SHANGHAI PROGRAM ASSESSMENT
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BACKGROUND AND EXECUTIVE SUMMARY

This review was conducted on behalf of the IES Abroad Academic Council. Charges to the Review Committee were drawn from the IES MAP and submitted to and approved during the Fall 2017 meeting of the IES Abroad Academic Council. The charges addressed all aspects of the Shanghai Economics and Business Program and the Shanghai Engineering Program including Center space, Mandarin Chinese language learning and immersion, area studies courses, engineering coursework, cultural integration, student affairs, housing, partner university relations, extra-curricular opportunities, and staff. This was the first program review for the IES Abroad Shanghai Center.

The IES Abroad Shanghai Center was founded in the fall of 2008 in association with the Fudan University School for Social Development and Public Policy. IES Abroad entered into an agreement with the School to develop a group of courses that would be offered in English for both IES Abroad students and Chinese students who were efficient in English. The initial plan included the design of two economics courses that would emphasize field study and four electives. According to the agreement, the courses would be developed by faculty members from Fudan and reviewed and approved by the IES Abroad curriculum committee so that the courses would meet the expectations of U.S. Colleges. The courses were developed on schedule, but with less field study than IES Abroad originally intended. The school subsequently opened the courses developed in cooperation with IES Abroad to a small number of other U.S. institutions. Students were housed in a student residence close to Fudan where IES Abroad also set up its offices. In 2009, IES entered into agreements with two other universities that were located not far from Fudan, the Shanghai University of Science and Economics (SUFE) and the Shanghai International
IES Abroad students attended SUFE beginning in the fall of 2010. Interest in the courses at SHISU did not materialize. The SUFE courses were all also submitted to the curriculum committee for approval.

The Shanghai program was designed to take advantage of Shanghai as an international city. A key component of the program from the beginning was a five-day field trip to another Asian city. During the early years of the program the trips visited Hong Kong and Taipei in alternate semesters. Destinations were expanded to Singapore, and Tokyo, and a trip to Seoul is in planning for the 2018-19 academic year. The Center also organizes field trips in China.

In the light of some negative course evaluations for the courses at Fudan and SUFE, and the absence of field study, IES Abroad decided to offer its own area studies courses. After discussions with a number of universities in Shanghai, the program was moved to Shanghai Jiao Tong University (SJTU), a public research university, which ranks among the top Chinese universities. IES now has total control over the faculty selection process for our own courses. We also were able to reduce the cost of tuition to the local universities. The IES courses for the program that is now called Economy, Business, and Society (EBS) are all organized on the historic SJTU Xuhui campus. IES Shanghai also entered into an agreement in 2014 with the University of Michigan-SJTU Joint Institute located on the suburban Minhang campus of SJTU. JI offers curricula and degrees in Mechanical, Electrical and Computer Engineering with courses entirely taught in English and based on the syllabi in those fields in Ann Arbor. In 2015, the Shanghai Center renewed its connection with the School for Social Development and Policy at Fudan University, so that EBS students could elect courses there, broadening the study opportunities for the students.

In the fall of 2014, the Center moved to the New Harbour Service Apartments in Central Shanghai. EBS students can choose to live either in the New Harbour apartments or in homestays. The New Harbour apartments are located in central Shanghai, close to the People’s Park. Students have access in the apartments to a modern gym and a swimming pool. Apartments have cooking facilities and there are numerous inexpensive places to eat in the neighborhood. Engineering program students have the option of homestays or housing in the international dormitories on the SJTU Minhang campus.

IES Shanghai offered an internship option for semester students which was discontinued in 2015 because of government restrictions. After a change in the government regulations in 2016, a summer internship program was established. The Center is currently studying the reintroduction of internships during the semester. In 2017, the Center entered into an agreement with the Antai College of Business, China’s leading business school, to enroll students in its international summer program. The Shanghai programs and the summer engineering program do not require prior study of Chinese, but all semester students and summer engineering students are required to study Chinese when they are in Shanghai. The Chinese language staff is hired and trained by IES Abroad and courses are offered for students from the beginning levels to advanced. The Mandarin curriculum conforms to the guidelines of the IES Abroad Map for language and intercultural communication.

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

- charges to the review committee (IES MAP),
- IES program catalog,
- program curriculum booklet with IES course syllabi and faculty CVs,
- program pre-departure guide,
- academic policy guidelines,
- faculty handbook
- student program enrollments by home school from previous 2-3 years,
- student program enrollments by major and minor from previous 2-3 years,
- program evaluations from previous 1-2 years,
- IES course evaluations from previous 1-2 years,
- student enrollments and grades in IES courses from previous 1-2 years,
- outside enrollment information from previous 1-2 years,
- internship placements from previous 1-2 years,
- information on field study and field trips from previous 1-2 years,
- additional information on any special features or components of the program,
- preliminary schedule for the review week. Much of this information can be culled from the annual reports.
- Shanghai staff and faculty: who they are, what they do.
- Descriptions of partner universities: SJTU, Fudan, Joint Institute
- Center diversity plan
- Center learning outcomes
- Information about customized programs

All information was copied on thumb drives and sent to committee members. Printed books with all of the materials were given to the Committee members at the first committee meeting in Shanghai.

The schedule for the US committee members was designed to give them a thorough introduction to the IES Abroad Shanghai programs and the IES Abroad Shanghai community—its students, staff, faculty, university partners, and experiential learning hosts. The US committee members were joined in Shanghai by two IES Abroad Shanghai instructors and three Shanghai students, two from the Economics, Business, and Society program (EBS) and one from the engineering program.

The US committee members scheduled numerous meetings throughout the week. All committee members met to discuss the review charges and observations. A meeting at the end of the week including all committee members was held to discuss final recommendations and divide post-review responsibilities. During the review week, visiting members of the Committee met with the Shanghai Center staff and faculty, with the Dean and staff at the SJTU-University of Michigan engineering school Joint Institute at the Minhang campus of SJTU and with the Dean and Staff at the School of Social Sciences and Public Policy at Fudan University. The Committee members audited all of the IES Abroad classes as well as some classes at Fudan and at the Joint Institute. They visited National Instruments, one of the locations for summer internships and a partner for the new 2019 summer engineering
internship program. They conducted a meeting attended by most of the EBS students and met with all of the engineering students as a group.

**Observations**

**Observations on Pre-departure information**

The students are provided with a pre-departure handbook that addresses the practical information about the academic program requirements, living and travel arrangements, safety and health considerations and expectations about expenses.

There are two issues that students indicated that they thought should be more thoroughly discussed in the handbook, related to cell phones and the entry visas. Students did not think that the pre-departure handbook provided sufficient information about their options with regard to cell phones for their period of study abroad. The handbook describes two service providers and options to obtain a sim card in China, but does not explain the options and process for obtaining a cell phone. The IES Abroad Student Handbook has a much more thorough explanation about cell phones that, although not specific to China, addresses most of the questions that students thought were important, and could easily be modified for the Shanghai pre-departure materials.

Students also advised that the IES pre-departure materials were not clear in their explanation of single vs multiple entry visas. Most students received a single entry visa, which is recommended by the IES staff, although a few students were issued multiple entry visa, which permitted them to travel outside of China during the period of study abroad. Some students complained that they were misled by the pre-departure material and missed opportunities for travel because they only had a single entry visa. In fact, the single entry visa is the standard, and multiple entry visas are at the discretion of the consulate. For sake of clarity, the committee recommended that this be explained in the pre-departure materials.

Students were generally complimentary about the speed at which IES staff answered questions. However, they indicated that they would like an opportunity to meet the staff, at least virtually, in order to ask specific questions about the program. We recommend that the Center staff offer a virtual orientation session, similar to that used at other sites.

**Recommendations:**

The Center should provide more and better information about the cell phone process in the pre-departure packet and the possible alternatives.

The staff should revise visa information to make it clear that single entry visas are the standard for student visas. One or two consulates may be willing to issue a double entry visa, but this at the discretion of the consulate.

The Center should offer a virtual orientation session on line before the students depart for the program.

**Observations on On-site orientation**
Based on a review of the materials provided to the committee, the on-site orientation covers the necessary topics including academic expectations, health and safety, gender and race relations, emergency protocols. It also includes some relevant cultural activities. Students gave positive feedback about the orientation and suggested that it effectively helped frame the context in which they will be studying.

The Center staff members are delivering the CORE program, including the goal setting, reflection and re-entry activities. Interestingly, the students spoke positively about the activities included with CORE, but were not aware of it as part of the educational framework. (When we asked about CORE, one student looked puzzled, until another student said, “Is that the Saturday thing?”) The assessment committee considered this a missed opportunity. Given the aims of CORE to scaffold intercultural learning throughout the entire program, our committee thought that it would be valuable to make CORE more intentional, perhaps assuming a metapedagogical framework in which the facilitators explained the learning theory. In conversations with students, we also discussed the need to provide more experiences for reflection, outside of the three formal CORE meetings. As one idea, we propose that the Center staff encourage informal conversations about learning – we named these “Confucian Coffees” -- to facilitate further opportunities for students to discuss their interpersonal and intrapersonal growth. Meta pedagogical awareness can also be an effective support to language learning.

**Recommendations: CORE**

- The Center should add a metapedagogical awareness component to the CORE program.
- The Center should supplement CORE with “Confucian Coffees” for salon style conversations where students can discuss issues related to their interpersonal and intrapersonal growth.

**Observations about Housing and Home Stays**

The majority of students live in the New Harbour service apartments and several students live with host families. The apartments are centrally located giving the students excellent access to the cultural and recreational highlights of Shanghai. The apartments are comfortable and the students have space to study. Students have free access to a gymnasium in the building and a swimming pool. Their biggest concern is the weak Wi Fi in the building. Students can elect to live in homestays and the students who had chosen homestays were having a good, cultural meaningful, experience. Students in the Joint Institute engineering program at Shanghai Jiaotong University have the option of living in either an international dorm or in homestays. The Minhang campus has eight student restaurants where food is available for a very reasonable price. The campus has ample sports facilities and a wide variety of student associations that the IES students can join.

Public transportation is readily available from all locations. Shanghai has an excellent public transportation system. The number of transit lines keeps expanding. Students travel easily between their housing at the New Harbour apartments and SJTU and Fudan Universities where they study. The Minhang campus where the Engineering students study is a long distance from downtown Shanghai by subway and can be reached much more quickly by car or taxi.

EBS housing in the New Harbour apartments does not offer the opportunity for students to meet local peers. Students in homestays take meals with their hosts and have a greater opportunity to employ
their Mandarin. Students in the engineering program have easy access to activities on the Minhang campus although there are no Chinese students in the international dormitory.

**Observations on Administrative Staff Qualifications and Size**

The Shanghai Center staff are well qualified and invested in success of the program. Qinbo (James) Gao joined IES as the Center director in 2017. Prior to IES, he was the director of the International Affairs Office at the SJTU Advanced Institute of Finance. The team was impressed with how effectively James used his professional network to augment program components, such as speakers and internships, and with his evident credibility with the partner universities. Lihong Yang, assistant director of the Shanghai Center, has longest tenure. She joined in 2012, bringing lots of experience having worked with other US study abroad programs. The additional staff with the language program are also well qualified, and discussed in a later section in this report.

The Resident Assistants are important contributors to the Shanghai Center staff. They are local students who live in the New Harbour apartments with the students and serve as a first resource in the case of housing problems. The RAs do provide some programming. Several people told us about the basketball games that an RA organized for all of the IES students with Chinese students at the SJTU-UM Joint Institute. Given the important role of the RAs and size of the Center staff, our committee did express concerns that there were simply not enough RAs on site. We advise that the staff should aim for a ratio of one RA to 10 students, as opposed to the current one RA to 20 students.

In our conversations with James, he expressed concerns about staff turnover, in part a result of the very competitive job market in Shanghai. Many other organizations, including international education competitors, pay more than IES, and James said that it was difficult to retain staff. In fact, he was very concerned that the Chinese Language and Academic Coordinator had just announced her resignation to take a higher paid position. While it is beyond the scope of this committee to make recommendations on personnel matters such as salary, we do acknowledge that IES has hired highly qualified staff. The success of the program relies on training and retaining an appropriate number of staff, a task made more complicated by turnover.

**Recommendation Staffing**

The Center should aim at a ratio of one Resident Advisor to 10 students.

In light of the fact that the fulfillment of the committee’s recommendations is dependent upon the size, retention, and training of staff, the committee expressed its concern about recent staff turnover resulting from uncompetitive salaries and recommended that IES make an effort to retain its strong staff.

**Observations on Student Qualifications**

The Committee met with all of the students on the spring programs. They found the students on both programs to be highly articulate and academically motivated. The assessment committee agreed that the GPA requirements/academic requirements are currently set appropriately because the programs are demanding programs. This is an especially important observation with regard to the JI program which
requires a higher GPA for admission. The engineering students had the most difficulty with their courses, not because of their lack of preparation, but as a result to differences between U.S. and Chinese engineering education. The students on the program are ethnically diverse and come from a wide variety of institutions. There is a good gender balance in the student body. The semester of the review there were 10 men and 11 women in the EBS program and 3 men in the engineering program.

**Observations on Health, Safety, and Risk Management**

The Center meets all guidelines with respect to health and safety. Students are well taken care of. Shanghai is generally safer than many cities in the western part of the world. The biggest danger is from automobiles since traffic lights are not always observed. Air pollution is still a problem in Shanghai as it is in much of China. While the committee did not experience this pollution while they were there, the students and the Consular Officer with whom we met described periods in which it was severe enough to restrict outside activities. The Center has air purifiers and facemasks are distributed to the students at times of severe pollution.

All IES Abroad participants are provided with CISI Worldwide insurance coverage and are automatically enrolled by IES. IES Shanghai works closely with a local clinic should a student need immediate medical attention. CISI Worldwide also provides students with a number of private clinics, doctors, and dentists who are English speaking and who can be accessed through the IES Shanghai staff or directly through CISI. The Center has also identified and works closely with a mental health counselor in Shanghai.

Students are informed during orientation as well as in the Predeparture Information on how to contact staff in an emergency, and at least one staff member is available on a 24/7 basis.

All students are required to submit a medical health history form which is screened by IES and then shared with the Coordinator of Student Affairs.

Policies on alcohol and drug consumption are clearly stated in the Predeparture Information guide that is sent to each student upon acceptance into the program. These are also reviewed at the on-site orientation. The Predeparture Information clearly addresses safety concerns pertaining to independent travel, safety, crime and the use of motorized vehicles.

**Observations on Academic Advising EBS**

The main issue affecting academic advising for the EBS students is the complexity of getting courses at Fudan. The students described issues that were headaches, but not unfamiliar to study abroad. Since they registered once they arrive on site, students frequently found that the courses they planned to take were not available. The semester courses are not published until the start of the semester. We also learned that the list of Fudan courses that had been approved by the IES Curriculum Committee was just a small portion of what was available to students. In fact, one of the courses we were originally scheduled to observe about Israeli politics was not on the approved IES course list although there were IES students enrolled in it. The impact of these issues is that many of the IES students struggled to collect the necessary information to obtain approval for their study abroad courses at their home universities, which required that students provide very specific syllabi or reading lists that were often difficult for them to obtain. One student told our committee that at the half way point in the semester,
she was still not sure if courses would be accepted at her home institution and might result in delaying her graduation.

The committee discussed the role for the Chicago staff to be more active with assisting students with obtaining information required for course approvals, especially syllabi or other materials required by the US institutions. We also see a role for the IES staff, likely at the Center, to assist students with quickly finding other courses at Fudan, if original choices are not available. Finally, we consider the currently approved course list outdated and overly limiting and that students should be encouraged to choose from the full complement of courses available to international students.

Recommendation

Since the course offerings often change at the start of programs, the Chicago staff should provide assistance to students in getting course approvals after they have arrived

Observations on Instructional Quality (EBS)

To assess instructional quality in Shanghai, the Committee attended class, spoke to instructors and administrators, and reviewed course documentation. We attended both IES Abroad classes and classes taught at partner institutions, the Joint Institute at Shanghai Jiao Tong University (SJTU) and Fudan University.

The courses available to IES students both through IES Abroad and partner institutions are rigorous and the faculty are dedicated to teaching. Students are evaluated in multiple ways, typically with a combination of papers, exams, presentations, participation grades, and quizzes. Reading lists for courses were generally extensive. It is important to note that both SJTU and Fudan are considered among the top universities in China, and IES students remarked their Chinese peers were impressed that they were able to take courses at both of them.

Instructors were well prepared and engaged in each class the Committee visited, and we witnessed a diversity of teaching methods, many of which required active learning. Students raved about the language classes, which are offered by the IES faculty. Their small size meant there was ample time for students to practice Mandarin with the instructor and with one another. One highlight for the students was the requirement in those classes to interview Chinese citizens on the street. Other courses utilized seminar discussion, lecture, and group presentation.

Courses are evaluated at the end of the semester, and students seem generally pleased with the experience, particularly in the most recent semesters. The Center is clearly responsive to student evaluations and concerns. The Center has worked to renegotiate partner university agreements when students were dissatisfied in the past with the courses and/or instructors.

Course syllabi generally provide sufficient detail on expectations, readings, assignments, exams, and due dates.
Current students gave positive feedback about their language and humanities courses, which utilize outside-the-classroom field study to enhance course content. The Committee proposes that all IES Abroad courses include some experiential field study, including business courses, to leverage the program’s Shanghai location and facilitate student engagement in Chinese institutions. In addition, the Committee recommends that the Center develop a program of one day externships in association with business courses. This allows students to get a small taste of firm culture without the long term commitment required of an internship. Firms hosting externs also avoid a long term commitment, and can use the program as an opportunity to get their name out.

Recommendations:

- Some experiential field study should be incorporated in all IES courses, including the business courses.
- The Center should develop a program of one day externships in association with business courses.

Curricular Design (EBS Content Courses)

The Economy, Business & Society (EBS) program is designed to take advantage of Shanghai’s financial, economic, and cultural importance in China and on the global stage. Students can take content courses through IES Abroad and Fudan University. While Shanghai Jiao Tong University (SJTU) coordinates language courses and hosts some of the IES Abroad courses, the IES students do not currently have access to SJTU’s main university course catalog.

There is a wide range of courses taught by highly qualified instructors in English at Fudan and through IES Abroad. Available content courses are drawn from the social sciences and humanities, and almost all of them have a China focus to facilitate engagement with the host country. Few of these courses would be available at the students’ home institutions, which opens up new opportunities for learning. There does not appear to be a problem with transferring this credit back to students’ home institutions.

While the Business and Society components of the program are well supported by IES Abroad courses in business, communication, marketing, political science, and philosophy, there are currently no courses offered in economics, nor is there access to economics courses through university partners. This is clearly an issue for a program designed in part to study the Chinese economy. The Committee recommends the addition of one economics course per semester, increasing to two courses once there is sufficient enrollment. These courses should be designed for students to earn major credit with appropriate prerequisites to keep the courses accessible. Potential courses for consideration include Environmental Economics, Chinese Economy, and Economic Development in China.

An additional option to increase access to economics courses is to pursue an agreement that allows IES students to take courses at a local university. The Committee recommends seeking courses for IES students at one of the university partners. The Antai Business School at SJTU is one possibility since students are already on the SJTU campus taking other courses. Antai currently advertises over 30
economics courses taught in English, including Econometrics, International Trade, and Environmental Economics, all of which would be easy to transfer credit to the student’s home institution.

Students currently in the EBS program expressed other concerns about course availability. One common concern was that the courses students were approved to take in Shanghai by their home institutions were occasionally not offered once they arrived. This tends to initiate a long back-and-forth negotiation with the home institution in order to secure course credit that is burdensome and stressful for the student. The Committee recommends that the Chicago IES staff provide more assistance to students in getting course approvals after they have arrived in China. Some students were also interested in the possibility of doing an independent study with local faculty, in order to meet home university requirements and to explore their own interests. The Committee recommends introducing opportunities for independent study as the program becomes more established.

Recommendations:

● The Committee recommends the addition of one economics course per semester, increasing to two courses once this is justified by enrollment. These course should be designed for students to earn major credit and require appropriate prerequisites. Options for consideration include environmental economics, the development of the Chinese market, and a Chinese economy course.

● The EBS program should seek options for university courses in economics at the program’s university partners.

● The Center should seek to arrange for students to take courses at the Antai Business School of SJTU.

● The Chicago staff should provide assistance to students in getting course approvals after they have arrived.

● The Center should consider introducing opportunities for independent study as the program matures.

Observations of Language Instruction, and Recommendations:

IES Shanghai Center Chinese language program is affiliated with the International Educational Center of the prestigious Shanghai Jiaotong University. This collaboration has proved to be very successful according to the evaluations provided by current and past students, and based on the first-hand observations of on-site class visits at the center. The academic quality of the Chinese language instruction is high. The collaboration appeared to have contributed to a stabilized quality of language instruction at the IES Shanghai Center.

Chinese language faculty members involved with the International Education Center of Shanghai Jiaotong University are generally well qualified and excellent teachers who are devoted to teaching American students. The International Education Center of Shanghai Jiaotong University does a good job training their teachers and sets high academic standards for language instruction. One of the important negotiations IES has with the center is that IES Shanghai carries the ultimate authority to select the best
instructors and deselect disqualified ones to teach IES students. The International Education Center is an outstanding resource for IES Shanghai Center students.

Overall, the high quality of language instruction was documented consistently through classroom observations, interviews with students, and from student evaluations. Our class visits showed that the teachers were able to thoroughly engage students in effective language learning in classes. They did a great job preparing their classes and promoting a lively, congenial, and serious learning atmosphere. They set high learning goals and they aim at achieving them in classroom. The teachers were very well-prepared with multiple instructional aids including PPS slides and online resources to instruct grammar, sentence patterns, and new vocabulary. They created fun and well-designed class activities aimed at total engagement, and used online resources to make sure students apply class materials to real life situations.

Evidence of effective language instruction at IES Shanghai is everywhere. IES students raved about the quality of the Chinese language instruction at the center. And they showed a high level of enthusiastic interest and strong commitment to language learning. Chinese language classes, they claimed, are the classes that they love most. According to one student who had previously had Chinese classes at a number of different institutions, the IES Shanghai Center language instruction is the best when compared with the previous experiences at these institutions. Another student studied Chinese afresh from the start when arriving at IES and was already catching up with a home institution peer starting IES at 200 level. Fieldwork assignments aiming at cultural immersion and interaction with local people are also frequent, and result in linguistic and intercultural exchange.

Recommendations

• The Center should maintain the stability and high quality of language instruction by continuing the successful collaboration with the International Education Center of Shanghai Jiaotong University.
• IES should develop a Moodle instance in China to make Moodle an effective tool for the use of faculty and students since the current Moodle instance is too slow to be useful.
• Faculty should make sure that all students come to class prepared by means of such tools as quizzes on dictations or character recognition, for example, on Moodle. The faculty should be trained properly in Moodle and in incorporating educational technology in the classroom through workshops.
• While IES Mandarin syllabi provide indicate specific tasks and learning objectives, they should also include a semester schedule and a detailed weekly schedule with specific assignment due dates.

Observations of Linguistic Growth Opportunities, and Recommendations:

IES Shanghai does a good job with respect to student linguistic growth opportunities. Language instructors have received degree credentials and professional training in language pedagogy and teaching. The program provides a full array of courses in language and all students are required to study at the appropriate level. The program offers four levels of Novice Abroad courses, two levels of Emerging Competent Abroad courses, one Independent Abroad course, and one Competent Abroad
course. These courses with different proficiency levels are tailored to students with different levels of linguistic background. Students may also increase their knowledge of the Chinese language and culture by taking IES content courses, by getting involved with local university clubs, by total immersion at homestay, and by being exposed to Shanghai’s social and cultural life. Joining university clubs is sometimes difficult since most IES students are only present for a semester. However, one student told us she was able to join a dance group with the help of her language partner. The staff needs to help find additional ways to enable students to join student clubs and societies.

Language instruction at International Education Center of Shanghai Jiaotong University encourages the use of authentic expressions related to student life and study through class activities, student presentations, oral reports, field interviews, and other proficiency-oriented approaches. In this way, materials learned in class are made more personal, meaningful, and relevant for use in daily life situations. This approach worked effectively with engaging the students in linguistic development and cultural immersion. Students noted that the linguistic development through this pedagogical approach was obvious. All classes taught in Chinese develop language proficiency.

The voluntary language partner program worked very well in promoting linguistic exchange and development. Throughout the semester, student language learning is constantly assisted by voluntary language partners. IES provides language partners for every student. The faculty and the staff of IES are also always ready to assist students whatever their needs.

Even though IES Shanghai does not have a student language pledge, it strongly encourages and recommends the use of Chinese outside of the classroom, particularly through the homestays. IES homestay program allows language proficiency development through total immersion at homestay.

Linguistic development is also enhanced by activities outside of the class room, such as field study and field trips. Students seemed to enjoy IES sponsored social and cultural activities, and they praised the IES staff for facilitating their involvement.

Recommendations:

- The IES center should take advantage of the knowledge of the language partners from different local academic institutions, research the student clubs at Fudan University and Shanghai Jiaotong University and create a list for students to increase the opportunities for substantial interaction with native speakers for students’ linguistic growth.
- The staff should develop more social activities and involvement in other academic and cultural institutions. For example, they might take advantage of the wonderful Shanghai Museum nearby.
- The center should create more internship and externship opportunities to make sure students have first-hand observation of work space linguistic exchange, to develop work space linguistic skills, and further students’ knowledge of Chinese life, society, and culture from an authentic professional setting.
- The center should consider a language pledge program to decrease the use of English and maximize the use of Chinese among students staying at the New Harbor Apartments. Students at intermediate Chinese level and above could be expected to speak Chinese when at the Center.
after the end of orientation. Beginners might be expected to adhere to the language pledge after 5 weeks in Shanghai.

- The center should encourage IES students to take advantage of the “Chinese Language Corner” available at the International Education Center of Shanghai Jiaotong University.
- The center can facilitate “Confucian Coffees” salon style conversations where students can exchange briefings on local and international news, discuss issues related to intercultural adaptations and navigations. The center can facilitate “Chinese Movie Night” on weekends once a month to stimulate linguistic growth.
- The center should require every IES Chinese course to incorporate fieldwork assignments that get students involved with interacting with native Chinese in real life settings.
- The Center should seek out local community leaders to tap opportunities for students to engage in community-based volunteering and learning. Outings at the beginning of the semester, can be used to engage students with the community and facilitate volunteering and other opportunities for continuing contact with the local population.

**Observations of Cultural Courses, and Recommendations:**

In addition to Chinese language classes, students may select from a range of content courses each semester. Course offerings in the humanities and social sciences are taught in English each semester, and the IES curriculum meets the needs and interests of students. IES-employed cultural course instructors carry with them strong academic credentials and significant job-relevant work experiences. Instructors with cross cultural perspectives and student-centered pedagogical approach are particularly popular among students.

IES students may enroll in classes at Fudan University and take courses relevant to their majors or focus of study, or to sample the character of local academic practice. Fudan University cultural course instructors are considered intellectually-engaged and devoted to student learning even though they adopt a more traditional teaching approach. Students may find these courses somewhat daunting due to large class size, and due to traditional teacher-centered approach.

**Recommendations:**

- Students should be encouraged to relate aspects of field trips conducted at the center to their courses by drawing from faculty knowledge to integrate their field study and trips with their coursework and general cultural knowledge of the country. Instructors should bring the student intercultural reflections that are central to the CORE program into appropriate courses.
- In response to student interest in more opportunities for experiential independent learning in the community, the committee recommends IES Shanghai be more proactive about providing students with such opportunities. This might be done by the creation of an ongoing cross-cultural curriculum, possibly for one credit and encourage students to develop subject-specific interest.
- IES cultural courses should encourage independent research and learning, while also challenging students to reflect on current cultural, social and political trends in China and the rest of Asia. Content course instructors should be encouraged to meet with their students to discuss student work and progress.
• The Faculty should encourage advanced-level Chinese language students to read Chinese sources related to the subject of their area studies courses and equip students with host country-specific perspectives. Integration of content courses with linguistic proficiency should be enhanced.
• If possible, the curriculum offering should be broadened to include courses on intercultural Environmental Studies. According to student survey, there seems to be an increasing interest in the subject.

Observations on Field Study

The program offers opportunities three types of travel opportunities for students. The Center staff organizes day trips to nearby sites for students in both the EBS and the Engineering programs, often inviting host families to join. They also offer one field trip during the semester within China, also involving students in both programs. We heard positive reviews about the Spring 2018 trip to Xi’an. The third trip is scheduled at the conclusion of the semester and arranges for students to travel to another Asian city, such as Tokyo, Taipei, or Seoul. This trip is scheduled for the end of the term because it avoids the need for students to have a multiple entry visa to China, since they return to the US at the conclusion of the trip. It also provides an important opportunity for students to compare and contrast their experiences in Shanghai with those in a different, major Asian city. The trip typically includes business and cultural activities, company visits, and lectures by experts on topics relative to comparative discussions.

Observations about faculty qualifications (EBS Content Courses)

There are currently five faculty members teaching IES Abroad content courses in the EBS program. Three of the instructors have a PhD and two have Masters degrees. The majority are currently engaged in scholarly research, involving publishing or conference presentations (or both). Almost all of the faculty members have other professional obligations, either teaching courses elsewhere or doing management or consulting. In addition to academic training, the two faculty members teaching professional courses each have over 15 years of experience doing business in China.

Observations about EBS program field trips

The five-day field trip each semester to another Asian city of economic importance is an important aspect of the program and something the students look forward to. During these trips, students have the opportunity to compare business in Shanghai with the business world of other Asian commercial/industrial centers. Optional weekend field trips introduce students to other parts of China and students usually participate in them. Independent study travel in China is facilitated by an excellent and growing transportation system and relatively inexpensive fares. Students expressed concern that the field trips had conflicted with some Fudan classes and recommended that a schedule of trips be available at the beginning of the semester so that they could discuss potential absences with the faculty.

Recommendations:

• Communications about IES field trip scheduling should be carried out at the beginning of the semester so that the Fudan instructors are notified of the dates of these trips.
Observations on Social and Culture Activities

The Shanghai Center staff make available a diversity of cultural activities to help students explore different aspects of Chinese society. For students in the EBS program, the staff organize three cultural activities during the semester that are specifically focused on business topics, including guest speakers and company visits. They also organize other cultural activities that emphasize unique, culturally immersive experiences that provide an unexpected opportunity to engage with Chinese society. For example, students can learn martial arts, play mahjong, or visit the weekend marriage market in which families advertise for potential suitors for their sons or daughters. The Center staff seem to enjoy these activities and use them as additional learning experiences for students. The students participating in the Engineering track participate mostly in activities made available by the staff with the international office at the SJTU-UM Joint Institute.

Observations about instructional quality in the engineering program.

During the introductory meeting with the Joint Institute (JI) management team, the Associate Dean for Undergraduate Education presented a sound educational philosophy. The JI would appreciate more students from IES to internationalize and publicize their institute. The faculty at the JI are highly qualified. All of them have earned PhDs in math, engineering or physics. According to their literature, in 2017 JI had 53 faculty members who graduated from world-class universities such as Harvard, MIT, Stanford, Oxford, UC Berkeley, Cal Tech and Princeton. Many have won research awards, although no teaching awards were listed. The faculty observed are good teachers, and responsive to student questions and requests. The US tenure system is followed. The instructors at the JI are evaluated by student surveys for each course. Certainly the faculty expectations of student work are rigorous. The JI faculty may not participate in IES orientation programs on learning styles and expectations of American students, but they have been trained by the University of Michigan as part of the Joint Institute.

Students are provided a detailed syllabus at the beginning of the term, which outlines student learning objectives and course outcomes. The grading and attendance policies are clearly provided. During the visit, we observed the faculty use Canvas as a classroom management system, with course notes posted ahead of class time. Class size is reasonable. The University does meet the best practices of pedagogical practice, and the program is ABET accredited (the first mechanical engineering and electrical and computer engineering programs in China to be ABET accredited). This also ensures that both instructional quality and the curriculum design correspond to courses in the US.

The US students did not interact much with the Chinese students during the spring semester, but it is possible that they do during the summer and fall semesters when more US students attend.

Observations about the curricular design of the engineering program

The IES students are enrolled in courses at the appropriate level that will count toward an undergraduate engineering degree. During the condensed spring semester, there were concerns that some courses cover the material quickly without enough time for students to reflect and learn, but this can be addressed by appropriate academic advising. IES engineering students who take the science and engineering courses should be able to stay on track for graduation from their home university. The courses are open to IES students, and a sufficient number of seats are offered. Tutors are available and
helpful for students who request them. The staff is proactive about organizing tutorials for students who are having trouble keeping up with courses.

Summer and Fall terms offer an extended list of both required and elective engineering courses at introductory to graduate levels. Social science and humanities courses are also offered. Home institutions might advise their students to enroll in the engineering elective courses, where future classes do not depend on complete mastery of the material. Spring course offerings are offerings by more limited. Students may fulfill important requirements not covered by Joint Institute course, especially in mathematics, through enrollment in independent study that has student combine on line courses with weekly meetings with SJTU tutors who are junior faculty or advanced Ph.D. candidates.

Observations about intellectual development for the engineering students

Through course observation and student interviews, the students could demonstrate that they had acquired substantial knowledge and understanding of some course material. The accelerated pace of some spring courses poses challenges to students, but likely this is not an issue in the fall and summer semesters. Home institution advising should make it clear to students that the spring semester is similar to a condensed summer semester in the US. Students should also be aware of the expectations of theoretical understanding and recall (primarily in math and physics) in order to be prepared for course expectations. Student interviews made it clear that they were acquiring substantial knowledge in their engineering courses.

Because of the expectations of theoretical recall, the students had developed different learning strategies necessary to integrate into the host academic culture. The group of students interviewed were highly reflective and were able to critique their own value system and ways of knowing and realize the strengths of and differences between the two cultures.

Observations about academic advising for the engineering students

For engineering: IES and home institutions should make sure that engineering students realize that the spring semester is condensed (ten weeks long instead of fifteen). Students should be strongly encouraged to attend the fall or summer program. The information materials should make it clear to students that the spring term is more like an intensive summer term, and the rapid pace makes the courses more difficult. Most engineering students should be advised to enroll in either one or two engineering courses and take advantage of other cultural courses to meet the credit requirement. With the assistance of the JI, academic advising should begin before the students arrive to ensure they are enrolled in the appropriate courses. The engineering students reported that there seemed to be a lack of communication between IES and SJTU regarding available courses during the spring semester, as they were not informed about which courses would be available until the Friday prior to the start of classes. The representatives of UM-SJTU indicated that they decide which courses will be taught at least several months prior. If IES is able to obtain this information from SJTU, it would be extremely helpful for students planning their coursework. Students attending in the spring semester should be encouraged to focus on engineering electives due to the length of the term. Advisors should discourage students from enrolling in courses where students in the past have had difficulties.

Observations about student qualifications for the engineering program
It was clear that the current students enrolled at JI were high academic achievers who met the GPA requirements as specified by IES and the University. They had met the prerequisites as specified, although each student should look carefully at the syllabi from the prerequisites to make sure their home institution covered the same topics. The admissions process follows the IES policy of non-discrimination on the basis of race, sex, sexual orientation, religion or national and ethnic origin. Students are in good standing at their home institution.

**Recommendations for the engineering program**

With the assistance of the Joint Institute, the staff should begin course advising before students arrive. Advisors should encourage students to focus on engineering electives in the spring because of the length of the term.

Advisors should take note of courses where students have had special difficulties in the past and discourage students from enrolling in them.

Students should be strongly encouraged to attend the program in the summer or fall rather than the spring semester.

Information materials should make it clear that the spring term is more like an intensive summer term, and that the quick speed of the courses makes them more difficult.

Students should be discouraged from taking more than two engineering courses in the fall and summer and more than one in the spring.

**Observations about academic center facilities**

The Academic Center is located in the New Harbour high-rise apartment building in the center of Shanghai. New Harbour also houses IES students not participating in the homestay program, which gives students easy access to the Center’s office space and staff. Students were extremely pleased with the location of New Harbour, noting that it was close to restaurants, universities, and the main attractions of Shanghai.

The Center’s office space is a two-bedroom apartment with a common area and a small kitchen. The office is on an upper floor, but an elevator makes the unit accessible. The common area is set up with a seminar table, chairs, and a projection screen. The “bedrooms” serve as office space for the staff. The printer and copier for the offices are set up in the common area.

The main issue with the Center’s facilities is a lack of separated space for IES Abroad courses and for student studying and socializing. The IES Abroad courses that meet in the Center’s common area must contend with the noise and distraction of staff entering, exiting, and moving throughout the unit in order to use the copier. If classes continue to be offered at the Center, the Committee feels it is necessary to separate the teaching classroom from staff workspace.

A major student concern was the lack of study space in New Harbour outside of one’s own apartment. In theory the Center’s common area can partially fill this need, but students explained that the competing uses of the room made it an unattractive option. As a result, students noted that when studying in their
own apartment was not possible, it was necessary to use nearby coffee shops where the WIFI was even less reliable than at New Harbour (more on WIFI below).

To deal with these concerns, the Committee recommends that the Center secure an additional apartment in the New Harbour building or find an alternative site for the Center that would provide more space for the students. Additional space would allow for classroom space with fewer distractions. It could also be arranged to provide study space and a room for student conversations.

Recommendations:

- The Center should secure an additional apartment in the New Harbour building or a larger space in another building.
- The Center should find a way to improve WIFI connectivity at the Center and in the student apartments.
- IES Abroad should develop a Moodle interface in China to make Moodle an effective tool for the use of faculty and students.

Observations about access to local educational and cultural Institutions

IES has negotiated partnerships with Shanghai Jiao Tong University and Fudan University as noted previously. The Committee toured Fudan and both the downtown and suburban campuses of SJTU. The Committee was especially impressed with the new building nearing completion on the suburban campus that will house the University of Michigan-SJTU Joint Institute for engineering. The building has extensive space for collaboration, classroom space, laboratory space, and it is close to the new metro stop that will take students to downtown Shanghai.

An early concern for the Committee was that EBS students take classes in three places, the IES Center, SJTU, and Fudan. Rather than being frustrated by the commute, students did not see moving between campuses on the metro as a burden. In fact, as noted in Section I, they were proud that they were able to enroll in courses at two top Chinese universities.

The Committee met with administrators at both SJTU and Fudan to discuss increasing student access to university courses. Fudan offers additional courses in English not available to IES students, and the possibility of opening up those courses was discussed. The Committee’s feeling was that the discussion seemed transactional, and there was less appreciation of IES students than at SJTU. This partially accounts for the recommendation in Section I to pursue additional economics course offerings through the Center and SJTU’s Antai Business School.

The section on linguistic growth opportunities notes some of the difficulty IES students have had in gaining entrance to Chinese student clubs through the partner universities.

Observation about the Library and Resource Center

The Center provides reference materials for students in the common area along with a printer and copier. IES students have limited access to library facilities at partner institutions. At Fudan University there is no library access, while at SJTU students can access the library reading room but cannot borrow
books. The limited access did not appear to be an issue for students, most likely because campus is far enough from the New Harbour apartments that students are unlikely to drop in to study. The inability to borrow books also was also not a concern given that IES gives students access to online databases used for scholarly research, and these were adequate for course assignments.

**Observations about Instructional technology**

As noted previously, the Center provides a copier for faculty use, and the common area used for some IES Abroad courses has a projector for use during class. Concerns about this space are addressed earlier.

One of the students’ most common concerns was access to working WIFI since it is such an important tool for coursework, social media, and keeping in touch with family and friends. IES provides WIFI in the Center unit and in student apartments, but the signal quality in some spots is poor. The Committee recommends taking steps to improve WIFI access at the Center and in student apartments.

IES Abroad classes use Moodle, an online learning management platform to organize course content. Access to Moodle was an issue for students, which results in students not logging in regularly. This can result in missing communication from an instructor about class or an assignment.

Recommendation:

The Committee recommends that IES Abroad improve Moodle access in China to make it a more effective tool for faculty and students.

**Observations on Internships**

The internship program is clearly both a strength and an opportunity. Internships are currently available only as a summer experience. Students work 32 hours per week, and have the option to earn three or six credits for the seminar “Learning Across Cultures”. Student evaluations rated this very high, with several indicating that it was very effective at helping them better understand Chinese culture as reflected in their respective workplaces. Students also complete a three-credit Chinese language course, which begins with two weeks of full immersion instruction and then is followed by class meetings one day a week throughout the duration of the internship.

Our committee visited National Instruments and met the team who had been involved with hosting an IES intern the previous summer. NI is an Austin-based technology company, with their China headquarters in Shanghai. The Chinese internship program closely follows the structure of their US counterpart, including the way in which work assignments are structured and interns are mentored. The Shanghai office is well prepared to host interns, and the IES Center Director hopes that NI will regularly accept students through the program. Most of the other internships, however, are with smaller organizations that have less experience hosting US interns. In addition to NI, examples of other internship placements include Oriental Danology Institute, an NGO that advocates for nature conservation in China; Shanghai Blue Mountain Youth International Hostel, part of Hosteling International; and Shanghai Vigor, a consulting company. The committee has no concerns about the quality of the internships, however there is a big difference between a very formal program such as that hosted by NI and the less structured experiences available with a smaller company. It is possible that as the program grows, the difference between these experiences may cause some irritation with students, especially if expectations are not managed well by the Center staff.
Internships are a strength of this program, and we discussed changes to make them even more substantial. The committee fully supports the idea that the Center should make available internships for semester students with the Economy, Business, and Society program. Given the academic demands of the Engineering program, we advise that any engineering internships be offered in summer and not as part of the semester program. In order to make the program more attractive to employers, we also recommend that it be extended from its current 8 weeks to 10.

Recommendations:

- The Centers should bring back semester internship opportunities in EBS program
- The summer internship program should be lengthened from 8 to 10 weeks.

Observations about Student Learning Assessment and Intercultural Development

A. Intellectual Development

Assessment: Although all program students “acquire...substantial knowledge...of course materials,” students in the Shanghai Engineering might not acquire enough of an “understanding” of course materials to build on what they have learned when they return to their home institutions.

As previously mentioned, IES Shanghai students have the opportunity to study at one or two of three different universities: EBS students can take courses at STIU and Fudan University; engineering students take courses at the University of Michigan-SJTU Joint Institute. Across the board, EBS students gain substantial knowledge. This is reflected in, among other data points, their performance in STIU/Fudan courses as well as their self-evaluations. Moreover, a noteworthy strength of the IES Shanghai program is its Chinese language pedagogy. IES Shanghai students have an unparalleled opportunity for knowledge acquisition thanks to, among other things, the first-rate language pedagogy and instructors coordinated by IES.

One point of serious concern is the engineering students’ understanding of course material. Although the Joint Institute certainly offers a world-class program, the pedagogical approach, learning culture, and expectations of JI differ greatly from what students will know from the undergraduate engineering. (NB: This is true even if students have taken the required prerequisites or if a JI course has the same title as a course stateside. Even with this, it is still possible that not all US engineering courses are “created equal” to JI courses when it comes to pedagogical approach). Indeed, the JI faculty themselves noted that they had to adjust the UM curriculum for Chinese students and then readjust the adjusted curriculum for students coming from the US. This adjustment means that there is an opportunity here to request that JI calibrate the courses for IES students. But, with this said, the upshot is that it is possible that some IES students will fail JI courses or, even if they do not fail, will have to retake course to acquire further mastery of the topics covered when they return to the US. This report will revisit this issue.

Students do develop learning strategies, but such development happens “organically” (read: in extracurricular settings, on a case-by-case basis, and by way of happenstance). IES Shanghai should do more to make learning strategies and academic cultures legible (see comments below).
Students also develop their ability to understand and critique their own value systems and ways of knowing but such development happens “organically” (read: in extracurricular settings, on a case-by-case basis, and by way of happenstance).

The culture and history of education in China is such that the standard pedagogical approaches of universities such as Fudan and STJU differ greatly from what one would see at universities in the US. There are times when this difference enhances the learning experience. One place in which this difference might serve as an impediment, however, is self-reflection on value systems and culturally-shaped ways of knowing. Based on the observations of this committee, the area studies courses at STJU and Fudan are, by and large, unequipped to guide students in this kind of intellectual endeavor.

As a rule of thumb, the classes viewed by this committee were: lecture heavy, rarely student-led, focused on content acquisition, and left little room for open discussion or collaborative learning. In other words, the classrooms did not open a space where “understanding and critique of their own value systems and ways of knowing” would become a possibility.

As such, this kind of learning happens in extracurricular settings (as students chat as they walk home from class, for example), on a case-by-case basis (the brightest students will engage in this kind of reflection whether the program facilitates it or not), and by way of happenstance (some point covered in lecture might happen to spark this kind of reflection). If IES Shanghai wants more of such piecemeal reflection, the recommendation for more communal center space becomes paramount.

The goal, however, should be to have such reflection be a planned, articulate, integrated, and guided component of the entire IES Shanghai curriculum. To this end, this committee makes two recommendations. First, the program should, whenever and wherever possible, integrate metapedagogical commentary and activities throughout the syllabus and course activities of the entire IES Shanghai curriculum. (Such metapedagogical activities should also be extracurricular—above) By “metapedagogical,” we mean simply conversations/activities that state and prompt reflection on what we intend our students to learn and how a given activity will facilitate said learning. Metapedagogy should also invite students themselves to become active participants in achieving/creating pedagogical goals. The metapedagogical objective, which would be integrated throughout the curriculum: “to develop their ability to understand and critique their own value system and ways of knowing that are culturally shaped through contact with a variety of cultural perspectives in the host country.” If the program does not make this learning objective visible, only the brightest students will discover it in a coherent way.

Given the nature of Chinese courses, the best opportunity for incorporating such metapedagogy will be in IES-run courses. As the curriculum currently stands,

“Introduction to Classical Chinese Philosophy” and “Intercultural Communications Competence” come the closest to incorporating metapedagogy and addressing the pedagogical shortcomings addressed in the third paragraph of this section. But here too the goal should be a more thorough integration of this objective. This might require a complete revamping of several IES-taught courses (the “Intro to Classical Chinese Philosophy” courses, for example, might be reimagined as “Classical Chinese Philosophy and Life in Contemporary China.”)

Second, in light of the charge for “a variety of cultural perspectives in the host country,” the program encourages the hiring of non-Chinese instructors, especially those who have documented training in the
kind of pedagogy noted above. (Such training is standard at certificate-bearing learning and teaching centers). Several IES students interviewed by the committee too noted their appreciation for the new perspectives on China and opportunity for reflection provided by non-Chinese instructors.

**Observations about Cognitive Growth**

Although IES does support students’ cultural learning, here too there is a need for more thoughtful, explicit, and articulated programming with metapedagogical goals clearly stated.

This assessment is essentially a continuation of the previous assessment. The committee noted above that the development of self-reflective cognition occurs by way of happenstance and in informal, extracurricular settings. Just as the curriculum should be re-imagined to open a space for student-led, collaborative exploration of clearly-defined metapedagogical goals, so too should there be a guided program for this kind of growth in an extracurricular setting.

The most efficient solution here would be to revamp the CORE program. The CORE program is a kind of ongoing orientation program offered by the IES Shanghai staff. As it stands, several of the students this committee met with were unsure of the objective of CORE (this lack of clarity is a surefire sign of a lack of metapedagogical scaffolding). Our recommendation here is that the CORE program: 1) clearly states its objectives and 2) adds clearly-articulated metapedagogical exercises that contribute to students’ cultural learning.

**Observation about how the assessment of students’ cultural learning is used to enhance IES programming**

IES Shanghai conducts end-of-term student evaluations, and the center director ensures that the information gathered from this assessment is used to enhance cultural learning.

In the past few years, there have been a number of additions and revisions to the extracurricular activities and opportunity offered to students. This speaks to how responsive the program has been in response to student assessment.

**Observations about interpersonal growth and staff assistance to the students in adapting to Chinese culture.**

The comments above pertain primarily to intellectual and cognitive development. The staff does a good job of helping students navigate interpersonal issue that arise as they adapt to the culture of the host country.

The program does a good job of being responsive to interpersonal issue that arise. Two notes here. First, “responsive” is the operative term. One opportunity for improvement would be for the program to consider ways to pre-empt issues that commonly arise. (Several students, for example, complained about difficult acquiring cell phones and communicating with family back home. This seems like an issue that can be addressed pre-emptively.) Second, the support staff seems a bit stretched thin. Resident
assistances and the “counselor” at the JI in particular seemed to have more fires to put out than any one person can reasonable handle.

Observations about students’ ability to live comfortably in a different culture

IES Shanghai conducts end-of-term student evaluations, and the center ensures that the information gathered from this assessment is used to enhance student life.

Setting aside the fact that “comfort” is culture-dependent and that certain cultures can accommodate differing levels of comfort, the program does a good job of gathering information on student life. The committee also noted that student evaluations show a high degree of overall satisfaction with the IES Shanghai program.

The issue is less with gathering such data, and more with acting on it. (Several issues of discomfort recur in evaluations. One example here is stable Wi-Fi access for study purposes.)

Observations about students’ intrapersonal growth

Assessment: IES does a good job of supporting students in taking responsibility for their own decisions.

It is to be expected that home stay students will have more opportunities to take responsibility for their own actions than students who live in the center facilities and have easy access to the IES support staff. This is worth noting because, given the premium location of the center, EBS students often choose IES housing over homestays.

Although IES supports students in gaining a better understanding and acceptance of their unique values and capacities, greater gains can be achieved by acting on the recommendations made above.

Insofar as intrapersonal growth is predicated on intellectual and cognitive growth, addressing the curricular and extracurricular shortcomings noted in above would lead to better understanding and acceptance of students’ unique values and capacities.

Observations about IES support for the development of students’ attitudes and skills that facilitate lifelong learning.

If the IES Shanghai program is serious about supporting the development of attitudes and skills that facilitate life-long learning, it will have to take seriously the recommendations noted above.

As it stands, the program provides students with more experiences and knowledge than any 18-21-year-old could possible process and hopes for the best, which means students are left to “put the pieces together” after they return to their home institutions. If the program truly wants to develop life-long learners, it will have to clearly state what it means to become a life-long learner and model such habits of mind both in the IES classroom and at the Center.

The IES Shanghai program is by nature a program in which holistic learning takes place well beyond the classroom. The marked differences between Chinese and Western Culture, differences arising from different historical paths and from fundamentally different ways of looking at the world, can have a marked impact on students especially when they open their minds uncritically to a new and challenging environment. The role of the IES Shanghai program is to introduce students to Chinese society in multiple
ways and to challenge them to open themselves and adapt to a very different world. While the IES program does this well, it is the committee’s hope that our recommendations will help to make the program more meaningful and life changing for future students.

**Appendix A: Summary of Recommendations**

*Pre-departure orientation:*

1. The Center should provide more and better information about the cell phone process in the pre-departure packet and the possible alternatives.

2. The staff should revise visa information to make it clear that single entry visas are the standard for student visas. One or two consulates may be willing to issue a double entry visa, but this at the discretion of the consulate.

3. The Center should offer a virtual orientation session on line before the students depart for the program.

*Facilities*

4. The Center needs to provide study space for students and space for student conversations.

5. The Center should find a way of improving WIFI connectivity at the Center and in the student apartments.

6. If the Center continues to offer classes in the Center, it is necessary to separate the teaching classroom from staff work space.

*Courses and instruction*

7. The Economics, Business, and Society Program should offer opportunities for students to take courses in economics. The Committee recommends the addition of one economics course per semester, increasing to two courses once this is justified by numbers. These courses should be designed for students to earn major credit and require appropriate prerequisites. Options for consideration include environmental economics, the development of the Chinese market, and a Chinese economy course.

8. The EBS program should seek options for university courses in economics at the programs university partners.

9. The Center should seek to arrange for students to take courses at the Antai Business School of SJTU.

10. Since the course offerings often change at the start of programs, the Chicago staff should, by coordinating with home universities, provide assistance to students in getting course approvals after the students have arrived in Shanghai.
11. Some experiential field study should be incorporated in all courses including the business courses.

12. The Center should consider introducing opportunities for independent study as the program matures.

16. The staff should encourage faculty discussions of intercultural elements in courses with students. Elements of the intercultural courses should be infused into the rest of the curriculum.

17. An intercultural objective should be incorporated into the syllabus of every course.

19. The Center should develop a pedagogical program for IES Abroad faculty and consider sending a pedagogical specialist to Shanghai to work with the faculty on effective teaching.

20. IES Abroad should seek a way to improve access to Moodle at the Center such as developing a Moodle instance in China to make Moodle an effective tool for the use of faculty and students.

21. Faculty should make sure that all students come to class prepared by means of such tools as quizzes on dictations or character recognition, for example, on Moodle. The faculty should be trained properly in Moodle and in incorporating educational technology in the classroom through workshops.

22. While IES syllabi clearly include course specific tasks and learning objectives, they should also include a semester schedule and a detailed weekly schedule with specific assignment due dates.

23. Students should be encouraged to relate aspects of field trips conducted at the center to their courses by drawing from faculty knowledge to integrate their field study and trips with their coursework and general cultural knowledge of the country. Instructors should bring the student intercultural reflections that are central to the CORE program into appropriate courses.

24. In response to student interest in more opportunities for experiential independent learning in the community, the committee recommends IES Shanghai be more proactive about providing students with such opportunities. This might be done by the creation of an ongoing cross-cultural curriculum, possibly for one credit and encourage students to develop subject-specific interest.

25. IES cultural courses should encourage independent research and learning, while also challenging students to reflect on current cultural, social and political trends in China and the rest of Asia. Content course instructors should be encouraged to meet with their students to discuss student work and progress.

27. The Faculty should encourage advanced-level Chinese language students to read Chinese sources related to the subject of their area studies courses and equip students with host country-specific perspectives. Advanced-level Chinese language student should be encouraged to read Chinese sources related to the subject of their area studies courses and that equip students with host country-specific perspectives.

27

28. When possible, the curricular offering should be broadened to include courses on intercultural Environmental Studies. According to student survey, there seems to be an increasing interest in the subject.

Language learning
29. The Center should maintain the stability and high quality of language instruction by continuing the successful collaboration with the International Education Center of Shanghai Jiaotong University.

30. The IES center should take advantage of the knowledge of the language partners from different local academic institutions, research the student clubs at Fudan University and Shanghai Jiaotong University and create a list for students to increase the opportunities for substantial interaction with native speakers for students' linguistic growth.

31. The staff should develop more social activities and involvement in other academic and cultural institutions. For example, they might take advantage of the wonderful Shanghai Museum nearby.

32. The center should create externship opportunities to make sure students have first-hand observation of work space linguistic exchange, to develop work space linguistic skills, and further students’ knowledge of Chinese life, society, and culture from an authentic professional setting.

33. The center should consider a language pledge program to decrease the use of English and maximize the use of Chinese among students staying at the New Harbor Apartments. Students at intermediate Chinese level and above could be expected to speak Chinese when at the Center after the end of orientation. Beginners might be expected to adhere to the language pledge after 5 weeks in Shanghai.

34. The center should encourage IES students to take advantage of the “Chinese Language Corner” available at the International Education Center of Shanghai Jiaotong University.

35. “Chinese Movie Night” on weekends once a month would be an effective way to stimulate linguistic growth.

36. The center should require every IES Chinese course to incorporate fieldwork assignments that get students involved with interacting with native Chinese in real life settings.

37. The Center should seek out local community leaders to tap opportunities for students to engage in community-based volunteering and learning. The Center should Introduce students to the local community by providing outings into the community at the beginning of students' study abroad.

**Staffing**

39. The Center should aim at a ratio of one Resident Advisor to 10 students.

40. In light of the fact that the fulfillment of the committee’s recommendations is dependent upon the size, retention, and training of staff, the committee expressed its concern about recent staff turnover resulting from uncompetitive salaries and recommended that IES make an effort to retain its strong staff.

**Field trips**

41. Communications about IES field trip scheduling should be carried out at the beginning of the semester so that the Fudan instructors are notified of the dates of these trips.

*CORE*
42. The Center should add a metapedagogical awareness component to the CORE program.

43. The Center should supplement CORE with “Confucian Coffees” for salon style conversations where students can discuss issues related to their interpersonal and intrapersonal growth.

Internships:

44. The Centers should bring back semester internship opportunities for students in the EBS program.

45. The summer internship program should be lengthened from 8 to 10 weeks.

Engineering

46. With the assistance of the Joint Institute, the staff should begin course advising before students arrive.

47. Advisors should take note of courses where students have had special difficulties in the past and discourage students from enrolling in them.

48. Information materials should make it clear that the spring term is more like an intensive summer term, and that the quick speed of the courses makes them more difficult. Students should be strongly encouraged to attend the program in the summer or fall rather than the spring semester. Students should be discouraged from taking more than two engineering courses in the fall and summer and more than one in the spring. Advisors should encourage students to focus on engineering electives in the spring because of the length of the term.

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Appendix B Charges to the Shanghai Review Committee

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.

B. On-site Cultural and Academic Orientation

1. IES Center conducts an extensive initial orientation program for its students 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.

2. Staff and guest speakers knowledgeable about the local culture conduct the orientation.

3. Under appropriate supervision, students are given immediate opportunities to explore and function in the local setting (e.g., travel, eating, attendance at local cultural events).

4. The IES Center provides on-going opportunities to discuss cultural adaptation.

5. The CORE program is well organized and students participate actively in the program.
C. Instructional Quality
1. IES faculty are evaluated by student surveys for each course they teach and Center director reviews evaluations.
2. IES faculty expectations of student work are rigorous.
3. IES faculty participate in orientation programs on learning styles and expectations of American students and appropriate teaching strategies.
4. IES faculty utilize instructional technology when appropriate in their teaching.
5. IES faculty are encouraged to meet formally and informally to discuss pedagogy, course content, and student progress.
6. Class experiences make effective use of location through field study and local cultural institutions.
7. Partner university courses are evaluated by student surveys.
8. Partner university faculty expectations of student work are rigorous.

D. Curricular Design
1. Academic program is designed in keeping with the character of local academic practice to promote students’ academic cultural integration.
2. Academic program is designed to encourage independent learning.
3. Academic program is designed to enhance student engagement in the intellectual, political, cultural, and social institutions of the host country.
4. Course content and curriculum reflects the variety of cultures of the host country.
5. Out of classroom activities are integrated with in-class course work.
6. Sequence of courses and learning experiences are designed for academic credit at IES member and affiliate member schools and other U.S. institutions.
7. The curriculum meets the needs and interests of current and potential IES students.
8. Faculty make effective use of the Moodle Learning Management System.

E. Internships (restoration of semester internship program in discussion for the spring of 2018)
1. Internships and Field Placements give IES students the opportunity to participate in and to critically observe a segment of the work force in the host country.
2. Internships make effective use of location and local resources.
3. Internships include an academic component that follows IES guidelines.
4. Internships help develop intercultural cognitive and interpersonal skills.
5. Internships are conceived as community-based learning and require students to synthesize the practical and theoretical aspects of their work site.
6. Internship sites meet IES workplace standards.

F. Field Study and Trips
1. Field studies reinforce the IES Academic Center’s academic goals and students’ intercultural development.

2. Supervised field study is integrated into the academic program.

3. Staff guides are qualified to lead field trips.

4. Field trips meet IES safety standards for supervised travel.

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.

6. Students are academically prepared for the end of semester field trip to a neighboring country in their course work.

G. Engagement in IES-Sponsored Cultural and Social Activities

1. The IES Academic Center organizes activities that facilitate student engagement in the local culture.

2. The IES Academic Center informs students of cultural and service opportunities in the local culture where they may have additional contact with the local population.

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

1. Students are given guidance and directions for involvement.

2. Representatives of local institutions are members of the faculty.

3. Requirements for minimal student participation are a part of the course work.

I. Re-entry into Home Culture and Home Institution

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

2. IES staff encourages students to be ambassadors for the country where they studied.

3. IES staff provides an environment for reflecting on and sharing the cognitive and intrapersonal aspects of their experience.

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 IES courses and courses at local universities.

2. Students are guided in developing their skills in critical thinking through programmed exposure to political, cultural and social institutions of the host country.

3. Students are guided in developing different learning strategies necessary to integrate into the host academic culture.

4. Students are guided in developing their ability to understand and critique their own value system and ways of knowing that are culturally shaped through programmed contact with a variety of cultural perspectives in the host country.

B. Cognitive Growth
1. Programmed opportunities for students to analyze their experiences contribute to their cultural learning, specifically, an increased ability to recognize cultural difference.

2. Academic studies, support services, and integrative activities contribute to students’ greater appreciation and respect for persons with differing cultural values.

3. The IES Academic Center provides on-going opportunities to discuss cultural adaptation.

4. Assessment of students’ cultural learning is used to enhance the curriculum, student services, and integrative activities.

C. Interpersonal Growth

1. On-site IES orientation and integrative activities are designed to assist students in adapting to the culture of the host country and in becoming more comfortable in interactions with persons of different backgrounds.

2. IES integrative activities are designed to assist students in acquiring general adaptive skills that prepare them to live in a variety of foreign cultures.

3. Reports of the students’ ability to live comfortably in a different culture are gathered routinely as part of semester-end, general program evaluation.

D. Intrapersonal Growth

1. Curricular and extracurricular activities support students in taking responsibility for their own decisions.

2. Curricular and extracurricular activities support students in gaining a better understanding and acceptance of their unique values and capacities.

3. Curricular and extracurricular activities support students in their personal development.

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4. Curricular and extracurricular activities support the development of students’ attitudes and skills that facilitate life-long learning.

E. Linguistic growth

1. Students gain independence from English and incorporate the host language into daily communicative strategies and performance.

2. Students communicate effectively with people in the target culture in their own language.

3. Students expand communication skills by finding creative ways to navigate around communication barriers.

4. Students develop an understanding of non-verbal cues of communication used in daily interactions.

III. Resources For Academic and Student Support

A. Faculty Qualifications

1. Faculty, including language instructors, 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.

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4. Faculty are selected to teach IES courses based on their ability to teach and their commitment to the IES goals and standards.

5. Faculty are involved in developing new courses according to The IES Academic Center’s curriculum design for approval by the Curriculum Committee.

6. Faculty are sensitive to gender and cultural differences among students.

7. Professionals who teach professional classes have relevant experience in their field of expertise.

B. Administrative Staff Qualifications

1. The IES Academic 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 competence skills.

4. Center director and staff are interested in and able to work with undergraduates from the U.S. and are committed to IES 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 has credibility at local universities.

8. Center director has an appropriate knowledge of the academic expectations of American colleges and universities and plans and administers The IES Academic Center program in that context.

9. Persons under contract who are responsible for accounting, legal counsel, internship supervision, and/or housing arrangements are qualified to work in the local venue.

C. Academic Advising

1. The IES Academic Center advisors to students on course requirements have the necessary academic qualifications.

2. Advisors to students are knowledgeable about IES courses and requirements.

3. Advisors to students on university enrollment are knowledgeable about local university rules and requirements and the local academic culture.

4. Advisors are familiar with the IES Academic Policy Guidelines.

5. Advisors are readily available to students.

6. Center staff is sufficiently knowledgeable about the local academic requirements to appropriately assist students.

D. IES Academic Center Staff Size

1. The ratio of staff-to-students is in the range of 1 to 20, allowing for economies of scale.

2. The size of the staff is appropriate for the types of programs offered.

E. IES Academic Center Facilities

1. A private office is available to the IES Academic Center director and staff for consultation and advising students.
2. Faculty have a desk in 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 Academic 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 will be attempted to meet the needs of students with physical disabilities.

F. Access to Local Educational and Cultural Institutions

1. IES has written agreements with universities for course enrollment and credit.

2. IES has agreements (preferably written) with universities for access to sponsored activities and student clubs.

3. IES has agreements (preferably written) with universities or other agencies for access to sponsored sports activities.

4. IES provides information regarding cultural opportunities.

G. Library and Resource Center

1. Resource Center contains up-to-date reference books.

2. Students have access to one or more libraries at local universities and relevant research centers.

3. Students are adequately informed and encouraged by IES to take advantage of research resources available to them.

4. Students have access to specific collections necessary for class assignments.

5. Resource Center hours are convenient for students, within bounds of building security.

6. Books and periodicals are adequate for students to complete the course requirements.

H. Instructional Technology

1. Students have access to computers in a quiet working area.

2. Students have access to e-mail, audio-visual materials, the Internet, databases and other digital resources.

3. Instructional technology is available for faculty use.

4. Faculty have use of photocopy machine for coursework.

I. Housing and Home Stays

1. Students have a place to live that meets the IES standards of safety.

2. Public transportation is readily available.

3. Housing arrangements offer the opportunity for international exchange.

4. Contracts with housing providers adhere to laws of host country.
5. Housing is well located for student access to local culture.

6. Housing is evaluated and inspected regularly.

7. Host families and apartment mates meet IES criteria.

J. Student Qualifications

1. Students meet minimal GPA as specified by IES.

2. Students have sufficient academic preparation at the home institution before enrolling.

3. Admissions process follows the IES policy of non-discrimination on the basis of race, sex, sexual orientation, religion, or national and ethnic origin.

4. Students are in good standing at their home institution.

K. Health

1. Students have adequate health insurance.

2. IES Center staff provides students with appropriate access to high quality care for accidents, illness and mental health.

3. IES 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.

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5. IES Center staff follows IES guidelines on health.

L. Safety and Risk Management

1. IES Center staff enforces IES Code of Student Responsibility on sexual harassment and all IES policies.

2. IES provides 24/7 coverage at all Centers.

3. Safety and risk management issues are reviewed and evaluated regularly by appropriate administrative staff and local legal counsel.

4. 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.

5. IES Center administrative and teaching staff members are informed of all safety and emergency procedures.

6. IES Center administrative staff members inform students about local safety concerns.

7. IES Center administrative and teaching staff members follow IES safety guidelines and emergency procedures.

8. Each IES Center assigns responsibility for safety issues to appropriate staff.

I. Host Country Standards and Practice for Higher Education

A. Academic Policies
1. IES facilitates the institution’s written policies for its application process and notification of admissions decisions.

2. IES facilitates the institution’s written policies related to matriculation, including course registration, course availability, and credit transfer for international students.

3. IES facilitates the institution’s procedure to meet the needs of students with learning disabilities, according to appropriate host country practice.

II. Student Learning Environment

A. Pre-departure Information

1. The University cooperates with IES in application, admissions, registration, housing, and other processes in a timely fashion.

2. The University provides sufficient detail about courses to facilitate student planning and pre-program approval for enrollment in course

3. The university facilitates students’ visa applications with confirmation of enrollment, as applicable in Ireland for non-U.S. citizens.

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B. On-site cultural and academic orientation

1. IES staff in conjunction with the University conducts an extensive initial orientation program for students 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 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 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 information begins to prepare students for the challenge of crossing cultures.

C. Instructional quality

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

D. Curricular Design and international students

1. IES students are enrolled in courses at the appropriate level that count toward an undergraduate degree at a degree-granting institution.

2. Science and Engineering courses keep students on track to their engineering degrees in the student’s fields at their home universities.

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

3. Either the university or IES provides tutorial support for students who require it.

F. Field trips
1. The University follows its own guidelines with regard to qualifications for staff guides and safety.

2. IES Field trips meet IES safety standards for supervised travel.

3. IES Guided field trips help students take advantage of the region and result in more learning than if students attempt to travel on their own.

G. 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 students.

H. Re-entry into Home Culture and Home Institution

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

2. The Center encourages students to be ambassadors for the country where they studied.

3. The Center provides an environment for reflecting on and sharing the cognitive and intrapersonal aspects of their experience.

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 their own value system and ways of knowing that are culturally shaped through contact with a variety of cultural perspectives in the host country.

B. Cognitive Growth

1. IES support services contribute to students’ cultural learning.

2. Assessment of students’ cultural learning is used to enhance IES programming.

C. Interpersonal Growth

1. IES staff assists students in adapting to the culture of the host country.

2. Reports of the students’ ability to live comfortably in a different culture are gathered routinely as part of semester-end, general program evaluation.

D. Intrapersonal Growth

1. IES supports students in taking responsibility for their own decisions.

2. IES supports students in gaining a better understanding and acceptance of their unique values and capacities.

3. IES supports students in their personal development.

4. IES supports the development of students’ attitudes and skills that facilitate life long learning.
III. Resources for Academic and Student Support

A. Administrative staff

Guidelines for IES Shanghai standard program applies to the DE options.

B. Academic advising

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

C. IES and University facilities

1. Meeting space is available to the IES staff for consultation and advising students.

D. Access to local educational and cultural institutions

Guidelines for IES Shanghai standard program applies to the DE options.

E. Research and library facilities

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

F. Instructional technology

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

G. Student housing

1. Students have a place to live that meets the University and IES standards of safety.

H. IES Student qualifications

1. Students meet GPA requirement as specified by IES and the University.
2. Students meet prerequisites as specified by the University.
3. Admissions process follows the IES policy of non-discrimination on the basis of race, sex, sexual orientation, religion, or national and ethnic origin.
4. Students are in good standing at their home institution.

I. Health

1. IES 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 staff informs students about local safety concerns.
2. IES 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 has fire standards that meet IES guidelines.

Appendix C: COMMITTEE MEMBERS

CHAIR AND REPRESENTATIVE OF THE ACADEMIC COUNCIL
Cheryl Matherly
Vice President and Provost for International Affairs
Lehigh University

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Retired Financial Manager, IES Vienna alumnus, fall 1979, College of Wooster, Board of Trustees

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Managing Director of Angel Clouds Advisory Board, Professor, Hult International Business School, and Visiting Professor of Fudan University (Shanghai)

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Instructor of International Politics in East Asia from Chinese Perspective
Director, Shanghai Sinovision Center for pre Exchanges

IES SHANGHAI EBS STUDENT
Hunter Haymore
Spelman College

IES SHANGHAI EBS STUDENT
Robert Smith
Lehigh University

IES SHANGHAI ENGINEERING STUDENT
Ryan Dondalski
University of Tulsa