficient in this skill than not, the committee recommends using those faculty members to offer workshops to new instructors on how to integrate experiential learning into a course, sharing experiential lesson plans, allowing their colleagues to accompany them on a study trip, etc.

Optional Field Trips

The IES London Center offers six optional field trips each semester. Half of these are single-day trips to locations such as Stratford-upon-Avon & Kenilworth Castle, Cambridge, and Liverpool. Other trips include overnight stays, such as the two-day trips to Brighton and to Stonehenge, Salisbury & Bath and the four-day trip to Scotland. Optional trips include a student co-pay. Trips are otherwise subsidized by IES Abroad, and transit costs and entrance fees to sites of interest are included. Overnight accommodation and evening meals are also included for all overnight trips.

The Center schedules optional trips to locations students might not otherwise visit and makes the trips available to students in both Standard and Direct Enrollment Programs. Thanks to weekend scheduling of trips, most students are available for all trips, though conflicts do exist, e.g. the Health Practice & Policy Program students being unable to attend the Scotland trip due to their Friday classes at Oxford. Available space varies by trip, due to logistical concerns, but trips typically can accommodate anywhere from 44 to 80 students. 385 students were able to participate in the Spring 2016 Semester trips.
The trips are evaluated positively in program evaluations, and students with whom the program reviewers met agreed that the trips were good and were to places that they might not have visited on their own. One student, however, did express concern about how she was unable to get into any trips due to her late submission of forms. She acknowledged that the lateness was her own fault, but she was later frustrated to learn that many trips were filled with the same students, i.e. students who were able to get into four, five, or even all six trips. She suggested that making sure that each student was able to get into one optional trip would be fairer.

Recommendations

- Arrange a student focus group, toward the end of the term, to identify strengths and weaknesses in the field study trips in which the students participated.
- Based on feedback from the above, identify faculty members who could act as field study experts for the Center. These individuals should then be given incentives to present on successful field study to their faculty peers during the next faculty meeting or training workshop.
- Create a page in Moodle for field study related-resources, where faculty might also post ideas and find colleagues with whom to collaborate on cross-course field study.
- Consider reserving a small percentage of space on each optional field trip for students to register for once they are onsite, e.g. if a particular trip has space for 80 students, 75 or so of those spaces to fill during the predeparture phase and open the remaining spaces during or after orientation.

H. Engagement in IES-Sponsored Cultural and Social Activities

Observations

IES Abroad offers a variety of social and cultural activities for all affiliated students. Examples of events for students on Standard Programs include social gatherings held in the student housing facilities, tours of neighborhoods near the student housing, and tours for the purpose of learning local pub culture.

Weekend travel seems to conflict with engaging in London-based, IES Abroad-sponsored cultural activities. Also, students may not see the importance of understanding and experiencing their local context in the London-based program. While IES London expresses the importance of learning about the culture of London through orientation, student communications, and by building cultural experiences into courses; other avenues and ways of confirming this should be explored.

Recommendations
• Students are strongly encouraged to take advantage of proximity to and opportunities available through UCL student union, Student Central, but still report that it is difficult to meet and interact with local students. The IES London staff should consider creating links between Standard Program and Direct Enrollment Program students at UCL and SOAS, utilizing a peer-to-peer approach to make the Student Central more attractive to Standard Program students.

• Establish a regular, weekly time at the Center when IES Abroad-taught courses are not running during which a speaker series might be implemented. During this time, students and/or faculty may be scheduled to present on a variety of topics. For example, students in the theatre program, along with one of their instructors, might present on current productions, encouraging their peers to seek out and attend productions on their own.

I. Involvement in Other Academic, Political, Economic and Cultural Institutions

Observations

Students have opportunities to visit various parts of London, however, exposure to diverse neighborhoods it is not required and students can technically spend the majority of their time with other US students. An expansion of structured programming and opportunities that involve interactions with London’s diverse populations would be helpful.

London is a diverse city with a rich history, old traditions as well as more recent immigrant groups. Experiencing the diversity of London is important for several reasons. First, diversity initiatives are a relevant issue at the universities that send students to IES Abroad London. Experiencing diverse cultures and communities in London would be consistent with learning objectives of sending universities in the US. Second, understanding the diversity of London will create a context and an experienced based framework to facilitate a better, deeper understanding of British- and European-focused theater, health and business courses. Participating in social and cultural activities (e.g. diverse local foods, theater, community events, events at community centers) can facilitate exposure to diverse populations.

Recommendations

• Expand walking tours in diverse communities in London including opportunities to dine in neighborhood restaurants. This happens in some CORE© meetings, but it would be beneficial if done more frequently.

J. Re-entry into Home Culture and Home Institution

Observations
While the IES Abroad London Center was not a part of the original CORE® pilot in 2008, it was a first adopter of the model when it was rolled out globally in 2009. CORE® has run continuously at the London Center since that time. All administrative staff members are facilitators. Cohorts may include up to 20 students during high-enrollment semesters but may be smaller.

A variety of discussion questions and short activities shown in the CORE® Addendum are in regular use during IES Abroad London’s CORE® meetings. Re-entry discussions, in particular, are started in the final CORE® meeting with a viewing of the IES Abroad-produced Coming Home video. The staff facilitators employ a random selection approach for forming cohorts to enable them to bring students from different programs, courses, and home schools together into each cohort.

The first CORE® meeting takes place during orientation, at which all students are present. Subsequent meetings take place across the term and, as they are not mandatory, the staff facilitators encourage attendance by pairing the meeting with a dinner at a restaurant. This approach has been very successful in some cases, e.g. a staff member citing 18 students at her most recent CORE® meeting/dinner, but less so in others, e.g. a student citing only 5 students at her most recent CORE® meeting/dinner. Program evaluations are generally positive for CORE®.

Recommendation

- Consider, when possible, having smaller cohorts.
- Consider having a student or two in each cohort act as co-facilitator(s) with the staff facilitator. This will create a leadership opportunity for interested students and might serve to encourage more student participation in the general cohort, i.e. lending support to a peer by showing up to the CORE® meeting he/she is helping to facilitate.

II. Student Learning; Assessment and Intercultural Development

A. Intellectual Development

Observations

Overall, with regard to what happens in courses, both faculty and students express a sense that students show various kinds of intellectual development. Course syllabi express clearly the intended learning outcomes of each course and how students are meant to demonstrate their progress. These stated goals fit the discipline of each course as well as the overall goals of the program. The degree to which the format and methods of instruction are unfamiliar for US students accounts, in itself, for much of what students say pushes them toward goals like critical thinking, developing different learning strategies, and learning to see multiple perspectives.
Nonetheless, the unfamiliarity of the course set-up, particularly the once-weekly meeting time and the incorporation of field study, along with the flexibility of schedule and assignments in many cases, makes it especially necessary for instructors to continually remind and explain how course activities connect with course goals. Making these connections would help students pursue developmental goals more intentionally.

Even more important for ongoing assessment of student’s intellectual development is dialogue between students and faculty and among students. One student expressed as a strength of the British educational approach the instructor’s interest in what students think, both in the sense of asking them to think and of wanting to respond to what they think. Many instructors clearly cultivate this atmosphere well, and all should be encouraged to.

Students express that they get the most of out of field study experiences and connections between course material and what is going on in London (e.g. special exhibits, performances) and in current events. Some courses already make extensive and excellent use of these, but others could use them more or better (see I-G above).

For some students there seems to be a disconnect between the intellectual development going on in coursework and the rather consumerist traveling they do on the weekends. Several of the recommendations below are ideas for how IES Abroad London might organize events outside of students’ own courses that would encourage them to take advantage of other opportunities for intellectual development. One model here is the open lectures offered at Oxford and Cambridge (which an Oxford direct enrollment student said he found so valuable). The IES Abroad London Center could take advantage of its own site and resources to offer something equivalent, though no doubt quite different, for Standard Program students. This would help create a climate in which students take more responsibility for their own intellectual development.

**Recommendations**

- Encourage faculty to remind students of course goals/learning outcomes throughout the course, regularly tying activities, readings, and assessments in the course to these goals.
- Continue to encourage the discussion of current events in courses, where appropriate, and extend the utilization of field study in courses, where resources permit.
- Establish a regular, weekly time at the Center when IES Abroad-taught courses are not running during which a speaker series might be implemented. Guest lectures or lectures by IES Abroad faculty might be offered during these times.
- Space permitting, invite students from outside of a class to a special event (speaker, field trip, etc.) in another class.
- Staff and faculty survey special events and exhibitions before the start of each term and create a plan to organize student attendance at selected events/exhibitions. Those events/exhibitions chosen should be “talked up” in relevant courses to encourage student participation.
These above points are best addressed through cultivating dialogue between students and faculty and among students. The existing student council should be consulted along with faculty to guide the implementation of these.

B. Development of Language and Communication Skills

N/A

Recommendation

- Even though this is an Anglophone location, development of general communications skills and of awareness of varieties of British English is still an important aspect of the London experience worth emphasizing in orientation or other activities.

C. Cognitive Growth

Observations

It is clear from conversations that staff and faculty are concerned about goals such as awareness of cultural differences and communication skills across cultures and that students feel like they are growing in these areas. The responses to the questions about intercultural learning on end-of-term evaluations are strong. (Those for the Theatre Studies program took a noticeable dip in Fall 2015, but that may well be an anomaly.)

Internships and field placements seem to be particularly effective in these areas. The end-of-term evaluations ask, in the section on internships and field placements, a question about cultural learning, and the responses for recent semesters are almost all positive. Student evaluations of the summer internship course (IN395), however, give rather low marks in response to the questions about cultural learning and the use of Cultural Analysis materials, so this may need some attention. The review team, of course, had no chance to observe the summer program directly and only heard some comments about summer internships from site visits at places that had also hosted summer interns, which were positive.

The most obvious place to structure opportunities for reflection on cultural learning is in courses, and this seems to be happening in many cases. Students’ responses to questions on course evaluations about cultural learning are generally good. In some cases, particularly some historically-oriented courses in the humanities, there seems to be room to make more connections between the main focus of the course and what students are experiencing outside of class. There also seems to be room for more opportunities for reflection and integrative activities outside of courses, but the committee does not have specific recommendations to make in this area. Many of the recommendations made elsewhere would address these goals too.
Recommendation

- Encourage faculty to make consistent efforts to connect course discussions and assignments, especially in historically-oriented courses, to the students’ experience of present-day London and Europe. This seems to be happening more in some courses than others.

D. Interpersonal Growth

Observations

Overall, orientation activities set students up well to adapt to British culture and interact with people. No doubt less is needed here than in some other IES Abroad contexts. Students are presented during initial orientation with opportunities to connect outside of IES Abroad, like local university club or Host UK, but report that this is easily forgotten in the midst of the rest of orientation.

Few students in the standard program seem to get involved in local organizations or other activities outside of IES Abroad, except for internships and field placements, nor did we see organized IES Abroad-sponsored extra-curricular activities other than field study trips in which students could explore their leadership potential. The reasons for this seem largely to do with the students’ focus on travel to distant places on the weekends. Nonetheless the recommendations below offer some suggestions for stimulating more involvement in local extracurricular activities. Much depends, though, on staff sensitivity to the interests of each semester’s cohort of students and ability to help them pursue those interests in the local context. Perhaps more information could be offered at orientation and during the term about interests that recur from semester to semester (such as involvement in local faith communities, if that is one). Otherwise, staff could perhaps be on the look-out for opportunities to encourage and facilitate local activities and involvement among groups of students with shared interests.

Recommendations

- There was general agreement that students need reminders and further encouragement to take advantage of activities and organizations outside of IES Abroad. The Center staff does not need to reinvent what it is already doing with the newsletter, but it might consider utilizing existing forms of peer promotion to communicate the information in the newsletter to students who may not be reading it.
- Show students more, beginning with marketing materials, about experiences in London outside of classes, e.g. what London has to offer on the weekends (vs. going on trips outside of the country each weekend).
- In so far as faculty are willing, encourage students to go along to what faculty members are doing outside of class, making clear that it is entirely optional.
E. Intrapersonal Growth

Observations

The whole make-up of the program provides good support for students in taking responsibility for their own decisions and understanding their own values and beliefs. The committee’s recommendations in this area focus on developing cultural self-awareness, particularly as Americans in another culture that speaks the same language and shares other strong cultural connections. Since the differences here are not as dramatic as they might be in other cultures, recognition is a slower process and needs to be helped along. A sense of belated realizations in this area is no doubt inevitable but suggests an opportunity.

Recommendations

- It is recommended that more opportunities be created both in and out of class for students to think about how Americans relate to the rest of the world, how they are perceived, what is expected, and what it means to make an effort to meet other cultures half-way instead of the default of letting others cater to them. The upcoming US election might present a unique opportunity for this in the fall semester.
- A course on postcolonial literature or history would help with self-awareness in a cultural context, especially if it dealt with American colonialism as well.

III. Resources For Academic and Student Support

A. Faculty Qualifications

Observations

IES London employs about 25-30 local faculty members per term. Most of them are also employed at local institutions of higher learning, and several are practitioners in their field of instruction. Faculty are recruited by referral and through academic job postings in local websites. The candidates apply, are short listed, are interviewed, and are then offered positions. Candidates are offered competitive salaries with benefits, including opportunities for professional development. Faculty are evaluated via teaching evaluations each term, on an ongoing basis, and their contracts are renewed each term.

The faculty teaching for IES Abroad appear to be well qualified for the courses they are teaching. The vast majority hold Ph.D., Master’s, or J.D. degrees from various universities in the UK and abroad. Several of the faculty are accomplished authors, performers, or practitioners in their fields. The faculty are quite experienced in working with study abroad students and are sensitive to gender and cultural differences among students. All faculty are required to post their course syllabi on the public website for the students to access pre-departure and in
Moodle as they take courses. The course syllabi are standardized with a required format and topics to be addressed. Each syllabus contains the instructor’s bio-sketch which makes it easy to review their education, experience, and other qualifications.

The review committee attended approximately 25 class sessions and engaged in out-of-class discussions with about 10 faculty. For the most part, faculty employ sound pedagogy, and most faculty are very effective in their instructional approach and style. As a group, the IES Abroad London faculty are very sensitive to the students’ backgrounds, interests, and level of development. There were no major concerns about the faculty qualifications.

Recommendations

- In order to enhance the process of cross-fertilization of teaching effectiveness, the committee recommends that existing faculty participate in the process of interviewing new faculty.
- The IES Abroad Center director should conduct an annual appraisal meeting with each faculty member to review teaching evaluations, discuss course and curriculum development, and to review professional development opportunities.
- The IES Abroad Center director should establish a formal mentoring program for new faculty members which involves up to one full year of mentoring by an experienced and effective faculty member in either the same or a related discipline.

B. Administrative Staff Qualifications

Observations

The IES Abroad London Staff is very capable and has a strong commitment to the personal and educational welfare of the students. The Center Director has multiple years of experience with study abroad in general and IES Abroad specifically, having worked at the IES Abroad Milan and Siena Centers prior to heading London. The staff is fully knowledgeable of and enforces IES Abroad and US academic expectations, has a good reputation with UK partner universities and are genuinely liked and respected by the students.

Recommendations

- None

C. Academic Advising

Observations

A faculty member is designated to perform the role of academic advisor to the students. She, as a local university professor and an IES Abroad instructor, is very knowledgeable about both
IES Abroad and local university requirements and academic cultures. Throughout the semester, student progress is monitored by both the advisor and faculty. Faculty, given the ability to observe the students regularly in class, provide a means of detecting concerns early which augments regularly scheduled check-ins during the semester. Lastly, it is important to note that a number of international students for whom English is a second or foreign language do attend and have attended IES Abroad London programs. Staff and Faculty have noticed that while students may perform well in the US surrounded by a strong support network, there can be some tendency to falter when on their own abroad.

Recommendation

- Consider making available ESL tutors for international students as needed on a case-by-case basis.
- Check in with international students in week four of semester to ask how reading load is being managed and ask whether writing support would be helpful.

D. IES Academic Center Staff Size

Observations

Staff sizing is appropriate for London programming. The Center Director has exhibited the ability to appropriately hire part-time or temporary staff to handle periodic increases in work load. Faculty members, however, suggested that additional help with administrative tasks would be beneficial to them, if it could be provided.

Recommendation

- As the part-time Programme Assistant’s position has started in the past year and has been refilled recently, faculty members simply may be unaware of this role and/or how it may support them. It is recommended that the faculty be reminded of this and other support staff roles at the Center and that the support that they access in the coming months be monitored to determine whether it is sufficient.
- Related to the point above, consider freeing the Center Director from certain administrative tasks so that he has more time to focus on faculty development and support.

E. IES Abroad Center Facilities

Observations

The IES Abroad London Center (with the use of rented facilities in Monticello House) is sufficient to address the requirements outlined in the Program Review Charges, with the exception that the facilities (including Monticello House) are not handicap-accessible.
Recommendation

- Realizing the constraints of older buildings in London, the Center should create a plan for reasonably accommodating various physical disabilities in the existing Center space, in consultation with appropriate laws and groups in the UK. It was noted that this could be a class project, e.g., for the health program.

F. Access to Local Educational and Cultural Institutions

Observations

IES Abroad London has agreements with local institutions that give students access to courses, and to campus events and amenities when students are registered at these institutions. For students who are not registered for outside courses, agreements exist to provide access to campus amenities on demand, e.g., Student Central at UCL. Information about outside courses and amenities and events at local institutions is shared with students during orientation. However, there is room to expand this listing, to have more frequent distribution of this information, and to update the method of distributing this information.

Recommendations

- Ensure information about cultural opportunities is inclusive of the diversity of the city.
- Research additional community and student groups that would open cultural events, sporting events and clubs, and social activities to US students studying abroad in London. Examples provided during review discussions included the Greater London Authority, Institute of Contemporary Art, and Human Rights Film Watch.
- Distribute information about the above opportunities more frequently and using more modes of social media (Facebook, Twitter, WhatsApp, etc.).

G. Research and Learning Resources

Observations

In addition to accessing copies of books for IES Abroad-taught courses in the library at the Center, students studying in IES Abroad London Standard Programs also have access to resources at the British Library and the Senate House Library.

The British Library, which is located very near the student housing in King’s Cross, is open to the public. Its helpful website lists over 150 million resource items including copies of every publication produced annually in both the UK and Ireland, manuscripts, maps, magazines, journals, prints and drawings, patents, music scores, and sound recordings. Three million new items are added annually, and 16,000 people access its collections, online and onsite, daily.
The Senate House Library is the central library of the University of London, and it is located in Bloomsbury, very near the IES London Center. Students who wish to have access to its collections simply have to request this of the Center staff, and it will be set up for them. Here students have access to millions of resources in the arts, humanities, and social sciences, including primary source materials that go back to medieval times.

Lastly, students taking outside courses at City University, Queen Mary, University of London, and SOAS, University of London, have access to library resources at these institutions as well.

At the Center, students have access to a wireless network that is generally strong and reliable and to space in the student lounge and in the library in which to work, utilizing this network. The Center library also includes an impressive collection of videos which students may access for class or for entertainment.

IES Abroad students in London’s Standard Programs may also continue to utilize learning resources from their home campuses, such as JSTOR, where permitted. A question came up during committee discussions about how many students actually access such resources from their home campuses versus how many might be accessing, for example, the EBSCO resources available through IES Abroad.

Recommendations

- Survey students about learning resources available through home schools while on study abroad and encourage student to utilize these resources, where permitted, in addition to those offered by IES Abroad, in libraries in London, and available at partner institutions, where applicable.
- Provide additional training to students and faculty on EBSCO to familiarize them with resources available there and how to access them.

H. Housing

Observations

The IES London Centre’s resident staff member at the King’s Cross student accommodations took the Review Committee on an extended tour of both the facility and the surrounding neighborhood, highlighting how various building amenities and community resources are utilized in residential programming. Based on this tour and on the evident satisfaction displayed by students in regards to their housing, the committee found that the student housing met or exceeded the requirements listed in the Program Review Charges. However, as with most accommodations, maintenance issues may be handled more smoothly and are addressed in the recommendations.
Recommendations

- Hold a resident student meeting or conduct an online survey in week four to find out how students have settled into housing and address concerns noted.
- Make the maintenance procedures clear to students and make sure building administration has follows up within one week.

I. Student Qualifications

Observations

The student and admissions process meets all requirements outlined in the Program Review Charges.

Recommendations

- None

J. Health

Observations

IES Abroad London Center staff meet all health protocols as described in the Program Review Charges.

Recommendation

- While currently there is a counselor or psychologist present during orientation to discuss adjustment difficulties, it may be helpful to have this person return for a mid-term discussion to address any questions that may now be present given the student has now lived, studied and possibly worked in the environment for several weeks.

K. Safety and Risk Management

Observations

This is an area which receives a great deal of attention at the IES Abroad London Center. It is well thought out, appropriately staffed, and well executed. The staff meets all requirements as listed in the Program Review Charges.

The program review committee discussed the Paris crisis response in Fall 2015 with the staff who described the use of multiple media sources, e.g. cell phones, WhatsApp and Facebook to
locate students and ensure safety. The staff also discussed the disciplinary reviews that resulted for non-responders. Also, but due to an unfortunate circumstance, the committee was able to witness the staff’s effective and efficient response in handling a student who became ill in her housing and needed to go to hospital for observation. The process was commendable and the student recovered well.

Recommendations

• None

Guidelines for IES Abroad Direct Enrollment Programs

I. Host Country Standards and Practice for Higher Education

A. Educational Status

Observations

IES Abroad London maintains Direct Enrollment Programs at the following institutions:

• City University*
• The Courtauld Institute of Art, University of London
• Queen Mary, University of London (QMUL)
• The Slade School of Fine Art, University College London
• SOAS, University of London
• St. Catherine’s College, University of Oxford
• University College London (UCL)

*As of August 2016, City University will join the University of London, becoming City, University of London.

All of these institutions are degree-granting, and all are subject to the monitoring of the Quality Assurance Agency for Higher Education (QAA) in the United Kingdom. All have been reviewed by the QAA within the past decade and copies of the most recent review reports are available on the QAA website. It is also worth noting that both the University of Oxford and University College London are regularly near the top in world rankings for best universities and that the Cass School of Business at City University is accredited by the Association to Advance Collegiate Schools of Business (AACSB).

Recommendations
B. Academic and Student Life Policies

Observations

IES Abroad’s agreements with its institutional partners in the UK specify admission requirements and processes for students seeking to enroll in single-semester or academic-year study. These requirements and processes, many of which are also publicly available on the partners’ websites, are outlined to prospective students on the IES Abroad public website and in program application materials.

Agreements also specify that courses are to be graded and that grades, along with credits awarded per course, are to be entered into official transcripts which are then shared with IES Abroad. Some institutions use their own systems for credit and these credits are noted on their transcripts; however, all institutions also use ECTS. A common grade conversion scale was also approved by the IES Abroad Academic Council. It was created in consultation with QAA studies of grading standards within the United Kingdom. This grading scale is published to students in their IES Abroad London Essentials Guide.

Policies pertaining to course registration and availability vary by institution and even within institutions, e.g. access to courses in certain disciplines may be restricted to students majoring in those disciplines. These policies are communicated to students through a combination of notes and materials on/in the IES Abroad public website, program application materials and predeparture forms, and the Student Portal. The Program Advisor in Chicago and Academic Programmes Manager in London consult regularly on issues relating to course registration and availability and recommend updates to IES Abroad’s predeparture materials to keep the information that is communicated to students current.

Institutions of higher education in the United Kingdom are subject to the Equality Act of 2010 which makes illegal disability-related discrimination and makes obligatory the reasonable adjustment in services to disabled students such that they are not placed at disadvantage to their peers. This applies equally to students who are citizens of the United Kingdom and to international students. While some older campus facilities may remain inaccessible to individuals with certain physical disabilities, new facilities are being built with attention to increased accessibility. Learning accommodations are relatively easy to obtain, provided students show proof of similar accommodations from their home campuses in the United States. The most common accommodations requested by and provided to IES Abroad students studying at institutions in the United Kingdom are extended time for test-taking and note-taking assistance.

Student life policies are available in various formats on the institution’s websites. Some are fully public and others behind a student portal. Some are listed in handbooks created
specifically for study abroad students, and others are in handbooks for all students, regardless of whether they are degree-seeking or not. More general student handbooks may also be supplemented by handbooks available through individual schools or departments within the institution. The Academic Programmes Manager discusses with each Direct Enrollment Program group during its orientation where to find important institutional policies.

**Recommendation**

- Where student handbooks are available on public websites, links to them should be added to the predeparture information in the Student Portal. Where they are not publicly available, copies should be obtained from institutional partners and posted as pdfs to the Student Portal.

II. **Student Learning Environment**

A. Pre-departure Information

**Observations**

There was some confusion among both Standard Program students and Direct Enrollment Program students as to what exactly a “British style” education implied. Some students – those at Oxford as well as those who had friends at Oxford – seemed to equate a British education with one-on-one tutorials, while others thought of “British education” more as a lecture-driven approach with less formal structure and less contact with the professor than in education in the US. Most agreed that the British custom was to expect more independence from the students, and required students to develop and use more critical thinking skills than the US model, and some of the Standard Program students stated that they would like to have more of this approach in their IES Abroad-taught courses. Ironically, some of these same students were among those who criticized the fact that their IES Abroad instructors did not strictly adhere to the syllabus distributed at the beginning of the semester.

In short, a significant number of students seemed not to understand the different educational models, what they entailed, or the costs and benefits associated with them. Since the difference between the British and American models seems to be a frequent topic of conversation among the students – and does move them to reflect on their educational experiences – it might be a good idea to provide them with more information and maybe even give them some prompts that they might use when thinking about the implications.

One specific request from QMUL was that students be better prepared for the racial and ethnic diversity of East London. They noted that a good number of students arrive with inaccurate expectations of British culture and society, expecting to find a predominately white, gentrified upper-middle class student body and local population. They said that students who arrive
under this misimpression often experience an additional level of culture shock as they are confronted by the multicultural reality of their new institution and neighborhood.

Recommendations

- Identify a model group of IES London Direct Enrollment Program alumni to serve as Student Ambassadors who will emphasize the importance of processing all materials thoroughly as part of the pre-departure process. It is common for students to pay more attention to information from peers rather than from those in authority.
- Arrange a student focus group, toward the end of the term, to better understand how students typically process the pre-departure materials. Use the findings to adjust the format of delivery and/or instructions for use.
- In terms of helping students prepare for the British system of faculty feedback and evaluation, share examples of how student produced materials are graded in the British vs in the US higher educational systems. One approach might be to produce a YouTube video featuring an IES faculty member who is sensitive to, and can address this topic. This video can be added to the existing set of “Before You Go” videos.
- Incorporate a comparison of the UK and US academic systems. The focus should be on helping students understand how both systems are rigorous, but in their own ways.
- Emphasize that “the British system” is not monolithic (i.e. there is a big difference between the tutorial system at Oxford and the lecture/tutorial system at other institutions) and that students from different types of US institutions may be more or less challenged by various aspects of the British system.
- Create a video with at least two alumni, each from different Direct Enrollment Programs, talking about their experiences with a goal of addressing what they wish they had known/understood before they started their respective programs.

B. On-site Cultural and Academic Orientation

Observations

Each host university holds its own onsite orientation for international, study abroad, and exchange students. Having spoken to students from four different local universities, it sounds as though the local orientations are comprehensive and cover most if not all of the same topics that are covered by IES Abroad for the Standard Program students. Attention is given to institution-specific resources (support staff, medical and counseling facilities, research facilities, social opportunities, local environment, etc.), as well more generic topics such as culture shock, UK/US cultural differences, behavioral expectations, etc. Students were satisfied with the information they received.

The more recently obtained Fall 2015 program evaluations, however, included some confusion among a few Direct Enrollment Program students regarding the relevance of the IES Abroad orientation, which they felt was more geared toward the Standard Programs students.
Recommendations

- Consider how to slightly modify the orientation week at the start to allow students further recovery from jetlag. Perhaps scheduling a cultural, outdoor site tour in London to get students walking around and to bond with the staff and other students.
- As part of the budgeting for the higher cost of living in the UK, provide better information on budget alternatives (lodging, transportation, food) within the UK and to other parts of Europe. In interviews with IES staff we learned that this information may already be provided. However, several students indicated that they were not aware of this information or simply had trouble finding it.
- It is clear that some students come to IES Abroad London with the intention to travel outside the UK as much as possible (every single weekend in some cases). For a number of reasons this is problematic for the IES Abroad staff, the faculty, and the students. While it may not be possible to restrict students’ travel outside the UK, we recommend providing information on interesting and attractive travel alternatives in London and within the UK. This would enhance the students’ local cultural experiences and would reduce some of the negative aspects of faraway travel. Please note that many students are attracted to experiencing travel destinations which are “off the beaten path.”
- Actively encourage direct enrollment program students to join local university clubs and/or student groups
- Use Moodle creatively as a repository for resources from orientation (including PowerPoint slides and documents) and for other information from this section. In interviews with IES Abroad staff we learned that this information may already be provided. However, several students indicated that they were not aware of this information or had trouble finding it.
- Throughout our review several students were surprised about the level of cross-national and other types of diversity they were experiencing in London. Many students came with a simplified expectation of a very homogenous “British” experience. The committee recommends more emphasis on the level and nature of diversity which make up the UK today. This is particularly true for students enrolling in QMUL, whose staff specifically asked that this topic be emphasized.
- Review and adjust if necessary the IES Abroad orientation so that Direct Enrollment Program students do not feel is it biased toward the Standard Program students.

C. Instructional Quality

Observations

The Direct Enrollment Program students with whom the committee met were generally satisfied with the quality of instruction at their schools. Additionally, a review of recent grades in these programs shows that, while students are very likely earning fewer A and more B and even C grades than they might at home, very few are failing. The students are clearly being
challenged by their courses but not beyond what would be considered appropriate for their academic progress and intellectual development.

In terms of more specific examples, a student studying at the Cass School of Business at City University thought it was more structured than other UK schools and more similar to the US system. Additionally, the UCL student on the committee summarized her experience as being a more independent learner at UCL than she is at her home campus. She described there being less instruction but added that the instruction she does receive in lectures, seminars, and one-on-one tutorials is “top notch.” She also described the quality of the degree-seeking students’ contributions to her classes as being a testimony to the strength of the education they have gotten thus far at UCL. Everything there—her instructors and her peers—reminds her that she is at a “premier university” and that it is up to her to take advantage of all it has to offer.

Members of the review committee also visited St. Catherine’s College, Oxford University. One instructor they met with was very much in the classical Oxford tutor system. She meets with her students individually for about an hour a week. The students who are fortunate enough to study with her receive a great education. The St. Catherine’s student with whom the committee met praised the academic experience there and added that he also appreciates the variety of activities and support services are available to students in the College. He described these as being very specifically created for and promoted to students as being a part of the co-curriculum to ensure that the intensive nature of study there does not overwhelm them.

Recommendations

- None

D. Curricular Design and International Students

Observations

The Program Advisor in Chicago and Academic Programmes Manager in London assist students during the predparture phase by suggesting courses which may be appropriate for their level. Students are expected to provide proof of completed prerequisites, when requested, and to verify that courses taken abroad will transfer back to their home institutions in the US and how, i.e. as major credit, as elective, etc. To ensure academic rigor, students are also prohibited by IES policy from taking more than two 100-level equivalent courses per semester at certain institutions that would otherwise permit students to take multiple courses at this level.

Students who confirm their participation in Direct Enrollment Programs earlier in the admission cycle generally have no difficulty getting a full slate of courses approved for their semester abroad, by both their home institution and the hosting institution. That said, because course schedules are often unavailable until students are onsite for orientation, conflicts may occur.
which may jeopardize the original set of courses the students intended to take. Because of this possibility, IES Abroad advises all students in Direct Enrollment Programs to have a couple back-up courses approved which they may switch into should the need arise. Students who confirm even later in the admission cycle may have more limited course options and so are advised to have several back-up courses approved just in case.

Recommendations

- Continue to encourage students to take courses that are appropriate for their level. As part of this, reinforce differences in course level/numbering between US (4 year) and UK (3 year) systems in IES Abroad predeparture materials for Direct Enrollment Programs.
- Research ESL resources at each partner institution to be prepared to direct students to utilize these resources to their fullest extent whenever the need might arise.
- Check in with international students in week four of semester to ask how reading load is being managed and ask whether writing support would be helpful. If needed, direct students to appropriate resources at the partner institution.

E. Field Trips

Observations

The section of this report which deals with optional field trips for Standard Programs applies also to Direct Enrollment Programs as all trips are available equally to both. Please refer to that section on page 18 of this report for more detailed information about what is available. Regarding the feedback of Direct Enrollment Program students on these optional field trips, where this feedback is available in program evaluations, it is positive, just as it is for the Standard Program students. That said, the early departure times of many trips on the weekend make it difficult for Oxford students to participate. Additionally, as all optional field trips depart from London, any Oxford students who wishes to participate must also incur the added cost of rail fare between Oxford and London. The Oxford student with whom the committee met suggested that he would consider participating in the optional field trips if IES Abroad made it easier for him to do so, both financially and logistically.

An IES Abroad London Center staff member mentioned that Direct Enrollment Program students do tend to cancel out of IES Abroad-organized optional field trips more than Standard Program students do. This is understandable as Direct Enrollment Program students discover more campus events over the course of the term that they may prefer to and that may conflict with IES Abroad-organized trips. That said, Direct Enrollment Program students who cancel their participation in these trips miss an important value-add of enrolling in their programs through IES Abroad.

Recommendations
- Refer to recommendation on page 19.
- Consider covering the rail costs of Oxford students who wish to join optional field trips departing from London as well as offering them overnight accommodation in available Chapter housing rooms the evening before the trip departure.
- Target Direct Enrollment Program students for additional promotion of optional field trips early in the term to try to avert cancellations. Such promotion might include photos, videos, testimonials, etc. from past trips sent through e-mail and social media.

F. Engagement in Cultural and Social Activities

Observations

Direct Enrollment students have a wealth of opportunities for social and cultural engagement at their disposal, and they should be encouraged at every turn to take advantage of them. The Direct Enrollment students who had joined student organizations or clubs attested to the fact that doing so provided the best opportunities to interact with local students and make new friends. One student the committee spoke with was playing on UCL’s lacrosse team, which clearly had given him a profound point of entry into the local culture and allowed him to form some very close relationships. A staff member from QMUL’s international office noted that many of their visiting students participate in the university’s 100+ student organizations, including an “international student volunteering club” that does not require students to hold a Tier IV visa in order to participate. Such opportunities should continue to be promoted among students prior to arrival, and reiterated once they are on site.

Recommendations

- Continue to actively encourage Direct Enrollment students to join university clubs and student organizations. Produce a video featuring Direct Enrollment students’ testimonials about the experiences they had by participating in these kinds of organizations.

G. Re-entry into Home Culture and Home Institution

Observations

The IES London Center’s CORE© is described in the Standard Program section on the same on page 21. CORE©, however, is not offered to students in Direct Enrollment Programs. Some universities, such as QMUL, are beginning to offer re-entry programs, but the extent of the involvement of current IES students in such programs is unknown.

Recommendation
Research what other IES Abroad Program locations with Direct Enrollment Programs—e.g. Cape Town, Dublin, etc.—are doing in CORE© and, from this research, create an abbreviated CORE© model for Direct Enrollment Program students in London that would be logistically workable for the existing staff facilitators to manage.

II. Student Learning Assessment and Intercultural Development

A. Intellectual Development

Observations

The Direct Enrollment Program students with whom the review committee met were enthusiastic about their opportunities for learning. Reports on intellectual development in end-of-term evaluations are positive. Adapting to the learning strategies of British universities seems to be one of the most stimulating parts of the experience. One student at UCL spoke highly of her opportunity to be involved in research. Administrators at QMUL said research opportunities for students are not available there.

B. Cognitive Growth

Observations

Scores on end-of-term evaluations indicate satisfaction with IES Abroad support services, but some of the open comments suggest particular kinks that may need to be worked out in the interface between IES Abroad orientation and the orientation at host universities.

C. Interpersonal Growth

Observations

Self-reports on end-of-term evaluations show satisfaction with intercultural development. A student at UCL spoke of the value of being on the lacrosse team but also indicated that some of the other students there had not been as successful in finding ways to get involved.

D. Intrapersonal Growth

Observations

Students seem to be taking good advantage of the opportunities and challenges of their Direct Enrollment Programs for growth in these areas.

Recommendations for A through D:
• Establish a regular, weekly time at the Center when IES Abroad-taught courses are not running during which a speaker series might be implemented. Guest lectures or lectures by IES Abroad faculty might be offered during these times. Students in Direct Enrollment Programs would be invited to these events at the Center along with Standard Program students.

• Staff and faculty survey special events and exhibitions before the start of each term and create a plan to organize student attendance at selected events/exhibitions. Those events/exhibitions chosen should be “talked up” to Direct Enrollment Program students via orientation and CORE© meetings to encourage their participation.

• Ask Direct Enrollment students to inform IES Abroad staff of special events/exhibitions occurring at their institutions and offer them the opportunity to “host” a group of IES Abroad Standard Program students at these special events.

• Regarding the newsletter, Direct Enrollment student evaluations from Spring 2015 indicated that it stopped coming after the Standard Program students departed. The newsletter should continue for all students as long as they are onsite.

III. Resources for Academic and Student Support

A. Administrative Staff

Observations

The IES Abroad London staff members are very qualified for their respective responsibilities, and as mentioned in Section III-B of this report, are very well respected by the students and the staff at partner institutions.

Direct Enrollment Program students feel very welcomed at the London Center at any time, even though the nature of their program keeps them in the university environment most of the time. Additionally, there is an IES Abroad staff member specifically assigned to Direct Enrollment students who travels to universities to meet with students on a regular basis and as needed.

Recommendations

• Consider creating a plan for additional cover of Direct Enrollment student issues in spring term, when the Standard Program enrollments tend to spike and can draw the focus away from students not in those programs.

• Create staffing plan for CORE© meetings for Direct Enrollment students.

B. Academic Advising

Observations
Predeparture advising in relation to course selection was addressed on page 32. In terms of support onsite, the Academic Advisor presents to students during orientation about academic culture in the UK and about what it will take for students to study successfully within this culture. She is also available to students throughout the term who might be struggling academically. While most of this support is concentrated on Standard Program students, she occasionally is referred and provides support to students who may be struggling, especially with academic writing, in their Direct Enrollment Programs. Direct Enrollment Program students also reported receiving helpful support from the Academic Programmes Manager.

Recommendation

- Create videos of Direct Enrollment Program students at the end of their term of enrollment in London or Oxford with advice for upcoming students about course selection, course approval, and academic success in the Direct Enrollment environment and share with prospective Direct Enrollment Program students predeparture and/or with new students during orientation.

C. IES Abroad and University Facilities

Observations

While the IES Abroad London Center does not currently have any students at university with physical disabilities, the universities are compliant with regulations and updated within the limits of city’s dated architecture and transportation systems.

IES Abroad staff is welcomed at the universities and space is provided as needed to meet with students. In addition to this type of meeting space, and IES staff member meets on a more casual basis with groups of students over a coffee in local shops near campus.

Recommendations

- Compile lists of campus-specific disability resources, as they vary by institution, and keep on hand so that they can be provided readily to students who inquire about disability accommodations possible at each institution. A variety of disabilities should be considered, and the research, as on the Standard Programs side, might be a class project.

D. Access to Local Educational and Cultural Institutions

Observations

IES has agreements with partner universities to ensure the students experience high-quality educational and social experiences. Students are able to enroll in courses acceptable to their
home institutions such that their progress toward degree completion is not impeded. Recreational sports and social opportunities are plentiful and readily open to student participation.

Recommendations

- None

E. Research and Library Facilities

Observations

Students have access to on-campus libraries, numerous online databases and a number of libraries nearby, e.g. the British Library, the Senate House Library, and the Institute of Historical Research.

Recommendations

- Survey Direct Enrollment students about learning resources available through home schools while on study abroad and encourage student to utilize these resources, where permitted, in addition to those offered by institutions where they are studying.

F. Instructional Technology

Observations

IES students have full access to all university-enabled student technology and learning aids as matriculated and/or resident students.

Recommendations

- None

G. Student Housing

Observations

IES Abroad staff contracts and inspects appropriate housing for students on the partner university campuses (with the exception of City University and Courtauld students, who are housed at the King’s Cross Student Accommodation with the Standard Program students). Using UCL housing as a specific example, it is very centrally located and near the University. It is about a 20-minute walk to UCL’s main campus and about a 10-minute walk from King’s Cross St. Pancras (tube station, national railway, and international railway) and
Russell Square (tube station). The facility was also relatively modern, with washer/dryer amenities, kitchenettes, computer facilities, recreational areas, security cameras, a manned front desk, and resident advisors. One student at UCL was disappointed that her housing situation put her in contact mostly with other Americans rather than British students, but noted that this was not the case for all the American students living there. She wondered whether it might be possible for the integration of Americans with British students could be more consistent.

The program review committee members reviewed other universities and no student housing deficiencies noted in their feedback.

Recommendations

- Conduct an online survey in week four to find out how students have settled into housing and remind them how to address the concerns that they have noted with the relevant residential housing administration for their Direct Enrollment program. Where students are having difficulty getting concerns resolved, intercede on their behalf with the relevant housing administration.
- Wherever possible, advocate for the mixing of US and British students in Direct Enrollment Program housing.

H. IES Abroad Student Qualifications

Observations

Students meet all requisite qualifications of partner universities and IES Abroad policy stipulations.

Recommendations

- None

I. Health

Observations

IES students have full access to health and mental health care as matriculated and/or resident students. Additionally, Direct Enrollment Program students have full access to IES Abroad London Center staff (on call 24/7) for assistance with any health-related or other emergency issues.

Recommendation
• While currently there is a counselor or psychologist present during orientation to discuss adjustment difficulties, it may be helpful to have this person return for a mid-term discussion to address any questions that may now be present given the student has now lived, studied and possibly worked in the environment for several weeks.

J. Safety and Risk Management

Observations

Students are informed on safety and security issues at the IES Abroad orientation and then again at the university orientations. Partner universities meet all safety and soundness guidelines of IES Abroad. Direct Enrollment Program students are included in IES Abroad crisis drills and responses and, similar to Standard Program students, risk administrative hearings for being non-responsive.

Recommendations

• None

K. Student Behavior

Observations

The IES Abroad London Center has a strong working relationship with its institutional partners in London and Oxford. The review committee was pleased not to have any examples of disciplinary actions to consider but, based upon the working relationship observed, believe disciplinary issues are communicated and effectively handled with due process.

Recommendations

• None

IES Abroad London Global Learning Objectives: Observations and Recommendations

The committee observed the IES Abroad London Global Learning Objectives in many courses and course-related activities during its review. Students are repeatedly exposed to and challenged to think critically about the history, politics, society, and arts of London and the UK. This extends beyond the UK in many courses as well to encourage students to connect the UK to the European Union and beyond, to understand its place and influence in the region and in the world. Where additional room for growth exists is within the diversity of cultures in the UK.
As noted elsewhere in this report, adding more content to existing courses and/or new courses that focus on under-represented and/or more recent immigrant groups and their impact on the UK would be supporting of the global learning objectives and welcomed by students.

In some ways, the students’ independent travels both support and detract from the global learning objectives. The committee struggled with a desire to find a way to discourage the students’ frequent tourism on the continent and with the understanding that any attempt at discouraging such travel – in the age of low-cost air carriers, social media and the prevalence among many students of the “fear of missing out” – would have little effect. Finding a way to better focus the students on UK culture while they are in the UK and to encourage that more of their independent travels take place within the UK are likely to have more success at realizing the global learning objectives related to culture learning within the UK.

The IES Abroad London Center also does much to highlight the differences between the UK and US educational systems and styles of teaching and learning, but, as reported elsewhere in this report, such materials are sometimes forgotten or overlooked by students. The Center also provides students numerous opportunities, through experiential learning and outside course options (for Standard Program students) and full direct enrollment (for Direct Enrollment Program students) for students to engage more directly with locals. Students sometimes do not recognize these opportunities for what they are, though, or take full advantage of them. This results in some students feeling less connected to locals.

Finally, there is mention of philanthropy in the global learning objectives, e.g. in relation to the Jamaica field study within the Health Practice & Policy Program, but this was not observed more broadly across programs. Given the large number of students coming from schools in the US where fundraising is organized regularly on behalf of individuals or groups in need, there is likely a receptiveness to such efforts among students upon which the IES Abroad London staff and faculty may capitalize.

Recommendations

- Diversify content of some existing courses and/or add new courses that focus more on diversity within London and the UK.
- Promote more opportunities for interesting and inexpensive independent travel within the UK. In this, the Center may consider an old model that used to exist at other IES Abroad Centers: the do-it-yourself field trip.
- Continue to highlight and promote, via existing peer promotion, at least a few weekend events each semester that would be especially attractive to students and include a level of sponsorship, budget permitting, to incentivize students to stay in the UK that weekend to partake. Major sporting events, concerts with popular musicians or groups, theatre performances featuring well-known actors, and special holiday celebrations (those that exist only in the UK or are especially unique in the UK) might be examples of such events.
• Identify during the second CORE© meeting students who have been successful at connecting with local peers and encourage those students to highlight their successes, if applicable, to peers in their CORE© cohorts. Additionally, share selected success stories, with the students’ permission, in various formats—the weekly newsletter, the student life page of Moodle, bulletin boards at the Center, etc.—to spread the word among students that such connections are possible and how to make them.

APPENDIX A: IES ABROAD LONDON PROGRAM REVIEW SCHEDULE
Program Review Schedule

*Please note this is a tentative schedule. Final Schedule will be provided on site.

Sunday

8:00-5:00
Hotel check-in

5:00-6:00
Tour of the IES London Center
Meet in the hotel lobby

6:00
Welcome dinner
Bill’s Holborn

Monday

From 7:00
Breakfast
Hotel

9:00-10:00
Schedule and Responsibility Overview
IES Abroad London Center - Chapman Room

10:00-10:30
Break

10:30-12:00
Overview of the IES London programs with
London Center Director John Ockey
Monticello House - Montague Room

12:30-1:20
Lunch
The Great Court Restaurant - British Museum

1:30-4:00
Class visits
IES London Center/Monticello House

4:00-4:30
Break

4:30-5:30
Tea and cake with Health Practice & Policy students
IES London Center Library

5:30-6:00
Travel to King’s Cross Residence Hall

6:00-7:00
Tour of King’s Cross Residence Hall

7:00-8:00
Walking tour of local area surrounding the
King’s Cross Residence Hall

8:00
Dinner
Caravan King’s Cross

US Participants & Students  US Participants only  Break  US Participants & Select Center Staff and Faculty  Full Committee
**Tuesday**

- **From 7:00**
  - Breakfast
  - Hotel
- **9:00-9:30**
  - Program Review daily meeting
  - IES London Center - Chapman Room
- **9:30-10:00**
  - Break
- **10:00-12:30**
  - Class visits
  - IES Abroad London Center/Monticello House
- **12:30-1:20**
  - Lunch
  - Hummus Bros
- **1:30-3:30**
  - Panel discussion with all IES London staff members.
  - Monticello House - Bedford Room
- **3:30-5:00**
  - Greenwich Boat Trip
  - Travel from Bloomsbury to Waterloo Pier - **BRING YOUR OYSTER CARD!**
- **5:00-6:00**
  - Greenwich walking tour with Blue Badge Guide, Jeanie Carmichael
- **6:00**
  - Dinner
  - The Greenwich Tavern

**Wednesday**

- **From 7:00**
  - Breakfast
  - Hotel
- **9:00-9:30**
  - Program Review daily meeting
  - IES London Center - Chapman Room
- **9:30-10:00**
  - Break
- **10:00-12:30**
  - Class visits
  - IES Abroad London Center/Monticello House
- **12:30-1:20**
  - Sandwich lunch with Study London and Theater Studies students
  - IES London Center - Lecture Room
- **1:30-4:00**
  - Class visits
  - IES Abroad London Center/Monticello House
- **4:00-5:00**
  - Break
- **5:00-6:30**
  - Class visits
  - IES Abroad London Center
- **6:30**
  - Dinner
  - La Porchetta Holborn
Thursday

From 7:00
Breakfast
Hotel

9:00-9:30
Program Review daily meeting
IES London Center - Chapman Room

9:30-12:30
Visit Internship and Service Learning Placements
BRING YOUR OYSTER CARD!

12:30-1:30
Lunch

1:30-4:00
Visit Direct Enrollment (DE) Campuses: UCL, Queen Mary, City University, and St. Catherine’s College Oxford

4:00-5:00
Afternoon Tea with DE Students
IES London Center Library/St. Catherine’s College, Oxford

5:00-7:30
Break

7:30
Optional Dinner. Limited number of theatre tickets will be available.
Brasserie Zedel. Meet: hotel lobby at 7pm/restaurant at 7:30pm

11:00-1:00
Working brunch meeting to review: internship and service learning placements, DE campus visits, and student meetings.
The Boardroom - Borough Market

1:00-2:00
Travel to IES London Center

2:00-5:00
Meeting to draft recommendations and later to review and amend the recommendations as required. Breaks to be taken as needed. Afternoon snacks to be provided.
IES London Center - Lecture Room

5:00-6:00
Break

6:00-7:00
Meeting to present the agreed recommendations to the London Center Director
IES London Center - Lecture Room

7:00-8:00
Break

8:00
Dinner
National Portrait Gallery Restaurant

Friday

From 7:00
Breakfast
Hotel

Until 11:00
Hotel check-out

Saturday
APPENDIX B: IES ABROAD LONDON GLOBAL LEARNING OBJECTIVES AND RECOMMENDATIONS

Through our various semester-long programmes in London, including Study London, UK Today and Internships with local companies, students should be able to:

- Effectively immerse themselves in British culture, gain insight into British culture’s daily life and develop an understanding of British cultural norms.
- Effectively integrate themselves into life in London, with its highly international and multi-ethnic population and global outlook and culture.
- Actively develop and assess their integration into life in London, their re-integration into life back home and learnings about local culture by participating in CORE and other initiatives offered by the IES Abroad London Centre.
- Develop an increased self-awareness and reflection of their home culture through reflections on British culture and on their personal interactions with British people and society.
- Develop an understanding of how the United Kingdom forms a part of Europe and the European Union and how this shapes British culture, politics and identity.
- Grow in maturity in their understanding of various world viewpoints (Britain and often other European countries), be able to compare and contrast them in both their home and host culture and develop an understanding of their home culture from an international (British and European) point of view.
- Develop an openness to differing viewpoints on controversial topics, laws, systems of government, politics and bureaucracy and be able to form and share their own opinions.
- Appreciate the complex and often subtle differences between their home culture and the host culture and develop a flexibility to successfully adapt to differences in the way things are done in their host culture.
- Improve their ability to interact with locals, international students from other countries and international visitors to the UK by participating in local cultural opportunities and field trips, both co-curricular and extra-curricular.
- Develop insight into what London and the UK is known for and contributes to the country, the students’ home culture and the world as a whole as relates to specialty food, product, idea, industry, art and culture, local tradition or concept; for example, the monarchy.
- Increase their levels of independence and confidence when it comes to researching and seeking out local resources and assistance while living in London; as well as increased confidence in their ability to cope with all general challenges of life.
- Integrate into the local educational system and culture, which may be quite different to their home educational system, and successfully adapt to different teaching styles, student responsibilities, methods of grading, research and learning methods.
- Develop the ability, in response to questions, to explain different aspects of their home culture to British locals or people they meet on their travels in the UK and Europe.
• Develop the ability to successfully and independently plan and execute all aspects of travel through the UK or internationally to Europe on the weekends or during the mid-term break.

• Develop global awareness and a sense of philanthropy by participating in, helping organise or attending an IES talent show and fundraising event where all proceeds are donated to clinics in Jamaica (as part of the Health Studies Programme which includes a two week service learning component in Kingston, Jamaica).

• Enrich their understanding of global events beyond the scope of British culture by attending talks by faculty and staff on topical events such as the death of Nelson Mandela and the global impact of his legacy.
APPENDIX C: IES ABROAD LONDON PROGRAM REVIEW CHARGES

The following charges are taken directly from the IES Abroad Model Assessment Practice (IES MAP) revised in Fall 2011. Charges highlighted in *italics* are areas that are of special consideration to the London program. Additional issues to focus upon are appended at the end of the guidelines. Due to the review being in an Anglophone location, sections of the MAP which focus on language learning are noted as being non-applicable.

Guidelines for IES Standard Programs

I. Student Learning Environment

A. Pre-departure Information

1. Information presented to students includes practical information about academic program requirements, living and travel arrangements, safety and health considerations, and expectations about expenses.
2. IES information begins to prepare students for the challenge of crossing cultures.
3. *IES information articulates program goals for student learning and development in the local setting.*

B. On-site Cultural and Academic Orientation

1. The IES Abroad Center conducts an extensive initial orientation program on policies and protocols governing academics, emergencies, health and safety, housing, independent travel, and the student code of conduct.
2. *The IES Abroad Center orientation introduces students to the local culture and local laws.*
3. Staff and guest speakers knowledgeable about the locale conduct the orientation.
4. *The IES Abroad Center introduces students to a process for reflecting on their experience abroad through CORE, Comprehensive Orientation and Re-entry.*
5. *The IES Abroad Center addresses diversity issues including gender, race, and religious practice in the host country.*
6. Under appropriate supervision, students are given immediate opportunities to explore and function in the local setting (e.g., using local transportation, eating, attending cultural events).

C. Instructional Quality

1. Faculty are committed to student-centered pedagogy
2. *Faculty use the location as a learning resource through experiential learning such as field study and student engagement with the community.*
3. Faculty communicate high expectations of student performance through student learning outcomes that are linked to appropriate and rigorous assignments.
4. *Faculty use pedagogically sound educational technology both inside and outside the classroom, when appropriate, to enhance student learning.*
5. *Faculty integrate the classroom and study outside the classroom by effectively employing the IES Abroad learning management system (MOODLE).*
6. Faculty are evaluated by student surveys for each course they teach and Center directors review evaluations.
D. Curricular Design

1. Academic programs are designed in keeping with the character of local academic practice to promote students’ academic cultural integration.
2. Academic programs are designed to encourage independent learning.
3. Academic programs are designed to enhance student engagement in the intellectual, political, cultural, and social institutions of the host country.
4. Curriculum and co-curriculum are integrated to reflect the Center’s mission and goals for student learning and development.
5. Curriculum and course content reflect the political, social, and cultural diversity of the host country.
6. The curriculum identifies research opportunities in the community.
7. Sequence of courses and learning experiences are designed for academic credit principally at the undergraduate level in the U.S., with potential application to institutions of higher education abroad and at the graduate level.
8. Courses use discipline-specific methodology at the appropriate level.

E. Language Development Opportunities

N/A

F. Internships, Field Placements, and Community-Based Learning

1. Placement sites correspond to the Center goal to build sustainable partnerships in the host community and contribute to the needs and interests of those partners.
2. Placement sites share Center goals for student learning and development.
3. Placement sites give IES students the opportunity to participate in and to critically observe a work environment in the host country.
4. An academic component supports the practicum and follows IES Abroad guidelines.
5. Internship, field placement, and community-based learning sites meet IES standards of safety and risk management.

G. Field Study and Trips

1. Field studies and field trips reinforce the IES Abroad Center’s goals for student learning and intercultural development.
2. Supervised field study and field trips are integrated into the academic program.
3. Qualified guides lead field trips.
4. Field study and field trips meet IES standards of safety and risk management.
5. Guided field trips help students take advantage of the region and result in more learning than if students attempt to travel on their own.

H. Engagement in IES-Sponsored Cultural and Social Activities

1. The IES Abroad Center organizes activities that facilitate student engagement in the local culture.
2. The IES Abroad Center conducts CORE, Comprehensive Orientation and Re-entry, to guide students’ progress toward personal goals for cultural immersion and intercultural learning.

I. Involvement in Other Academic, Political, Economic and Cultural Institutions
1. The IES Abroad Center offers guidance to students on local opportunities.
2. Representatives of local institutions are members of the faculty.
3. Requirements for minimal student participation are a part of the course work.

J. Re-entry into Home Culture and Home Institution
1. The IES Abroad Center offers a reentry program to students related to the re-adjustment to their home campus.
2. Students are able to identify academic, career, and personal skills gained in studying abroad through CORE re-entry programming.
3. The IES Abroad Center informs students about opportunities to return to the host country, post-graduation.

II. Student Learning: Assessment and Intercultural Development

A. Intellectual Development
1. Students demonstrate that they have met learning outcomes in IES courses.
2. Students develop their skills in critical thinking through reflection and research.
3. Students develop different learning strategies necessary to integrate into the academic culture at local universities.
4. Students develop their ability to understand and critique a variety of perspectives.

B. Development of Language and Communication Skills

N/A

C. Cognitive Growth
1. Structured opportunities for students to analyze and reflect on their experiences contribute to their awareness of cultural difference.
2. Academic studies, support services, and integrative activities contribute to students’ communication skills across cultures.
3. Assessment of students’ cultural learning is used to enhance the curriculum and co-curriculum.

D. Interpersonal Growth
1. On-site orientation and integrative activities are designed to assist students in adapting to the culture of the host country and in becoming more comfortable in interacting with persons of different cultural backgrounds.
2. Integrative activities are designed to assist students in acquiring general adaptive skills that prepare them to live in a different culture.
3. Students are offered opportunities to explore their leadership potential in the IES Abroad community.
4. Students’ self-reports on their intercultural development are gathered in end-of-term student evaluations.

E. Intrapersonal Growth
1. Curricular and co-curricular activities support students in taking responsibility for their own decisions.
2. Curricular and co-curricular activities support students in gaining a better understanding of their values and beliefs.
3. *Curricular and co-curricular activities support students in developing self-awareness in a cultural context.*

### III. Resources For Academic and Student Support

#### A. Faculty Qualifications
1. *Faculty have academic credibility and appropriate credentials in their host country.*
2. The scholarly achievements of academic faculty meet local university or equivalent standards.
3. Academic faculty generally are currently engaged in scholarship.
4. Faculty are selected to teach IES courses based on their ability to teach, their disciplinary expertise, and their commitment to the IES goals and standards.
5. Faculty are involved in developing new courses according to the IES Abroad Center’s curriculum design for approval by the Curriculum Committee.
6. Faculty are sensitive to gender and cultural differences among students.
7. *New faculty participate in an IES Orientation and existing faculty participate in IES training on teaching strategies, innovations, and program learning goals.*
8. *Professionals who teach a practicum have relevant experience in their field of expertise.*
9. Faculty are evaluated by student surveys for each course they teach and Center director or Academic Director reviews evaluations.

#### B. Administrative Staff Qualifications
1. *The IES Abroad Center director and staff are collaborative and mutually reinforcing in meeting student needs.*
2. *Center director and staff are courteous, sensitive, and accommodating to student needs and demonstrate a commitment to student welfare.*
3. *Center director and staff are committed to study abroad and the development of intercultural knowledge and skills.*
4. Center director and staff are interested in and able to work with undergraduates from the U.S. and are committed to IES Abroad goals and standards.
5. Center director and staff members participate in annual performance evaluations.
6. Center director has appropriate administrative experience and appropriate academic experience.
7. *Center director represents the IES Abroad mission and student interests credibly at local universities.*
8. Center director is proficient in the English language and the language of the host country.
9. Center director has an appropriate knowledge of the academic expectations of American colleges and universities and plans and administers the IES Abroad Center program in that context.
10. Persons under contract who are responsible for accounting, legal counsel, internship supervision, and/or housing arrangements are qualified to work in the local venue.
11. Center director and staff participate in training and development sponsored by IES Abroad to assist students in their overall success in IES Abroad programs.

#### C. Academic Advising
1. The IES Abroad Center advisors to students on registration requirements have the necessary training.
2. Advisors to students are knowledgeable about IES courses and requirements.
3. Advisors to students are knowledgeable about local university rules, requirements and the local academic culture.
4. Advisors follow the IES Academic Policy Guidelines.
5. Advisors are readily available to students.

D. IES Academic Center Staff Size
1. The size of the staff is appropriate for the types of programs offered (e.g., internships, mobile learning).

E. IES Abroad Center Facilities
1. A private office is available to the IES Abroad Center director and staff for consultation and advising students.
2. Faculty have access to a private room for advising students.
3. Students have a place where they can gather and meet informally.
4. Classrooms are adequate for IES courses.
5. The IES Abroad Center is well located for student access to the local culture.
6. Center follows a written plan for routine, preventative, and deferred maintenance of facilities, equipment, and grounds.
7. Center facilities meet IES safety standards.
8. Reasonable accommodation is attempted to meet the needs of students with learning and physical disabilities.
9. IES Abroad Center facilities are operated according to environmentally responsible and sustainable practices.

F. Access to Local Educational and Cultural Institutions
1. The IES Abroad Center has agreements, preferably written, with universities for registration, course enrollment, grading, and credit equivalencies.
2. Center has agreements, preferably written, with universities for access to sponsored activities and student clubs.
3. Center has agreements, preferably written, with universities or other agencies for access to sponsored sports activities.
4. Center provides information regarding cultural opportunities.

G. Research and Learning Resources
1. Resource Center contains up-to-date references.
2. Students have access to one or more libraries at local universities and relevant research centers.
3. Students have access to specific collections including on-line and digital resources, and audio and video materials to complete class assignments.
4. Students are adequately informed and encouraged by IES to take advantage of research resources available to them.
5. Resource Center hours are convenient for students, within bounds of building security.
6. Students have access to a reliable high-speed Internet network and a comfortable and a quiet area in which to work.
7. Learning resources are made available to students according to best practices in sustainability.
H. Housing
1. Students have a place to live that meets the IES standards of health and safety.
2. Public transportation is readily available near the housing unit.
3. Housing arrangements are based on the opportunity for a high level of interaction with the host culture.
4. Contracts with housing providers adhere to laws of host country.
5. Housing is well located for student access to local culture.
6. Housing provides students with sleep and study space.
7. Housing is evaluated and inspected regularly.
8. Host families and roommates meet IES criteria.
9. IES staff are trained to manage conflicts between a student and home stay host or student residence manager that may arise.
10. IES staff educate students on energy conservations methods in their housing unit.

I. Student Qualifications
1. Students meet admission requirements for language. (N/A)
2. Students meet minimum GPA and student conduct requirements as specified by IES.
3. Students meet requirements for academic standing as specified by certain IES programs.
4. Admissions process follows the IES policy of non-discrimination on the basis of race, sex, sexual orientation, religion, or national and ethnic origin.

J. Health
1. Students have appropriate health insurance for the country in which they are studying.
2. IES Abroad Center staff provides students with appropriate access to high quality care for accidents, illness and mental health.
3. IES Abroad Center staff is sufficiently trained to determine when students require professional assistance for mental health issues, drug use and alcohol abuse.
4. Students with individual health concerns are provided pre-departure guidance and assistance.
5. IES Abroad Center staff follows IES and in-country guidelines on providing assistance to student health issues.

K. Safety and Risk Management
1. IES Abroad Center staff enforces IES Code of Student Responsibility
2. An IES Harassment Policy exists for students, faculty and staff and all parties are educated on the policy.
3. IES Abroad provides 24-hour response coverage to crises at all Centers when programs are in session.
4. Safety and risk management issues are reviewed and evaluated regularly by appropriate administrative staff and local legal counsel.
5. Safety and risk management standards are in place for insurance and indemnification, local educational and cultural institutions with which the IES Center holds agreements, outside service providers, emergencies, staff training, facilities, events and activities, field trips, housing and accommodation, workplace environment, student and staff behavior, and information technology.
6. IES Abroad Center administrative and teaching staff members are informed of safety and emergency procedures.
7. IES Abroad Center administrative staff members inform students about local safety concerns.
8. IES Abroad Center administrative and teaching staff members follow IES safety guidelines and emergency procedures.
9. Each IES Abroad Center assigns responsibility for safety issues to appropriate staff.

Additional issues to focus upon:

- The quality and academic rigor of courses offered at partner institutions
- Opportunities for students to meet and interact with British peers
- The appropriateness of the Programs’ Global Learning Objectives and the effectiveness of their implementation

**Guidelines for IES Abroad Direct Enrollment Programs**

I. **Host Country Standards and Practice for Higher Education**

A. Educational Status
   1. *The University offers degrees recognized by the appropriate accreditation body for institutions of higher education in the host country.*
   2. A non-degree granting institution in a specialized field such as the arts or language is ranked by experts in the field as offering a high level of education on the basis of students, faculty, curriculum, and resources.

B. Academic and Student Life Policies
   1. The University publishes written policies for its application process and notification of admissions decisions, or those policies are specified in a written agreement with IES.
   2. *The school or University publishes written policies related to matriculation, including course registration, course availability, and credit transfer for international students, or those policies are specified in a written agreement with IES.*
   3. The school or University publishes its grading scale, or specifies the grading scale in a written agreement with IES.
   4. The school or university follows a fair and consistently-applied procedure to meet the needs of students with learning disabilities, according to appropriate host country practice.
   5. The school has clear student life policies that are congruent with IES Abroad student life policies.

II. **Student Learning Environment**

A. Pre-departure Information
   1. *The university cooperates with IES Abroad in application, admissions, registration, housing, and other processes in a timely fashion.*
   2. The university facilitates students’ visa applications with confirmation of enrollment, as applicable for international students.
   3. IES Abroad information begins to prepare students for the challenge of crossing cultures.

B. On-site Cultural and Academic Orientation
1. **IES Abroad staff in conjunction with the University conducts an extensive initial orientation program that includes information on gender and race relations in the host country, emergency protocols, health services, safety measures, local laws, independent travel, and skills in intercultural development and academic culture.**

2. **IES Abroad staff in conjunction with the University prepares students for academic success through academic advising, assistance with registration, orientation to library services, and information on university culture.**

3. Staff and guest speakers knowledgeable about the local culture and university procedures participate in the IES Abroad orientation.

4. Information presented to students includes practical information about academic program requirements, living and travel arrangements, safety and health considerations, and expectations about expenses.

5. **IES Abroad staff introduces students to a process for reflecting on their experience abroad through CORE, Comprehensive Orientation and Re-entry.**

C. **Instructional Quality**

1. *The University meets the best practices of pedagogical practice at the location.*

D. **Curricular Design and International Students**

1. IES Abroad students are enrolled in courses at the appropriate level that count toward an undergraduate degree at a degree-granting institution or in courses that advance the student’s mastery of the subject at a non-degree granting institution in the arts or language, viz. IA2.

2. *Undergraduate courses are open to qualified IES Abroad students and there are normally sufficient places in classes in which IES Abroad students are interested.*

E. **Field Trips**

1. The school or university follows its own guidelines with regard to qualifications for staff guides and safety.

F. **Engagement in Cultural and Social Activities**

1. Cultural and social activities organized by the University follow University and IES safety and risk management guidelines.

2. University activities are open to and welcome IES Abroad students.

3. **IES Abroad staff conducts CORE, Comprehensive Orientation and Re-entry, to guide students’ progress toward personal goals for cultural immersion and intercultural learning.**

G. **Re-entry into Home Culture and Home Institution**

1. IES Abroad staff offers reentry programs to students about possible difficulties and learning opportunities related to the re-adjustment to their home campus.

2. *Students are able to identify academic, career, and personal skills gained in studying abroad through CORE re-entry programming.*

3. IES Abroad staff informs students about opportunities to return to the host country, post-graduation.

II. **Student Learning Assessment and Intercultural Development**
A. Intellectual Development
1. Students demonstrate that they have acquired substantial knowledge and understanding of course material in courses according to standard evaluation methods of host University.
2. Students develop different learning strategies necessary to integrate into the host academic culture.
3. Students develop their ability to understand and critique a variety of perspectives.

B. Cognitive Growth
1. IES Abroad support services contribute to students’ cultural learning.
2. Assessment of students’ cultural learning is used to enhance IES Abroad programming.

C. Interpersonal Growth
1. IES Abroad staff assist students in adapting to the culture of the host country.
2. Students’ self-reports on their social and intercultural development are gathered in end-of-term student evaluations.

D. Intrapersonal Growth
1. IES Abroad supports students in taking responsibility for their own decisions.
2. IES Abroad supports students in gaining a better understanding of their values and beliefs.
3. IES Abroad supports students in developing self-awareness in a cultural context.

III. Resources for Academic and Student Support

A. Administrative Staff
1. IES Abroad staff is defined as that person or persons who are employed by IES or are contracted representatives of the University.
2. IES Abroad staff is collaborative and mutually reinforcing in meeting student needs.
3. IES Abroad staff is courteous, sensitive, and accommodating to student needs and demonstrate a commitment to student welfare.
4. IES Abroad staff is committed to study abroad and the development of intercultural competence skills.
5. IES Abroad staff is interested in and able to work with undergraduates from the U.S. and are committed to IES goals and standards.
6. IES Abroad staff participates in annual performance evaluations.
7. IES Abroad staff has appropriate administrative experience and appropriate academic experience.
8. IES Abroad staff represents the IES Abroad mission and student interests creditably at local universities.
9. IES Abroad staff is proficient in the English language and the language of the host country.
10. IES Abroad staff has an appropriate knowledge of the academic expectations of American colleges and universities and plans and administers the IES Abroad program in that context.
11. Persons under contract who are responsible for accounting, legal counsel, internship supervision, and/or housing arrangements are qualified to work in the local venue.

B. Academic Advising
1. IES Abroad staff advisors on University enrollment inform students about University rules and requirements and the local academic culture.
2. IES Abroad staff advisors are readily available to students.
3. IES Abroad staff advisors direct students to enroll in courses at the appropriate level.
4. IES Abroad staff facilitates the translation of academic credit for courses.

C. IES Abroad and University Facilities
1. Meeting space is available to the IES Abroad staff for consultation and advising students.
2. Reasonable accommodation will be attempted to meet the needs of students with learning and physical disabilities.

D. Access to Local Educational and Cultural Institutions
1. IES Abroad has written agreements with the University for course enrollment and credit.
2. IES Abroad has agreements (preferably written) with the University for access to sponsored activities and student clubs.
3. IES Abroad has agreements (preferably written) with the University or other agencies for access to sponsored sports activities.

E. Research and Library Facilities
1. IES Abroad facilitates student access to the University library or other collections in order to complete coursework.
2. IES Abroad advises students in advance of University policy regarding access to laboratories to conduct research related to coursework.

F. Instructional Technology
1. IES Abroad students have the same access to computers, e-mail, audio-visual material, the Internet, databases, and other digital resources as resident students.

G. Student Housing
1. IES Abroad facilitates the process of locating housing for students.
2. Students have a place to live that meets the University and IES Abroad standards of health and safety.
3. Contracts with housing providers adhere to laws of host country.

H. IES Abroad Student Qualifications
1. Students meet GPA requirement as specified by IES Abroad and the University.
2. Students meet prerequisites as specified by the University.
3. Admissions process follows the IES Abroad policy of non-discrimination on the basis of race, sex, sexual orientation, religion, or national and ethnic origin.
4. Students’ disciplinary records have been reviewed and approved for study abroad by appropriate officers as specified in a written agreement with IES Abroad.

I. Health
1. IES Abroad students have comparable access to health care for accidents, illness and mental health as resident students.

J. Safety and Risk Management
1. University and IES Abroad staff inform students about local safety concerns.
2. IES Abroad staff follows University and IES safety guidelines and emergency procedures.
3. University is in a safe location and student safety on the campus is protected.
4. University is prepared for potential natural disasters.
5. University has fire prevention standards that meet IES guidelines.

K. Student Behavior
   1. University cooperates with IES Abroad on disciplinary issues.
   2. University disciplinary policy allows due process.
   3. University disciplinary policy is designed to enforce a safe environment.
APPENDIX D: IES ABROAD LONDON PROGRAM REVIEW SUMMARY OF RECOMMENDATIONS

Standard Programs

Pre-departure Information and Orientation

- Review with the Recruiting & Advising team in Chicago the process by which Student Ambassadors are chosen and how they connect with prospective students to increase the likelihood of this interaction taking place.
- Arrange a focus group to better understand how students process the pre-departure materials and use findings to adjust the format of delivery and/or instructions for use.
- Share examples of how student-produced materials are graded in the UK versus in the US higher educational systems. This might be done in video format and added to the existing set of “Before You Go” videos.
- Incorporate a visual comparison of UK and US academic systems, perhaps in table format in the predeparture materials. The focus should be on helping students understand how both systems are rigorous, but in their own ways.
- Create a video with two students, one from a Standard Program and one from a Direct Enrollment Program, talking about the differences between their experiences, for posting on the IES Abroad public website.
- Post more prominently in Moodle and increase the amount of information provided to students on interesting and inexpensive travel alternatives in London and within the UK.
- Continue to use Moodle creatively as a repository for resources from orientation (including presentations) and for other information from this section.
- Be prepared to provide tailored guidance to students who express interest in attending local religious services and may be overwhelmed with the number of options available.

Instructional Quality

- Given the length of single weekly class sessions, it is recommended that faculty continue to be mindful of the timing and length of breaks.
- Encourage students to move their desks into circular or semi-circular seating, wherever classroom space permits.
- Continue hosting faculty meetings/workshops each semester and find and support, budget permitting, other professional development opportunities such as conferences and workshops which faculty could be encouraged to attend. Faculty members who attend should debrief their experiences to other faculty afterwards.
- Identify mentors for new faculty members from the existing faculty and incentivize faculty mentoring to maintain the mentoring relationship for up to one year after new faculty have started teaching at the Center.
• Implement a standardized annual faculty review to augment course evaluations.
• Continue to implement regular training workshops on Moodle to make it more accessible to faculty and to encourage their use of it in more customized, welcoming, user-friendly ways for themselves and their students.
• Provide additional training on how to engage students in the discussion of socially and politically sensitive topics.
• Encourage faculty to develop and utilize grading criteria for in-class participation where it is not currently being used.

Curricular Design

• Encourage faculty to include more regular references to local media sources in their class sessions to encourage students to follow local and national conversations on topics relating to society, politics, and the arts, sharing links to free online news sources and noting their political orientations.
• Consider adding more classes for variety and to decrease average class size.
• When considering new courses to add, include a focus on those topics which might cover more of the diversity in London and the UK, e.g. a postcolonial literature course.
• Consider building more opportunities for research into existing courses, where appropriate. IES Abroad Vienna has 300/400-level course pairings in history and philosophy which might serve as a model to consider here.
• Encourage faculty to increase opportunities for student-led in-class activities including group discussions, case studies, and presentations.
• When using case studies in class, make sure that all students are familiar with this methodology and know what they are expected to do. This is of particular importance to non-business majors who may be taking IES Abroad-taught business courses.
• Better integrate the Health Practice & Policy Program courses. Instructors should coordinate their syllabi to identify common themes that can be reinforced in all courses.

Internships, Field Placements, and Community-Based Learning

• Where welcomed, explore relationships with larger firms for business students, through university liaisons, such as the Career Development Center at the Indiana University Kelley School of Business.
• Encourage internship seminar faculty to increase opportunities for student-led in-class activities including group discussions, case studies, and presentations.
• Better integrate the service learning course and the 10-day Jamaica field study, by including more course-based discussions of Caribbean and Anglo-Caribbean experiences.
• Service learning faculty should be encouraged to introduce the course with a definition of what service learning is and how to get the most of it and to continue to seek out
additional training in how to facilitate, evaluate and process service learning experiences.

- Create a learning module on health and social status among Caribbean populations in the UK and the Caribbean that includes a parallel engaged learning experience with a Caribbean community in London.

Field Study and Trips

- Arrange a student focus group to identify strengths and weaknesses in the field study trips in which the students participated.
- Based on feedback from the above, identify faculty members who could act as field study experts for the Center and would be given incentives to present on successful field study to their faculty peers.
- Create a page in Moodle for field study related-resources, where faculty might also post ideas and find colleagues with whom to collaborate on cross-course field study.
- Consider reserving a small percentage of space on each optional field trip for students to register for once they are onsite.

Engagement in IES-Sponsored Cultural and Social Activities

- Create links between Standard Program and Direct Enrollment Program students at UCL and SOAS, utilizing a peer-to-peer approach, to make Student Central more attractive to Standard Program students.
- Establish a regular, weekly time at the Center when IES Abroad-taught courses are not running during which a speaker series might be implemented. During this time, students and/or faculty may be scheduled to present on a variety of topics. For example, students in the theatre program, along with one of their instructors, might present on current productions, encouraging their peers to seek out and attend productions on their own.

Re-entry into Home Culture and Home Institution

- Consider, when possible, having smaller CORE© cohorts.
- Consider having a student or two in each cohort act as co-facilitator(s) with the staff facilitator to create a leadership opportunity for interested students and to encourage more student participation.

Student Learning; Assessment and Intercultural Development

- Encourage faculty to remind students of course goals/learning outcomes throughout the course, connecting activities, readings, and assessments in the course to these goals.
• Continue to encourage the discussion of current events in courses, where appropriate, and extend the utilization of field study in courses, where resources permit.

• Space permitting, invite students from outside of a class to a special event (speaker, field trip, etc.) in another class.

• Staff and faculty survey special events and exhibitions before the start of each term and, in so far as faculty are willing, encourage students to go along to what faculty members are doing outside of class, making clear that attendance is optional.

• Continue to cultivate dialogue between faculty and the existing student council to facilitate the development of the co- and extra-curriculum.

• Emphasize the varieties of British English during orientation or other activities.

• Faculty should continue to connect course discussions and assignments, especially in historically-oriented courses, to the students’ experience of present-day London and Europe.

• Utilize peer promotion to communicate the information in the weekly newsletter to students who may not be reading it.

• Show students more, beginning with marketing materials, about experiences in London outside of classes, e.g. what London has to offer on the weekends (vs. going on trips outside of the country each weekend).

• Create more opportunities both in and out of class for students to think about how Americans relate to the rest of the world and what it means to make an effort to meet other cultures half-way instead of the default of letting others cater to them. The upcoming US election might present a unique opportunity for this in the fall semester.

Faculty Qualifications

• Have existing faculty participate in the process of interviewing new faculty when possible.

• The IES Abroad Center director should conduct the aforementioned individual meetings with each faculty member annually to review teaching evaluations, discuss course and curriculum development, and to review professional development opportunities.

• Establish the aforementioned mentoring program for new faculty.

Academic Advising

• Consider making available ESL tutors for international students as needed on a case-by-case basis.

• Check in with international students in week four of semester to ask how reading load is being managed and ask whether writing support would be helpful.
IES Academic Center Staff Size

- As the part-time Programme Assistant’s position has started in the past year and has been refilled recently, faculty members simply may be unaware of this role and/or how it may support them. It is recommended that the faculty be reminded of this and other support staff roles at the Center and that the support that they access in the coming months be monitored to determine whether it is sufficient.
- Related to the point above, consider freeing the Center Director from certain administrative tasks so that he has more time to focus on faculty development.

IES Abroad Center Facilities

- Realizing the constraints of older buildings in London, the Center should revisit its plan for reasonably accommodating various physical disabilities in existing Center space, in consultation with appropriate laws and groups in the UK. It was noted that this could be a class project, e.g. for the health program.

Access to Local Educational and Cultural Institutions

- Ensure information about cultural opportunities is inclusive of the diversity of the city.
- Research additional community and student groups that would open cultural events, sporting events and clubs, and social activities to US students studying in London.
- Distribute information about the above opportunities more frequently and using more modes of social media (Facebook, Twitter, WhatsApp, etc.).

Research and Learning Resources

- Survey students about learning resources available through their home schools while on study abroad and encourage student to utilize these resources, where permitted, in addition to those offered by IES Abroad, libraries in London, and at partner institutions, where applicable.
- Provide reminders/training to students and faculty on EBSCO to familiarize them with resources available there and how to access them.

Housing

- Hold a resident student meeting or conduct an online survey in week four to find out how students have settled into housing and address concerns noted.
- Make the maintenance procedures clear to students and make sure building administration has follows up within one week.
Health

- Have the counselor who presents during orientation return for a mid-term discussion to address any questions that may now be present given the students have now lived, studied and possibly interned for several weeks.

Direct Enrollment Programs

Academic and Student Life Policies

- Where student handbooks are available on public websites, links to them should be added to the predeparture information in the Student Portal. Where they are not publicly available, copies should be obtained from institutional partners and posted as pdfs to the Student Portal.

Pre-departure Information

- Identify a model group of IES London Direct Enrollment Program alumni to serve as Student Ambassadors who will emphasize the importance of processing all materials thoroughly as part of the pre-departure process.
- Arrange a student focus group to better understand how students typically process the pre-departure materials and use the findings to adjust these materials.
- Share examples of how student-produced materials are graded in the British vs in the US higher educational systems, perhaps creating a video that can be added to the existing set of “Before You Go” videos.
- Emphasize that “the British system” is not monolithic (i.e. there is a big difference between the tutorial system at Oxford and the lecture/tutorial system at other institutions) and that students from different types of US institutions may be more or less challenged by various aspects of the British system.
- Create a video with at least two alumni, each from different Direct Enrollment Programs, talking about their experiences with a goal of addressing what they wish they had known/understood before they started their respective programs.

On-site Cultural and Academic Orientation

- Increase the amount of information provided to students on interesting and inexpensive travel alternatives in London and within the UK.
- Continue to use Moodle creatively as a repository for resources from orientation (including presentations) and for other information from this section.
- Continue to emphasize the diversity of the UK today during orientation. This is particularly true for students enrolling in QMUL, whose staff specifically asked that this topic be emphasized.
• Review and adjust if necessary the IES Abroad orientation so that Direct Enrollment Program students do not feel is it biased toward the Standard Program students.

Curricular Design and International Students

• Continue to encourage students to take courses that are appropriate for their level. As part of this, reinforce differences in course level/numbering between US (4 year) and UK (3 year) systems in IES Abroad predeparture materials for Direct Enrollment Programs.
• Research ESL resources at each partner institution to be prepared to direct students to utilize these resources to their fullest extent whenever the need might arise.
• Check in with international students in week four of the semester to ask how their reading load is being managed and ask whether writing support would be helpful. If needed, direct students to appropriate resources at the partner institution.

Field Trips

• Consider covering the rail costs of Oxford students who wish to join optional field trips departing from London as well as offering them overnight accommodation in available Chapter housing rooms the evening before the trip departure.
• Target Direct Enrollment Program students for additional promotion of optional field trips early in the term to try to avert cancellations. Such promotion might include photos, videos, testimonials, etc. from past trips sent through e-mail and social media.

Engagement in Cultural and Social Activities

• Continue to encourage Direct Enrollment students to join university clubs and student organizations. Produce a video featuring Direct Enrollment students’ testimonials about the experiences they had by participating in these kinds of organizations.

Re-entry into Home Culture and Home Institution

• Research what other IES Abroad Program locations with Direct Enrollment Programs—e.g. Cape Town, Dublin, etc.—are doing in CORE© and, from this research, create an abbreviated CORE© model for Direct Enrollment Program students in London that would be logistically workable for the existing facilitators to manage.

Student Learning Assessment and Intercultural Development

• Ask Direct Enrollment students to inform IES Abroad staff of special events/exhibitions occurring at their institutions and offer them the opportunity to “host” a group of IES Abroad Standard Program students at these special events.
Regarding the newsletter, Direct Enrollment student evaluations from Spring 2015 indicated that it stopped coming after the Standard Program students departed. The newsletter should continue for all students as long as they are onsite.

Administrative Staff

- Create a plan for additional cover of Direct Enrollment student issues in spring term, when the Standard Program enrollments tend to spike and can draw the focus away from students not in those programs.
- Create staffing plan for CORE© meetings for Direct Enrollment students.

Academic Advising

- Create videos of Direct Enrollment Program students at the end of their term of enrollment in London or Oxford with advice for upcoming students about course selection, course approval, and academic success in the Direct Enrollment environment and share with prospective Direct Enrollment Program students predeparture and/or with new students during orientation.

IES Abroad and University Facilities

- Maintain lists of campus-specific disability resources to keep on hand so that they can be provided readily to students who inquire about disability accommodations possible at each institution.

Research and Library Facilities

- Survey Direct Enrollment students about learning resources available through home schools while on study abroad and encourage student to utilize these resources, where permitted, in addition to those offered by institutions where they are studying.

Student Housing

- Conduct an online survey in week four to find out how students have settled into housing and remind them how to address the concerns that they have noted with the relevant residential housing administration for their Direct Enrollment program.
- Wherever possible, advocate for the mixing of US and British students in Direct Enrollment Program housing.
Global Learning Objectives

- Diversify content of some existing courses and/or add new courses that focus more on diversity within London and the UK.
- Promote more opportunities for interesting and inexpensive independent travel within the UK. In this, the Center may consider an old model that used to exist at other IES Abroad Centers: the do-it-yourself field trip.
- Continue to promote at least a few weekend events each semester that would be especially attractive to students and include a level of sponsorship, budget permitting, to incentivize students to stay in the UK that weekend to partake.
- Identify during the second CORE© meeting students who have been successful at connecting with local peers and encourage those students to highlight their successes, if applicable, to peers in their CORE© cohorts. Additionally, share selected success stories, with the students’ permission, in various formats—the weekly newsletter, the student life page of Moodle, bulletin boards at the Center, etc.—to spread the word among students that such connections are possible and how to make them.