

Report of the Program Review of IES Abroad Beijing March 29 – April 2, 2010

EXECUTIVE SUMMARY

This Review was conducted on behalf of the IES Abroad Academic Council. Charges to the Review Committee were drawn from the IES Model Assessment Practice/IES MAP and submitted to and approved by the Academic Council in Fall 2009. The Charges addressed both the Language Intensive Program, which was reviewed in 2001, and the Contemporary Issues Program, established in Spring 2007 and undergoing its first review. The US members of the Committee agreed on the many strengths of the Beijing programs. They singled out the following outstanding qualities:

- The review of language instruction in both curricula judged the teachers in IES Beijing Center to be excellent language teachers, which makes IES Beijing Center an outstanding Chinese learning program in China.
- The review of area studies courses in both tracks found them to be solid. Excellent attention is given to disciplinary methodology in every course, and reading and writing assignments are rigorous.
- Field trips are well integrated with the course work.
- The Review Committee judged the partnership with BFSU to be ideal in terms of the reputation of Bei Wai, its location, the facilities, services, and spirit of cooperation and mutual respect.
- The Committee noted the positive work environment at the Center, shared by staff and faculty, which supports a welcoming, hospitable environment for students.
- The Committee also noted the high motivation and academic seriousness of the students.

The members of the Review Committee judge that the two curricular tracks are well-designed for student's intellectual and intercultural development and follow the guidelines for program quality of the IES MAP. Recommendations of this review are offered with the intent to build on existing strengths and prepare for the possibility of growing numbers of students who want to pursue study in Beijing.

INTRODUCTION

This report documents the Committee's procedures, findings, and recommendations. Appendix A contains the original charges; Appendix B contains a summary of recommendations.

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

- Charges to the IES Abroad Beijing Program Review
- IES Abroad Academic Policy Guidelines
- Contemporary Issues Program
 - Class Schedule, Spring 2010
 - Area Studies Syllabi, Spring 2010 Course Offerings
 - Language Course offerings
 - Area Studies Course Evaluations, 2008-09
- Language Intensive Program
 - Class Schedule, Spring 2010
 - Area Studies Syllabi, Spring 2010 Course Offerings
 - Language Course offerings
 - Area Studies Course Evaluations, 2008-09
- Faculty CVs for Area Studies Courses

- Field Trip Locations
- Enrollment Reports, Summer 2006 – Spring 2010
 - Top Sending Schools
 - Top Majors
 - Top Minors
- Language Pledge
- Internship Placements, 2007-08, Fall 2008
- End-of-Term Student Evaluation Data and Comments, Fall 2009
- IES Abroad Beijing Program Review Final Report , 2001

Brochures were copied on a thumb drive and sent to Committee members:

- IES MAP
- IES Abroad Beijing Get Set! Guides Spring 2010, Language Intensive Program and Contemporary Issues Program
- Spring 2010 Family Guide
- Spring 2010 Student Handbook
- IES Abroad Beijing 2010-11 Catalogue

Upon arrival in Beijing, Committee members received the information packet that is provided to students:

- Contemporary Issues Program, Academic Handbook, Spring 2010
- Language Intensive Program, Academic Handbook, Spring 2010
- IES Abroad Beijing Center Handbook, Spring 2010
- IES Beijing Emergency Contact Information

The U.S. Committee members were joined in Beijing by two area studies instructors, including the full-time Scholar in Residence who teaches in both the LIP and CIP programs, and two students, one of whom is a full-year student who was enrolled in LIP during the Fall term and was completing the Spring term in CIP. The U.S. Committee members scheduled two meetings at the beginning of the week, first with the IES Beijing instructors on the Committee and then with IES Beijing students. U.S. Committee members met individually with the Beijing Committee members during the week to accommodate schedules. The full Committee met at the end of the week for final discussions regarding recommendations.

The schedule for the U.S. Committee members was designed to give them a thorough introduction to the two program tracks and the IES Beijing community—its staff, faculty, and students.

Committee members observed all language classes and most of the area studies classes; in some cases, more than one member observed a class. It should be noted that because of a schedule conflict, no Committee member observed the Research Seminar. Depending on their assignments for the Review, Committee members held individual interviews with staff members and met with instructors.

Interacting with students, both formally and informally, was central to addressing some of the charges to the Committee. Meetings that were scheduled for Committee members included one lunch, for which CIP and LIP students were divided into small groups, and a Coffee Hour with CIP students. Committee members chose one of two field study opportunities and were hosted one evening either by the student Cooking Club or a host family. Three Committee members accompanied students to their internship placements.

Committee members also were invited to previously-scheduled activities—the Sunday Night Lecture Series and brown bag lunch hour, “Common Ground.”

The schedule for the week included:

- Overview of IES Beijing Program and introduction to full-time staff.
- Tour of IES Center
- Class observation of language classes and individual meetings with some language instructors.
- Class observation of area studies courses and individual meetings with some instructors.
- Walking tour of BFSU West Campus.
- Sunday Night Lecture Series, Wu Qing, People’s Deputy in the Beijing People’s Congress.
- “Common Ground” brown bag lunch with students: common mispronunciations in Chinese.
- Dinner choice: Roommates Cooking Club or Dinner with Host Family.
- Internship site visit and meeting with Internship Site Supervisor (3 committee members).
- Meeting with Li Bing, head of BFSU Foreign Student Affairs Office, and Ling Ling, associate director.
- Student Film Festival, ‘best of’ Summer and Fall 2009.
- Reception with Area Studies faculty.
- Choice of field study with students: LIP HS 333, Old Summer Palace or LIP SO301, Migrant Worker Association.
- Group Dinner with IES Beijing Alumni in Beijing.

Committee Membership

Richard Gaulton, Chair of the Committee. Director, Cornell Abroad. Cornell University.

Ken Cunningham, Member, IES Board of Directors

Joan Gillespie, IES Abroad Chicago, Secretary to the Committee

Chaeri Han, IES Beijing LIP Student, Spring. University of Rochester; major in Economics
Shawn Shieh, Visiting Scholar, International Relations and Political Science, IES Abroad Beijing

Ronald Jones, Professor, Department of Economics, University of Rochester

Li Qing Kinnison, Associate Professor, Department of Foreign Languages, Wofford College

Barbara Molony, Chair and Professor, Department of History, Santa Clara University

Charles Vest, IES Beijing student, FY (Fall, LIP; Spring, CIP), Colorado State University; major in International Relations

Eileen Vickery, Instructor, Literature, IES Abroad Beijing

OVERVIEW

Brian Eyler has directed IES Beijing since Fall 2008, supported by Jeremiah Jenne, Dean of Area Studies; Eva Yuan, Student Affairs Coordinator; Nancy Zhang, Internship Coordinator; Xiaomeng Lin, Academic Coordinator; Jiasui Wang, Student Affairs Assistant; and Zhao Ning, Head Language Instructor. The IES Beijing Center is located on the West Campus of Beijing Foreign Studies University on the Third Ring Road of Beijing, which is the university sector. The Center facility, a residence hall for IES students and Chinese students, houses staff offices, classrooms, designated study areas, and a newly expanded library.

The program offers two curricular tracks: Language Intensive and Contemporary Issues. The Language Intensive curriculum comprised the original program for students who have studied Chinese for the equivalent of two college semesters, with elective offerings in area studies and a number of opportunities for 'mobile learning.' It is the direct descendant of the program founded in 1990 and features an intensive Chinese language component, area studies courses taught in English, and a for-credit internship. The program Contemporary Issues in China (CIP) offers a set of area studies courses about China taught one at a time on a modular basis (and featuring mobile learning seminars combining coursework with travel), Chinese language study, and individual research; it has no language prerequisite for applicants. (There is also a Beijing Summer Program featuring intensive language study, which was not reviewed.)

Many IES consortium members are represented by the student cohort; universities that enroll high numbers of students include George Washington University, Penn State University, University of Texas-Austin, University of Denver, Trinity University, Northwestern University, University of Minnesota-Twin Cities, Bucknell University, University of Rochester, University of Illinois- Urbana-Champaign, and Cornell University.

The Language Intensive program enrolls a high number of full-year students, some of them registering for one or two summer terms as well. Enrollment in the language program is generally higher in the Fall than in the Spring, averaging about 60 students per term. Summer enrollment is slightly less. The Contemporary Issues program enrollment has averaged 16 students per term since it opened. IES Beijing also hosts a number of Customized Programs, including most recently, Skidmore College, Babson College, Arizona State University, and St. Olaf College.

The most outstanding characteristic of the IES Beijing Programs is the way in which Chinese language study is integrated into every aspect of them. The Language Pledge, required of all LIP students during their stay and introduced to CIP students midway in the semester, embodies the focus on language learning that pervades the programs. In addition to the formal language study required of all students, courses taught in English attempt to incorporate some language learning through the introduction of Chinese vocabulary in English lectures and field exercises. The art course in Chinese Calligraphy is taught using Chinese as the medium of instruction. Enforcement of the language pledge reinforces student understanding that they must function in a Chinese language environment. The distinguishing feature of IES Beijing is that this focus on language takes place not in an "all-language" academic program, but in two programs also offering a fairly broad range of area studies courses and culturally integrative experiences.

Strong formal language teaching and the incorporation of Chinese language into all aspects of the program have created a Chinese-language learning environment for all students. Chinese language learning is geared toward the classroom study, academic exploration of various aspects of China, and in informal social and cultural interactions inside and outside

the program. The result is quite an intense learning environment for students, so that issues of student commitment and motivation become extremely important.

The administrative interaction of the two programs, and the interaction among students participating in them, raises significant issues as well. Complex tasks of scheduling and integration, especially considering that most of the students live together and interact regularly, can lead to problems if not handled well. The relative size of the programs and the language proficiency level of the participants are variables that can affect the balance between the programs.

Issues that we would stress in the report below include the quality of teaching, the effectiveness of administration, the interaction between the two programs and their respective students, and issues raised by the particularly rich and intense academic and linguistic atmosphere in which the students live. We also want to note the significance of the modular structure of the CI program as a possible model for the design of future IES programs.

DISCUSSION

I. Student Learning Environment

Predeparture information

Students learn about the two programs from two sources, the IES Abroad website and the soft copy Get Set! Guide that is mailed to students upon their acceptance to the program. Website content focuses on highlights of the programs and requires users to drill down to the specifics of the curriculum, housing, etc. Get Set! Guides for both programs cover the IES MAP guidelines in terms of practical information and the challenge of crossing cultures.

Students in both programs told Committee members that these sources did not communicate the central importance of the Language Pledge in the IES Center and during IES activities. In the case of CIP, students said they were not aware of the Pledge until they arrived on site. These student comments focused on the need to set expectations by describing the Pledge in detail. Similarly, CIP students told Committee members that they did not know that Chinese tutorials were required as part of their language course.

The Committee reviewed the website and Get Set! Guides specifically for reference to the Language Pledge: the Pledge is listed as a Curriculum "Highlight" on the web page for the Language Intensive Program (two drill-downs); it is not mentioned on the web pages for the Contemporary Issues Program. The Get Set! Guides follow similar content: the LIP Guide includes a paragraph on the Pledge in the section on "Exploring Academics." The CIP Guide does not mention the Pledge.

Recommendation:

- Give greater visibility to the Language Pledge in LIP by adding it to the LIP home page.
- Add the Language Pledge to the CIP home page and Curriculum Highlights.
- Add narratives on the Language Pledge and Chinese tutorials to the CIP Get Set! Guide.

On-site Cultural and Academic Orientation

The one-week Orientation for both programs follows the guidelines of the IES MAP in terms of content. Students are coached through practical daily activities such as using public

transportation and ordering food in a restaurant. They are led on guided tours and also challenged with finding a "Mystery Beijing" destination on their own. Comprehensive Orientation and Re-entry (CORE) begins on Day 4 with the goal-setting exercise. Advising sessions are held for language placement, housing, and, LIP registration in area studies courses.

The Orientation also serves as the opportunity to begin to introduce students to the extensive IES Beijing community. Sessions are conducted by staff members; in the Spring term, full-year students also participate in some activities as student leaders. In addition, IES alumni living and working or attending school in Beijing are invited to some of the Orientation events.

At the end of Orientation, students who chose the homestay option move from the IES residence hall to their host family.

The schedule during the first few days is designed to accommodate students recovering from the flight to Beijing from the U.S. and jet lag; however, both staff members and students described the schedule as "packed."

The Committee learned of two subjects that should be included in Orientation for Beijing students, although they are not included in IES MAP guidelines. The first topic is orienting students to the possibility of anti-Americanism. Based upon the experience of some Committee members with anti-American comments during a field study with students at a historic site, staff and Committee members recognized the importance of specific advice to students should they encounter anti-Americanism.

The second topic concerns student access to library reference materials, based upon discussion with staff members and instructors. The Committee agreed that students should be advised on the use of VPN to access their home university library.

Recommendation:

- Advise students on the possibility of anti-American comments and the appropriate response in the context of raising awareness of adjusting to the culture.
- Instruct students how to use VPN to access their own university library.

Instructional Quality in Language

This section of the review is focused on **I Student Learning Environment** and **II Student Learning: Assessment and Intercultural Development**.

Summary:

The teachers in IES Beijing Center are excellent language teachers, which makes IES Beijing Center an outstanding Chinese learning program in China. The teachers all have received training in language teaching, especially in Chinese teaching pedagogy. Most of them are all very energetic and devoted in teaching Chinese to American students. They work very hard in preparing for each class and provide a very friendly learning atmosphere. The students commented that they are "very enthusiastic about teaching," "great teachers, care about the students." The students feel the classes "enjoyable and helpful." and they will "miss the Chinese classes" when leaving IES Beijing Center. All this contributes to a marked improvement in students' Chinese language proficiency in all four skills: speaking, listening, reading and writing. The following suggestions on teaching are presented only with the intention to further strengthen the Program and to make IES Beijing Center even better and more competitive than other programs in China.

The committee believes that IES Beijing Center will be able to lead the other Chinese learning programs in China with its excellent leadership and dedicated and well-qualified staff in the near future.

Report on Charges and Recommendations:

The committee was informed that the faculty and staff at IES Beijing meet regularly to discuss issues related to students. One suggestion is to have regular meetings to share among the language faculty to discuss the success, problems, and frustrations and to find a better way to have more “engaging” classes, which means to have students participate in class more “actively” rather than “passively.”

A Chinese teacher normally prepares for a class only focusing on preparing the materials. If a teacher knows the material (备课) and presents it well, he or she would be considered a good teacher. A language teacher is viewed in the same way. However, a good teacher, especially a good language teacher, should not be satisfied with knowing the materials and presenting them to the students, he/she also should prepare more activities to make students interested in the materials and be able to use the language (备学生). Unfortunately Chinese teachers are not used to learner-centered environment because they have been trained in all teacher-centered classes. It is a challenging for them to be conscious in getting students involved in class. It is obvious that many IES Beijing teachers have tried to make students participate in class. However, from the observation of quite a number of the classes, the committee found that the students are asked to take part in the class more “passively” rather than “actively.”

By participating “passively”, it means that students merely follow a teacher’s instruction to practice some grammar patterns and language points relating closely to the text rather than real life, especially related to their own life. One student commented on this kind of teaching: *“I learned a lot of vocab [ulary] and grammar patterns but only know how to use them in the context of the lessons they were given and with the words we learned. I can rarely apply them to real life and feel that I still cannot express myself well to ordinary Chinese people.”*

Thus “actively” participating in a language class, on the other hand, is that students are encouraged and given opportunity to use the grammar patterns and idiomatic expressions to describe/discuss whatever is related to their own life and study. In this way the knowledge they learn in class is more personal, meaningful and long lasting because they learn it for themselves rather than for quizzes or tests.

In IES Beijing, there are different types of Chinese classes, such as lectures, drills, and activities. The first two types use an “audio-lingual” approach which emphasizes “drilling” learners with static drills and leaves little room for learners to “produce” their own output. This approach does work in some language classes, but fails to give students the opportunity to learn how to use it in real life. The suggestion for this problem is not to divide the types of a class so distinctive but make them all learner-centered with a more communicative approach.

In one class observed by a committee member, the teacher when discussing American politicians, asked the students who they voted for to be the president – Obama or Bush, and there was a moment of awkward silence from the students. The teacher quickly realized the inappropriateness of her question and changed to another topic. Though the incident is not significant, it shows that a good language instructor should have some important knowledge of the target culture to be able to conduct a more culturally appropriate language class.

IES Beijing Center may ask the students to reflect on what the differences are between the Chinese teachers at IES and their American professors at home. Then the teachers may use some topics in a language class to have a discussion with the students and explain why the Chinese teachers behave the way they do. The teachers can also tell their students what a Chinese teacher expects of his/her students. In this way, both teacher and student understand each other's expectation with deeper understanding of each other. This understanding and knowledge will be beneficial to all. IES Beijing Center may use the information on cultural differences (pedagogy, classroom control, relationship between teacher and student, etc) in teacher training as well as orientation for new students.

Though all the IES Beijing Center teachers are very qualified, there was one exception for a 100-level teacher, who was very "unlike" the other teachers at the center. She showed little interest in the students and ignored their obvious pronunciation or tone mistakes. One time she tried to correct one student's pronunciation, but did not know how to explain it clearly to him. Instead, she asked the student to repeat it after her, which made them both frustrated. Her instruction on some grammar rules and language patterns seemed to be ill-prepared. Of course the two students in that class showed no motivation or interest in the class either. She did not seem to know how to teach Chinese to foreign students, at least to a student at zero-level, nor did she appear to care about it. In responding to this situation, the Center director noted that the instructor in question usually was not assigned to the 100-level.

It is crucial for beginners to have an experienced language teacher who is patient and has some knowledge on phonetics, or at least a good foundation in pronunciation, tones and basic knowledge of Chinese characters and grammar. It takes more effort and patience to work with beginners of Chinese language. A good experienced teacher will get the students motivated in learning Chinese and prepare them well for further study. Otherwise the learners would be discouraged and may eventually quit their study.

Recommendations:

- Create a more student-centered classroom, encouraging the learners to actively (rather than "passively") participate in class activity (I-E-6: Language classes are interactive and give student ample opportunity to speak Chinese).
- Put "right" teachers for the right level of a class;

The course/text materials at IES Beijing are properly and well designed to reflect the IES goal to keep "with the character of local academic practice to promote students' academic cultural integration," (I-D-1) and "to enhance student engagement in the intellectual, political, cultural and social institutions of the host country" (I-D-3).

The committee recommends making in-class teaching integrated with out of class activities. As some students pointed out that they could take Chinese in a classroom setting in their home universities back to the states, but they did not have the opportunity to practice their Chinese outside of the classes as they do in Beijing. A big challenge for IES Beijing Center is how to make their language classes more integrated into life in Beijing and in China so that the students may be more confident to use Chinese when they meet Chinese outside the Center. Thus the topics, especially the vocabulary, should be more relevant for students who can "use" them outside of a class. This point also relates to I-E-3 (Students are provided out-of-classroom opportunity to develop oral, listening, and writing skills in the language of the host country) and I-E-6 (Language classes are interactive and give students ample opportunity to speak Chinese).

The difference between learning Chinese in China and in the US is that the students can go out to practice - if possible, organize some "structured" outside classroom activities, or even classes, providing and teaching vocabulary and patterns for a real situation so that students feel the need and can practice it immediately when they go out. This environment will give learners plenty of learning moments and opportunities.

Recommendation

- Make Chinese classes in Chinese (Beijing specific) different from those in the US (where there is little or no language learning environment outside of classroom). (I-D-2, I-D-5)

The biggest obstacle and most daunting task for English speakers to learn Chinese well is to master the Chinese characters. This is clearly reflected in the students' evaluation of the Chinese classes at IES Beijing. They complained that there are too many characters for them to learn at one time and they simply cannot memorize them all (This complaint is "universal" to most Chinese language classes, either in China or in the States). This difficulty in learning Chinese characters makes it hard to improve the students' reading and writing proficiency. One IES Beijing student commented: *"(When) [with] so many new words [I] have to memorize each night, it would be helpful if the teacher gave us clues [as to] how the characters [are] put together (radical)."*

The character learning can become more interesting, meaningful and easy to learn when a learner understands the formation of a character, including its history, or stories behind the character, and most importantly, how a character is "made up" with all the radicals. That is the beauty in learning Chinese characters and will make character learning more fun rather than mere headache. This is the same as in any Romanized language where words are formed with stems, prefixes and suffixes.

Though most of the textbooks of Chinese language provide this information at the very beginning, students would forget it unless their teacher constantly reminds them of the formation of Chinese characters which will help them learn Chinese characters systematically.

Thus the committee recommends, for intermediate and advanced level students, to provide a class or a section particularly on how to systematically learn Chinese character. For a beginning level class, pay more attention to radical learning rather than individual character memorization, which will lay a good foundation for learning the Chinese characters.

In order to help students learn Chinese characters well, having students memorize a certain amount of characters at one time is better than cramming them with a large number of characters at one setting. The proper number should be varied depending on a learner's level. More advanced students can take 50-60 or more at one time. However, for a lower level class, 20-30 will be a good number. It is more productive to give students more frequent vocabulary quizzes with an appropriate number of characters than force them to "swallow" a large number of words, which they cannot digest. Quite a number of students echoed these suggestions in their evaluations. One student suggested to have *"[m]uch less 生词 (new characters) every class, but with more attention to every 生词 in class. For example, have 20-30 生词 every class, but put everyone on the 听写 (dictation)."* Another student wrote: *"I think that vocab[ulary] words around 40 to 50 [is] [t]he perfect amount for each 听写。 More than that, it becomes counter-productive. I think we should incorporate more of our past lessons in some type of review every other week or so, in order to keep the words fresh in our minds."* Another student also shared his opinion on this issue. He said *"[t]here are sooo many that I simply forget most of them. I have not*

improved my Chinese because there are so many 生词, but because I have the opportunity to live in China and practice Chinese."

Recommendations:

- Improve students reading and writing ability by focusing more on Chinese characters. (I-D-2; Academic programs are designed to enhance independent learning; II- A-3 Students are guided in developing different learning strategies necessary to master Chinese reading and writing skills)
 - more frequent quizzes (听写) but fewer numbers of characters
(*overall course quality was good, though at times quantity was valued over quality*)
 - setting up a 汉字课, Chinese character class to guide them to learn the characters systematically.
- Get teachers and students to learn from each other's cultures, educational philosophy, pedagogy, etc; increasing both teachers' and students' cultural sensitivity and awareness towards each other. (I-C-5: IES Abroad faculty are encouraged to meet formally and informally to discuss pedagogy, course content and students progress)

Language Pledge

As noted above, the proliferation of opportunities for language development is the essential characteristic of the IES Beijing programs. Students all study Chinese language in formal settings; they all live in Chinese-speaking environments; the tutorial system means that they have weekly additional semi-formal practice outside of class; the non-language classes integrate language into their instruction, field trips and excursions give students opportunities to use their Chinese language skills, and the Language Pledge and its enforcement keep the students always alert to the importance of language development to the program. The Pledge also serves to distinguish IES Beijing from programs that take students to Beijing but do not integrate them into Chinese culture and society, but rather permit them to live on the fringes of China in the "foreigner society" of Beijing.

The Language Pledge is the key. The primary goal of the pledge is that students begin to think in Chinese, speaking Chinese with each other, with staff and faculty, and with their Chinese roommates or homestay families. A secondary goal of the language pledge is that staff and faculty can identify students' mistakes and help them with their language development. Students at all levels of language ability are required to adhere to the pledge in all program-related activities and are penalized in their grades if they accumulate "demerits" for violating the Pledge. Even beginning-level students in CIP are expected to participate in the Pledge after the midpoint of the semester – when the Review Team arrived they were just about to join the Pledge. One exception to the pledge is an English language policy in the offices of staff members in student affairs, so students can be comfortable discussing an issue or problem with them.

Although students seemed to be committed to the Pledge, there were a number of criticisms of the Pledge itself and its enforcement. Students felt that they had not received enough information about the Pledge before arrival. There were a number of complaints about inconsistent or arbitrary enforcement; training of the staff to enforce the Pledge fairly and consistently is an essential task. Some members on the Review Team were concerned that the role of the four Residential Advisers in enforcing the Pledge could undermine their ability to perform their other tasks, and could discourage some students from approaching them with problems. There may be a perception that violation of the Pledge "on my own time" should not affect one's grade. Students who felt that they had been unfairly penalized for violating the Language Pledge tended to have an unfavorable attitude toward it; other

students who vigorously conformed to the Pledge felt that they might be perceived as “program pets” by other students. Nevertheless the majority of students seemed to have committed themselves to the Pledge, and the steps taken to relax the Pledge only slightly (e.g., a couple of “English-friendly weekends” during the term, and permission to use English after a specified time on some field trip days) seem to have significantly eased discontent.

Note: Because of relatively low enrollment in Spring 2010, most students lived in the dorm with Chinese roommates, with few living in Chinese homes. Students living in Chinese homes might find the pledge easier to take, either because they naturally use Chinese in a Chinese household, or because their host families are unlikely to act assiduously as enforcers of the Pledge.

Recommendations:

- The Pledge needs to be regularly evaluated to see that students are making a commitment to keep it, and that the discontents are manageable. Limited relaxation of the Pledge on occasion seems to have a positive impact on student compliance.
- Training of staff as enforcers of the Pledge should be more extensive and rigorous, and all staff members should know when the Pledge is ‘on’ and when it is ‘off.’
- Students need even before arrival to learn of the rationale for the Pledge and how they will be expected to conform to it.

Instructional Quality in Area Studies Courses

This section of the review is focused on **I Student Learning Environment** and **II Student Learning: Assessment and Intercultural Development** in the area studies courses in the Language Intensive Program and Contemporary Issues Program.

The **Language Intensive Program** offers nine semester-long area studies courses during the spring semester, 2010, covering a variety of disciplines, including calligraphy, contemporary social issues, history, labor, international relations, politics, classical Chinese, and business as well as an internship seminar. The breadth of disciplines allows students in diverse majors to find courses applicable to their studies at their home institutions. Although students in some disciplines may not find courses that translate easily to their majors at their home universities (see *Curricular Design: Options in Area Studies* for courses for economics students), most can. More detailed comments on specific courses will be addressed below.

Although concentrating heavily on social sciences rather than the humanities, the curriculum provides a fairly wide choice of courses to the students. Some students expressed interest in the “issues-oriented” courses in the CIP program, such as Ethnicity in China or Environmental Challenges. It is perhaps inevitable when you have two programs with separate course offerings that some students will be a bit jealous of the opportunities enjoyed by students in the other program.

The **Contemporary Issues Program** offers a Chinese History and Civilization mini-block (this course was completed before the week of the Review), followed by three block periods of four-and-a-half weeks each during which two course options are offered.

Block 1: Chinese Government and Politics OR Modern Chinese Literature

Block 2: Chinese Development and Environmental Challenges OR A Changing China in International Affairs

Block 3 Ethnicity in Contemporary China (mobile learning) OR Modern Chinese Economy (mobile learning).

The Program Review coincided with the end of the first full block and the beginning of the second. We were able to observe one of the courses in the first block (Introduction to Modern Chinese Literature) and one in the second (International Relations). The modular structure permits intensive study of a single subject for a limited period of time. The quality of the final papers presented in one modular course that we observed suggested that this form does work well. Some students felt that the intensive block courses did not permit them enough time to complete an extended semester-long investigation for their final project paper; the instructor (Professor Shieh) seemed to share some of their apprehension.

More detailed comments on these courses are included below.

The quality of the courses, both the semester-long and modular, is high. In general:

- The syllabi are up-to-date and the assignments are rigorous and appropriate to the discipline and academic level.
- Syllabi include learning objectives that permit home institutions to assess returning students' learning.
- The courses offer opportunities not available to students taking similar courses at their home institutions in that the IES Beijing courses integrate the formal course work with their location.
- Several of the courses are designed to allow students to engage directly with government and NGO institutions in Beijing.
- Resources for research are sufficient, although further growth is recommended. These resources include a growing on-site library of books in English, the national library collection on the east side of the campus, and students' access to their home institutions' libraries via the internet. Internet access may be uneven, however, as not all students may have equal access to excellent online bibliographic sources at their home institutions.
- Courses train students in discipline-specific methodologies while imparting knowledge of Chinese history, sociology, business, politics, literature, and other fields.

Comments on specific courses

Semester-long courses in the LI Program:

- On the day we attended Prof. Jenne's Qing history course (Beijing: From Imperial City to Olympic City), he considered a number of issues and used several pedagogical tools. Opening the class with a discussion of a controversial unpublished paper, Prof. Jenne engaged students in a sophisticated discussion of historiography. He then turned to an interactive lecture style, blending student participation with lecture and analysis of images and literary works. He used Beijing, in particular its neighborhoods, as the framework for a broader discussion of Qing history. The class visit to the old summer palace later in the week brought history alive in a way that was not entirely expected. That is, the old summer palace, destroyed by the British in the 19th century, is a site that engenders intense nationalism; passers-by made nationalistic comments about the class group. This, together with Prof. Jenne's deconstruction of the language of the captions on historical places among the ruins, was an excellent lesson in the linkage of history and the politics of defining the modern state. Students appeared engaged in this class, and answered questions with enthusiasm.
- Prof. Wang's class on Labor Movement and Social Change had an excellent syllabus that not only introduced students to theory and methods but also closely examined Chinese conditions through site visits and interviews. The day we visited, Prof. Wang

discussed the differences in effective research methods in the US and China, showing how modifications of US research methods are necessary in the cultural and political context of China. He analyzed the need for special sensitivity to privacy in research involving human subjects in China.

- Prof. Shieh's International Relations course (A Changing China in International Affairs) opened with students' reporting of contemporary news before turning to the assigned readings for that class. Prof. Shieh spent quite a bit of time on theory, analyzing the differences between offensive and defensive realism. The class then applied the concepts to China. The class appeared quite engaged.
- I did not attend Prof. Eyler's Contemporary Issues in China course, but I did examine the syllabus. It is a solid sociology course, with a discipline-specific methodology, that uses the Chinese location effectively. Other review team members who attended the class were impressed with the students' engagement with the class and with the solid grounding in the methods of sociology. Reviewers were particularly impressed with the pedagogical effectiveness of using the site visit to a migrant workers' association.
- Review team members were impressed with Prof. Fang Zhi Zhisong's Classical Chinese class (I was unable to attend), noting that it served as a class on society, translating practices in ancient society to a form comprehensible in the modern era.
- The Chinese Calligraphy class taught by Professor Fang Zhiyuan was not only one of the courses most highly rated by students, it also was highly rated by review team attendees. That course teaches artistic techniques while also enhancing students' understanding of characters. It is taught using Chinese as the medium of instruction, with a good deal of individual instruction. A student with advanced Chinese served as translator for some students in the class.

The **Contemporary Issues Program** uses short modular courses, and one block was coming to an end and another beginning as the team made its visit. As a result, our observations are less reflective of the courses in their entirety.

- Prof. Vickery (Introduction to Contemporary Chinese Literature) was able to cover a wide sweep of the most important twentieth-century writers because she chose to assign mostly short stories. The day we attended this small class, students were presenting their final papers. Presentations were generally sophisticated, and the students' responses to questions generally well informed.
- Prof. Li's International Relations course (A Changing China in International Affairs) focused on course requirements (descriptions of the midterm exam and final paper), as it was the first day of the class. Students in the course had a wide variety of majors from finance, to hotel studies, to international relations. The first lecture assumed that students had a good understanding of the concept of the "century of humiliation." Perhaps some additional historical background would be helpful. In addition, I might suggest writing on the board the pinyin for Chinese terms and names used in class.

In sum, the courses in both tracks are solid. The reading and writing assignments are rigorous, and the field trips appear well integrated with the course work. Some students expressed an interest in taking courses not in their particular track, but the structure of the term does not make that possible at this time.

Recommendations:

- Continue growing the library and access to on-line journals and other materials.

- Explore ways to integrate the LIP and CIP students and their courses more effectively, where possible.

Curricular Design: Option in Postgraduate Language Study

The Committee recommends that IES Abroad consider the possibility of expanding the language program to a post-baccalaureate year, given the excellence of language instruction and the keen interest expressed by many students in the Language Intensive program to perfect their Chinese in order to live and work in China. One student currently enrolled at IES Beijing is in fact already a college graduate. This student had enrolled in a Chinese university as a way of learning the language in conjunction with another study abroad organization. The student found the other program very unsatisfactory and through a friend learned of the IES Beijing center. Working with the Center director our student has enrolled and is taking intensive language courses for credit with the idea that he can use that credit as part of a graduate degree. This student is living in a home stay and participating significantly in student life even though he is five or six years older than most of his fellow students.

It may be that there are other opportunities for providing an intensive language program for postgraduate students so long as they are willing to participate in all aspects of the program. These include the language pledge, living in a dormitory or a home stay, taking classes for credit, and abiding by the other rules of the Center. While there may be challenges to be addressed in considering a program such as this, the very high quality of the Beijing Center's language program and its apparent standing in relation to other programs may provide opportunities for increased enrollment of a nontraditional type. If such a program works, it may be that the model could be expanded to other intensive language programs such as Arabic where postgraduates have a desire to improve their language substantially in order to study or work in another language.

Recommendation:

- Expand the intensive language program to a post-baccalaureate year that students might apply to admission requirements for graduate school or job requirements.

Curricular Design: Options in Area Studies

A question that was raised in discussion concerns the possibility of expanding the course offerings in Area Studies and Contemporary Issues: Can classes go beyond the ones already offered in the program in such fields as history, literature, culture, sociology and political science? In particular, can new courses be prepared that (i) Appeal to students anxious to delve into various aspects of the Chinese experience, and (ii) Stand a good chance of being accepted for credit by departments in American universities?

One new entrant would be Economics, which, already discussed in some courses, would be more intensively covered by one or two dedicated courses. Background preparation is usually required, as provided by micro and macro course offerings. If these pre-requisites were met, such course offerings might be "Chinese Economic History," "Economic Development and Institutional Changes: China and the Asian Tigers," or "International Trade and Globalization with the Entry of China."

Another possibility is a course in women's studies. One of the student members of the committee requested that a course in film studies be considered. New offerings of this type, acceptable for course credit at home, should enhance the attractiveness to potential students of the IES Beijing program.

Recommendation

- Center staff members should review the area studies courses and consider which course offerings might be added that are consistent with the Center's mission.

Internships

IES Beijing offers internships to about 20 of its students each term. The internship experience itself is accompanied by a seminar class that helps the students understand the workplace context they experience and it provides academic context for that experience.

There are about 100 internship opportunities that are in the available pool and 40 or more are "active" presently for the 20 students to consider. The pool includes Chinese government sponsored businesses, NGOs and commercial enterprises. The areas of endeavor include information technology, environmental efforts, consulting (both local and international), law offices, and general business. The internships can be reached by public transportation although some require up to a one hour commute each way. One challenge to note if the Beijing Center desires to expand its enrollment significantly in the future is the challenge that may be faced to accommodate a significantly larger number of students in internships. As part of the intensive language program, the opportunity to improve Chinese language skills in the workplace is important and it may be desirable for the Beijing Center staff concerned with internships to start now planning for accommodating a larger pool of students in the program.

We noted that some of the internships allow our students to bring their IT oriented skills such as web design to their Chinese workplace colleagues in ways that probably deliver significant value to those enterprises offering such internships. It may be that some additional effort to identify internship locations with such needs could be useful in growing the program.

It appears that most of the internships require the students to use their Chinese language and to learn to operate in a Chinese organizational environment which allows for the intercultural development we seek. The Beijing Center staff review the workplaces for suitability and are in regular communication with the sponsoring organizations. The supervision of this activity seems strong and, although the team was not able to visit an appreciable number of sites, there do not appear to be workplace standards issues.

Discussions with the internship coordinator made it clear that the schedule and work load of the language intensive program only allow for one day a week internships. Additional attractive internships are available for students that can attend the workplace three to four days a week and those that already have an undergraduate degree. The staff continues to seek substantive internships that can be pursued inside our program schedule. One limitation on additional internship possibilities is that a number of students who want an internship do not have adequate language skills to take up some of the opportunities. Additionally, there are students interested in medical and public health oriented internships, some of which may pose liability or licensing problems for students. The internship coordinator continues to seek policy level jobs in these areas where internships might be appropriate.

One challenge for the internship seminar course that may be common to all IES internship programs is how to make the internship seminar meaningful and substantial. The nature of each individual workplace and the nature of the workplace cultural differences from country to country pose problems for designing an academically stimulating course that still offers opportunities for integration of the course material into the internship experience. The internship coordinator in Beijing is working diligently to improve the academic quality of the seminar program and we encourage the continuation of those efforts. It may be that

internship coordinators in several Centers would benefit from the opportunity to exchange ideas and perhaps even share material that might be appropriate across several cultural environments.

Recommendations:

- Center staff members work with the internship coordinator and possibly with the staff at other Centers to try to enrich the internship seminar class work as much as possible. We recognize that there are limitations on the center's ability to do so but some creative thinking may lead to interesting possibilities.
- Center continue to search for both commercial and governmental internship possibilities that can provide a meaningful experience even though students may be limited to attending the internship one day per week. Further development of both environmental and public health internships is desirable.

Field Study and Trips

IES Beijing has long had a reputation for extensive, educational, enjoyable, and distinctive field study and trips, which the current programs maintain. For the LIP, extended trips to Xinjiang (Fall) or Yunnan (Spring) take them to distant parts of China and expose them to the cultural and environmental diversity of the country. Students also have an optional (smaller and shorter) field trip each semester to places of cultural significance a bit closer to Beijing. All trips are accompanied by academic staff; students especially appreciate the chance to learn from staff in a new setting. CIP students take an extended trip directly related to their course in the third block of the term. In Spring 2010 the Ethnicity in China course was to concentrate on Tibetan culture and took the students to the provinces of Yunnan and Sichuan, where they could combine on-the-ground observation with their studies of the topic. The Modern Chinese Economy course was set to visit a number of locations along the Yangtze River to observe and study economic transformation.

In addition to these trips, area studies courses include short day trips or outings to places of social, cultural, and historical significance in and around Beijing. The resources put into all of these travel experiences, whether short or long, yield excellent results, and are frequently mentioned by students as highlights of the program.

The model for "mobile classroom learning" serves both the long and shorter trips. A preparatory information session includes a discussion in English with experts on the geography, society, and culture of the destination, and in Chinese with the director on basic travel tips. Students are introduced to special vocabulary of the region and provided with a glossary sheet that they are expected to use as a reference when they talk to their hosts during the trip.

Student experiences on the field trips are fully integrated into course assignments. Itineraries include formal and informal meetings with local people, and students engage them with questions and in conversation. In the Language Intensive Program, students might be required to keep a trip journal on specific topics or make a class presentation, depending on their written and oral skills. Research assignments in Contemporary Issues courses are linked to the field study, and a number of students have pursued independent research projects in connection with the itinerary.

Students in both the Language Intensive Program and Contemporary Issues Program contribute to a newsletter with articles in English and Chinese about their experiences. These articles focus on the Chinese families who hosted the students and individuals who

met with them; these profiles are not assigned topics, but they clearly represent the significant impact of the one-to-one interactions that occur on the trips.

During the Summer term, students take a 3-day field trip to a Tibetan Buddhist monastery.

Staff members are aware of the possible commodification of rituals and village life with itineraries that include rural areas, and they work to balance this possibility with the benefits of eco-tourism. Students commented on the excellence of these extended trips, the guides, and the opportunity to enter into a rural community.

Students suggested that the shorter trips that are not directly linked to course work be scheduled so that students in either program might participate so that friends might enjoy these weekends together.

This design of mobile classroom learning in the IES Beijing program extends well beyond the guidelines of the IES MAP. The Committee made no recommendations regarding this design. However, the Committee suggests that the staff examine the schedules of the Language Intensive and Contemporary Issues programs, review itineraries of the 2- and 3-day trips, and consider whether these short trips might be open to students on both programs.

Recommendation

- Consider scheduling 2- and 3-day trips so that students from both programs can participate.
- Explore the possibility of making the CIP block on China's Environmental Challenge into a mobile learning course; the subject seems like a natural fit for this kind of study.

Engagement in IES Abroad-Sponsored Cultural and Social Activities

A number of activities are associated with classes. For example, Brian Eyler's LIP course, Contemporary Issues in China, integrates social and cultural activities into the curriculum by requiring of its students both "Ethnography Mini-assignments" and a major ethnography on a Beijing social group.

The Center also plans a full schedule of activities that are not course-related but are designed to support students' immersion in the Chinese culture. These activities are open to students in both the Language Intensive and Contemporary Issues programs and are listed in the program calendar as well as posted on Center bulletin boards. Chinese roommates are invited to join most of these activities.

On-going weekly or biweekly activities include:

- Three to four 12-hour mini-workshops, held on weekends, in traditional Chinese techniques and practices such as massage, yoga, and acupuncture. An important purpose of these workshops is to help students relieve stress. Students are charged a minimal fee.
- Student clubs in calligraphy, cooking, kick boxing, and yoga that meet in the late afternoon.
- Brown bag lunches such as "Common Ground" during which students talk in English about particular challenges of the Chinese language.
- Sunday night speakers from the local community.

Special events include a ping pong tournament with each team consisting of an IES student and Chinese student; a song competition in Chinese, designed to prepare IES students for

the likely event that they will be asked by their Chinese friends to stand up and sing in the midst of a social occasion; Bike Beijing, a tour of the 2nd Ring Road; and a three-day trip to an un-restored portion of Great Wall during which students take an eight-mile sunrise hike.

Students also can contribute to a number of media. A Center newsletter is published in English and Chinese three times during the term under the guidance of the Academic Coordinator. Features of the newsletter are the mobile learning trips and an alumni column. The Center sponsors a photo contest that was underway during the Review; students and staff are invited to vote. In Chinese class, students make their own videos that likewise are submitted in competition. The winning photos are displayed in the Center. The winning videos are shown at the Graduation ceremony.

IES Beijing alumni are included in some of these activities. For example, they serve as judges for the song competition and attend the Sunday night lectures with local community members.

IES students are currently not permitted to join Bei Wai university student clubs; however, the Center staff place a high priority on this option and will continue to watch for opportunities.

The Review Committee attended "Common Ground" for the discussion of commonly mispronounced words with students from both the LIP and CIP programs and joined a large number of IES and Chinese students and IES alumni for the Sunday night speaker, Wu Qing, a People's Deputy in the Beijing People's Congress since 1984 who is known for advocating transparency in government and for supporting women's rights. Other activities that took place during the Review week were the calligraphy and yoga classes, both with good attendance. The staff believes in the purpose and value of these activities, even if they attract a small number of students.

A student member of the Review Committee voiced the opinion that participation in the various clubs and activities might be even higher if they were planned by a Student Council. She also suggested that a Student Council would offer IES students a chance to lead. This suggestion is in line with guidelines of the IES MAP related to students' interpersonal and intrapersonal growth (II.D and E.)

Although essential to the success of the program, integrating social and cultural activities into the academic program risks compromising student participation in spontaneously student-generated social and cultural initiatives. One student reported very positively on his ethnography assignment, participation in a circle of men who gather regularly to play Chinese chess, and he was glad he had been encouraged to join them; at the same time he recognized that academic reporting on his interaction with that group somehow compromised his ability for spontaneous enjoyment of the activity.

Students are encouraged to participate in social and cultural activities beyond those organized by the Center, but many students feel that they are so busy with IES classes and assignments that they don't have time to engage in such activities, especially on a regular basis. All students need encouragement for structured social interactions during study abroad, especially in as unfamiliar an environment as Beijing, but care should be taken that not every activity is seen as a program related learning experience.

Program-centered social activities such as the Film Festival and Food Festival seem popular, and the results appealing. It appears that entries in the Film Festival, although enjoyed by all, were created almost exclusively by the American students, while the Food Festival in

which the Review Team participated, which was also enjoyed by all, was essentially produced by a group of Chinese students and (via cell phone) their mothers.

Recommendations:

- Balance program-mandated and organized social and cultural activities with opportunities for students to explore such opportunities in a less structured format.
- Be mindful of the time demands of the academic program when organizing activities.
- Seek intra-program social and cultural activities that bring Chinese and American university students together, perhaps by creating mixed teams of roommates or partners for competitive activities.
- Establish a Student Council to give students the opportunity to develop their leadership skills by planning and promoting activities for IES and Chinese students in the community.

Involvement in other Academic, Political, Economic, and Cultural Institutions

The IES Beijing staff members define the extended learning environment less in terms of “institutions” and more in terms of the local community, including host families, internship hosts, Chinese roommates, Chinese language tutors, instructors for area studies courses in both programs, guest lecturers, Bei Wai university contacts, IES Beijing alumni, and local organizations that host students engaged in field study. Student interaction with members of this extended community is built into the program structure.

In addition, an ethnography project in *SO301 Contemporary Issues in China*, offered in the Language Intensive Program, requires students to identify and conduct research with a small social group in Beijing; for example, one current student is studying a group that meets regularly to play chess and another is studying the clientele of a local restaurant.

Students report that Center staff members have excellent local contacts in Beijing and in field trip locations and are aware that these contacts support programming.

A current student whose minor is Voice is the volunteer music director at an English language ministry in Beijing. During the mobile learning trip to Yunnan, students work on a community project.

Beijing alumni constitute an important segment of the Center community. The Center staff members estimate that as many as 50-60 former students are in Beijing, either working or enrolled in continuing language study at one of the local universities. The four Resident Assistants at the IES residence hall are drawn from alumni. Alumni are invited to several Center events: Orientation; Sunday night lectures; “Come Back to China,” a re-entry event; and other activities. The Review Committee met with several of the alumni for dinner during the review week and learned about their current work and study in Beijing. Center staff expressed interest in creating a Jobs Fair for alumni, similar to the Jobs Fair hosted by Johns Hopkins University in Nanjing.

In discussions with students, the Committee learned that some students would be interested in optional volunteer opportunities at a local service organization as another means of integrating into the community.

Recommendations

- Explore the potential for a Jobs Fair for alumni.
- Query existing community partners about the possibility of placing student volunteers with their organization.

Re-entry into Home Culture and Home Institution

The cohort groups for CORE are created according to their housing, with three groups: students living with host families; male students in the residence hall; and female students in the residence hall. The re-entry session lasts about 1-1/2 hours starting with a quick “quiz show” that tests students on Chinese pop culture and proceeding through the recommended CORE discussion questions such as how students’ goals changed, how they will record their experiences, how they will continue their China experience, and how to address reverse culture shock. Staff members also guide students on the protocol for taking their host family out to dinner and buying gifts for their Chinese tutors.

Three other events create a sense of closure for students. At China Night, with an audience of the extended Center community, students present skits based on their experiences. On the day before graduation, the Center hosts “Come back to China,” a meeting with alumni. Finally, the Center hosts a Graduation ceremony; in May 09, the commencement speaker was James Fallows, a national correspondent for *The Atlantic* who was based in Beijing last year.

This description of Re-entry meets the guidelines of the IES MAP; the Committee made no recommendations.

II. Student Learning: Assessment and Intercultural Development: Intellectual Development

Courses appear well designed to develop knowledge as well as critical thinking skills through assignments. But without examining written papers for most of the courses, the Committee can only report on the faculty members’ intentions to impart those skills. It is difficult to determine whether students have actually acquired those skills. The Committee, however, was able to observe the presentation of written work in one class (the modular course on modern literature). In that class, all but one student appeared to have a sophisticated understanding of the material; they answered questions in a way that suggested they had acquired critical thinking skills.

Recommendation

- This is a suggestion for a future program review—make randomly selected papers available for reviewers to see if courses’ learning objectives are attained.

Interpersonal and Intrapersonal Development

The Center Director reported that the Contemporary Issues program as originally conceived was meant to run completely separate from the Language Intensive program, with no interaction among the two cohorts of students. However, the influence of the IES 3-D program design with its emphasis on holistic student learning and development led to rethinking the co-curriculum of the Contemporary Issues program. In order to support students’ social and personal development, events and activities of the two programs are now combined, creating a larger pool of classmates and potential friends.

The concern for student development in both programs is evident in other strategies, for example, Orientation activities that help students start to feel comfortable in the environment, and holding workshops in yoga and traditional massage to reduce stress.

Several students reported to the Committee members that they had learned a lot from their Chinese roommates and that it was easy to meet Chinese.

The Committee made no recommendations regarding this set of guidelines.

III. Resources for Academic and Student Support

Faculty Qualifications

The area studies faculty members either have the PhD or are at the advanced ABD level. The institutions from which they received their degrees have excellent programs. Faculty members are either engaged in on-going research and publication in scholarly venues or are affiliated with non-academic institutions for which they develop policy rather than writing academic articles. In both cases, these faculty members are well qualified.

Several faculty members are full-time, but others are part-time faculty. The part-time faculty expressed a concern with finding places to meet with their students.

Recommendations:

- Make shared office space available to part time instructors so they can meet with their students and become better integrated with the IES community of scholars. This will enhance not only the experience of those faculty members themselves but also of the students, as the IES Beijing faculty will seem larger and more stable, even if no other staffing changes are made.

Administrative Staff Qualifications

Several administrative staff members are qualified to teach and divide their responsibilities between administration and the classroom. A number of language instructors and two area studies instructors work full-time for IES and are considered “staff” in the context of program management. Four Resident Assistants who are alumni are full-time staff members in Student Services. Staff members attended the first meeting of the Committee and introduced themselves and described their responsibilities. This initial meeting set the tone for the week, when staff members made themselves available to Committee members to discuss their work in greater depth.

Key staff members represent the cross-cultural exchange that the program sets as a goal for IES students and meet qualifications concerning their level of knowledge of higher education in both the U.S. and China. The Center Director and China Studies Dean are American citizens with years of experience in China and with expertise in Chinese Studies. The Internship Coordinator and Associate Director for Chinese Language Programming are Chinese nationals with direct experience with US higher education, the former as a student at the University of Kansas and the latter as a teaching assistant in Chinese at Bucknell University.

Staff members follow an “open door” policy with students. Some staff members post “English” on their office door to indicate that students can use English instead of adhering to the language pledge in order to better communicate about an issue.

Staff members expressed their commitment to their work with statements such as “It feels like it’s family here” and “IES is a career, not just a workplace.” The Committee noted the positive work environment at the Center, which supports a welcoming, hospitable environment for students.

The administrative staff qualifications meet IES MAP guidelines and the Committee made no recommendations.

Academic Advising

Academic Advising is scheduled during orientation for students enrolled in the Language Intensive Program. Their language level determines whether they enroll in area studies courses taught in English or in Chinese. Students who request enrollment in a language

course lower than the level in which they tested need the permission of the language instructor, the Academic Advisor, and their home school.

Advising for students in the Contemporary Issues Program is not guided by students' language level because the current offerings in area studies are taught only in English.

Courses at Bei Wai currently are not open to IES students and are not a factor to consider in academic advising.

The Center sets an attendance policy that is described in the Student Handbook and enforces it according to the IES Academic Policy Guidelines.

The process of academic advising meets guidelines of the IES MAP; the Committee made no recommendations.

IES Abroad Academic Center Staff Size

Based on current enrollment, the ratio of staff to students is higher than the guideline. The Committee recognizes the ratio should vary by location and program and that enrollment can vary by term. The Committee found the ratio appropriate for IES Beijing and made no recommendation.

IES Abroad Academic Center Facilities

The IES Center moved to its current location in Fall 2006, a four-story building that originally was a faculty residence on the East campus of BFSU. The Center occupies three of the four floors. Renovations in Fall 2009 created new, carefully planned space on the second, third, and fourth floors; the cost of these renovations was shared with Bei Wai. New classrooms are equipped for multimedia and television, are well-lit, and are appropriately furnished. The classroom configuration includes a seminar room for 12, a lecture room for approximately 25, and an "activity room" with versatile seating, depending on the need, for as many as 100 people. Multiple small classrooms for language are wired for multimedia use. A new library houses 3,000 volumes and is furnished with study tables and multiple outlets for laptops. Fang Zhiyuan, the instructor of the Chinese Calligraphy class, provided templates for many of the characters that serve as decorations in the new classrooms and created a beautiful roll for the library, a poem that celebrates books and learning.

Staff offices for 20 are located on the Fourth Floor and are used by administrative staff and full-time language faculty. The Center Director and China Studies Dean occupy private offices; other offices are shared by two staff. The Second and Third floors accommodate 45 IES students plus 45 Chinese roommates. A total of five student lounges, each equipped with two desktop computers and a printer, are located on the Second, Third, and Fourth floors. A Faculty Lounge on the Fourth Floor is used by the part-time language faculty, primarily to meet with students.

The Center Director reported to the Committee that the current facility could accommodate an increase in student enrollment for student residences. The Center could rent other rooms on campus for both residences and language classroom.

A part-time area studies instructor reported to the Committee that there is no faculty lounge for use by the area studies instructors; if she and a student need to meet, generally they use the classroom at the end of the class period.

Recommendation:

- Create a faculty lounge for area studies part-time instructors in area.

Access to Local Educational and Cultural Institutions

Beijing Foreign Studies University (Bei Wai) is the IES Beijing university partner and provides IES with the letter required by each student to obtain a student visa from the Chinese Consulate in the U.S. The Review Committee met with the director and associate director of the Foreign Student Affairs Office, Li Bing and Wu Ling Ling, to exchange formal greetings and describe the parameters of the review.

BFSU describes itself as an international school, with one-tenth of its 5,000 students being international; two-thirds of those students are from Malaysia, and the remainder comes from Europe and the US through IES. India represents a potential market for BFSU. Li Bing reported to the Committee that the university could accommodate 100 IES students per term. His goal is to enroll BFSU students in IES classes and vice versa. Many BFSU classes are offered in English, for example, in the fields of international relations, business, and translation, since Chinese students must pass an English language exam to matriculate.

In addition to providing facilities for offices, classrooms and residences to IES, BFSU also selects the Chinese roommates and provides Chinese language tutors. Events that are organized and sponsored by IES Beijing must be vetted with the university; this approval process does not apply to events organized by students.

IES Beijing students can make use of the Bei Wai Sports Center on the East Campus, which include several outdoor basketball courts, an indoor Olympic-size swimming pool and weight rooms. Students reported to the Committee that they make good use of these facilities; male students in particular play pick-up basketball games with their Chinese counterparts.

The Center director reported to the Committee that integration in courses offered during the Fall semester is possible. However, the Spring academic calendars do not line up since the Bei Wai calendar starts two weeks after the Spring festival celebrating the New Year. He also reported that in Fall 2009, some BFSU students sat in on IES classes. IES students expressed surprise to the Center staff about the different perspectives of the Chinese students. Another question to be resolved before undertaking full integration of Chinese students into IES classes is whether BFSU would require a review of IES syllabi.

Students report that want to be more integrated into Bei Wai, and one student reported to the Committee a sense of being isolated from the university. The Center Director reported on one effort to integrate IES students and Chinese students in sports competitions that did not come to fruition. He continues to look for opportunities for further integration.

The Review Committee judged the partnership with BFSU to be ideal in terms of the reputation of Bei Wai, its location, the facilities, services, and spirit of cooperation and mutual respect. Acknowledging the challenges of student integration into university life, the Committee supported the Center Director in continuing to pursue these opportunities and made no further recommendation.

Library and Resource Center

The new library on the Fourth Floor houses 3,000 volumes and is furnished with study tables and multiple outlets for laptops. The Academic Coordinator is responsible for the library and organized the collection according to the Dewey Decimal System. The library is open until 10 p.m. weekdays and through the weekend. Borrowing privileges for books, DVDs and videotapes are described in the Center Handbook that is given to students when

they arrive on-site. Many students access discipline-specific journals electronically through their home university libraries.

An instructor on the Review Committee reported that it would be ideal if the Center subscribed to certain key journals in Asian studies.

Recommendation

- Investigate on-line journal service, electronic sources e.g. PEP archive or subscribe to a select number of journals, e.g. *Journal of Modern Chinese History*.

Instructional Technology

The Center offers wireless Internet access in the classrooms, residence hall rooms, and library. A total of five student lounges on the Second, Third, and Fourth Floors are each equipped with two desktop computers and a printer. The Committee judged this access to be adequate for staff, faculty, and students and made no recommendation.

Housing

IES Beijing offers two forms of housing for its students – housing in the same Bei Wai building that houses classes and home stays

The dormitory space in a four-story Soviet era building offers a reasonable standard of accommodation with separate floors for men and women housed in double rooms, most of which provide for an IES student and a roommate who is a student at Bei Wai. There are also resident advisors employed by the Beijing Center who helped provide supervision and pastoral care for the students housed in the dormitory. The roommate program is intended to provide both additional language learning opportunities and a method of introduction into Chinese student life for our students. Our understanding is that some of the roommate experiences are quite successful and others are less so. The Bei Wai students are chosen from both the foreign studies program and from the business school and the language pledge which is an integral feature of the Beijing program applies in the dormitory. Some students indicated that their roommates had introduced them to other Chinese students and provided excellent insight into the local culture while others said their roommates took little interest outside of the dorm room. The resident advisors in the dormitory are former IES Beijing students who are compensated with free room, free language classes and a modest stipend. They seem to provide good assistance for the students, help monitor the language pledge, and have the opportunity to improve their language skills at the same time. Being housed on Bei Wai campus provides some integration with Chinese culture but students must make a concerted effort to leave the building since classes and living arrangements are so integrated. The Bei Wai campus provides reasonable access to public transportation and the neighborhood appears to offer a reasonable selection of modest restaurants, limited shopping, and good access to recreational facilities.

A number of students take advantage of home stay opportunities and those with whom Committee members spoke seemed very pleased with their home stays. Home stays are only made available after all of the dormitory rooms are filled. The Center currently has about 15 students in home stays and maintains a current inventory of 40 to 50 home stay opportunities. The housing coordinator makes an effort to assess the personality of the student and try for a good fit with the home stay family. A number of the home stay families have been providing housing for foreign students for some time and are well known to Center staff. It appears that the housing coordinator monitors the quality of the home stays carefully as well as the individual student experience in home stays. The staff also seems to have strong relationships with long-term home stay providers. The housing

coordinator felt that growth in center enrollments with a corresponding growth in interest in home stays could be accommodated. The Committee did not inspect the contracts between home stay families and the Center but the long established arrangements and the lack of apparent problems suggest that things are done in accordance with local practice. The home stays appeared to be within reasonable commuting distance from the Center by public transportation and some were actually located on the Bei Wai campus. Home stay students with whom the Committee spoke had varying degrees of language facility when they arrived for the program and seemed to feel strongly that the home stay experience is especially valuable for those with very limited Chinese language ability. Committee members who went to dinner with two students at their home stays found the accommodations simple but pleasant and their hosts strongly supportive of improving both the language ability and the cultural competence of their home stay "sons."

The home stay program offers two meals per day for the student and mealtimes seem to provide an especially valuable learning experience. As in other Centers with home stays, there are restrictions on student movements especially in the evenings and on weekends to be negotiated with the home stay families but the Committee was not made aware of any particular problems arising from this situation. One challenge that was mentioned in relation to home stays was Internet connectivity which is limited or nonexistent and some of the home stays require students to plan ahead for Internet usage.

Recommendations:

- Staff members continue to monitor the student experience, especially for those students in the intensive language program who live in the dormitory as the combination of the workload plus the proximity of living and studying probably limits unavoidably a student's opportunity to participate in Beijing life widely. The Committee discussed this issue with a number of students, some of whom had devised their own methods for integrating into the community and it is certainly the case that a number of classes, especially in the CI program, revolve around activities in the city itself.
- The housing coordinator considers carefully with the Center Director how home stay opportunities would be expanded if Center enrollments were to rise significantly.

Student Qualifications

Student enrollment management is a line function in the Chicago office of IES Abroad. Students in both programs meet the IES MAP guidelines regarding GPA and, for LIP, previous language study. CIP does not require previous language study, however, enrollment is represented by an estimated 20% of heritage students who speak Mandarin or Cantonese but cannot write Chinese characters. CIP students represent various major disciplines and tend to be interested in research and the area studies courses. LIP requires one year of previous language study; the Center director noted that the average level of previous study of Chinese is on the rise.

A noteworthy detail of students enrolled in LIP is the large cohort of full-year students, including students who originally were enrolled for the Fall term only and decided to continue through the Spring term. Similarly, a high number of Spring term LIP students continue in the Summer term. One LIP student was completing 14 months of language study, including two summer terms. The Center director reported to the Committee that many students tell him that they "want to complete the program," meaning three full terms.

The full year students support the Center staff members in orienting the Spring term students to Beijing and the program and help to create a sense of community among students.

The Committee observed the academic commitment of students in classes and in conversation. The Center staff members confirmed this impression and believe that the seriousness of the language pledge is in part responsible for the quality of students.

The Committee judged that both programs met IES MAP guidelines in this category and made no recommendation

Health

IES Abroad automatically enrolls confirmed students in international health insurance coverage through HTH Worldwide. IES Beijing refers students who require medical care to Beijing United Family Hospitals, a medical facility for Beijing's foreign community on the east side of Beijing, approximately one hour from the Center. The Center Handbook provided to students when they arrive on-site includes a section on precautions and prevention, health care procedures, and a guide to over-the-counter medications. The Center refers students to psychological counseling as appropriate.

The Dean of Students Office in Chicago supports IES Beijing staff members so that the Center meets other guidelines of the IES MAP with regard to training and adhering to guidelines on student health. Center staff members participate in the monthly training webinars conducted by the Dean of Students office in Chicago, which covered such topics as mental health issues, drug use, and alcohol abuse. Prior to student departure for Beijing, the Dean of Students Office contacts students who indicate chronic or on-going health care needs on their health forms and plans for their care with Center staff.

The Committee judged that these measures met IES MAP guidelines and made no recommendation.

Safety and Risk Management

The IES Abroad policy on sexual harassment is included in the Student Handbook sent to students by IES Chicago with their predeparture materials. The Center schedules a 1-1/2 hour training session on all IES policies and enforcement for staff members and Resident Assistants at the start of the academic year. Student orientation sessions cover the code of student responsibility, enforcement of the language pledge, attendance policies, and the administrative procedures for disciplinary action for breaches of these policies. An Orientation session conducted by the student affairs assistant and internship coordinator covers local safety concerns, and a section in the Student Handbook covers this topic as well.

The Center provides 24/7 emergency coverage. All administrative staff members, including RAs, carry cell phones. RAs are on a rotating duty schedule from 7 p.m. to 7 a.m.; from 7 p.m. to 10 p.m., the on-duty RA is in the library.

One student with a hearing disability was disappointed that his safety-related need (for a strobe alarm in the dorm) was not addressed by the staff, nor he said did the staff seem aware of his disability when he arrived. He was at the beginning level in Chinese language. By the time of the Review, however, he was an enthusiastic supporter of the program.

A routine safety and risk management audit of the Center is scheduled in May 2010 by the IES Abroad Executive Vice President and Chief Operating Officer.

Safety and risk management standards are in place according to the IES MAP Guideline, III. 4. BFSU standards for risk management parallel IES standards; the Center facility is

equipped with an alarm system, smoke detectors, and fire doors on every floor. Security is monitored by personnel stationed at the front entrance and by after-hours video surveillance. The campus also is patrolled by campus police. Homestays follow IES policies for fire safety. Audits of accounting procedures are conducted quarterly to assure their transparency. Travel is arranged through official contracts that specify the responsibilities of the agent in the event of an accident.

The Center Director reviews emergency and crisis management protocols with staff members every September. Full time staff members participate in first aid training every year at Beijing United Family Hospital.

The Committee judged that these measures met IES MAP guidelines and made no recommendation.

APPENDIX A

Charges to the Program Review Committee IES Abroad Beijing

IES Abroad Beijing is housed at Beijing Foreign Language University (Bei Wai), China's most prestigious university for the study of foreign languages and one of the key locations for the education of the Chinese foreign service. Its original curriculum is a rigorous intensive language program (LIP) along with a selection of area studies electives. In Spring 2007, the program introduced a second curriculum taught in modules, the Contemporary Issues Program, designed primarily for students in the social sciences. The Contemporary Issues Program includes an honors track open to students in honors programs at institutions associated with the CIC consortium (Big 10 +1 +UIC and University of Wisconsin-Milwaukee.) Conceptually, both programs plan their curricula in order to immerse students in the host environment and follow the guidelines of the IES MAP for language learning and field study. The Contemporary Issues Program has a more extensive program of mobile learning, and during the last module students spend two weeks in the field.

Students who are admitted to the Language Intensive Program are required to have studied Chinese for the equivalent of two college semesters. Mandarin Chinese constitutes two-thirds of the semester course load for most students. It is offered at two intermediate and two advanced levels with six students per class. An important focus at all language levels is conversation, and students are taught vocabulary and sentence patterns with the expressed goal of communicating with local Chinese on a number of topics. Reading, writing, and listening are also important aspects of the program at all language levels. The Program requires students to take a Language Pledge to themselves and each other, using Chinese in designated areas and at designated times. In general, students at IES Abroad language-immersion programs list one of their top goals to be improving their language proficiency, and students in Beijing believe the language pledge sets the tone for the learning environment and creates a common goal consistent with their personal goals.

The mobile learning classroom for students in the Language Intensive Program involves the Chinese language teachers, who continue language classes in context and hold students to their language pledge. The field study destinations to rural regions are specifically chosen to introduce students to people and their history beyond the large cities and to increase students' awareness of the diversity of China. On the longer field trip, students stay with families and enter into the family and community, promoting their language learning.

The Contemporary Issues Program is organized in three modules during a 14-week term and dedicates one module to a topic that includes a 13-day field study. In general, the area studies courses aim to promote students' understanding of China's internal social, political and economic issues and the global effect of China's unprecedented growth.

IES Abroad is the only permanent program at BeiWai, a benefit to students. The program occupies a building that houses offices, language classrooms and student residences. Every student has a Chinese roommate who is a program for teaching Chinese to international students. IES also places students in homestays, offering the largest homestay program in China.

IES offers a strong internship program with a wide variety of placements in the arts, business, communication, the environment, and public health.

The following charges to the Program Review committee are drawn from the IES MAP. Specific charges address the new Contemporary Issues program and whether it is meeting stated goals.

Charges for IES Abroad Beijing

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 Abroad information begins to prepare students for the challenge of crossing cultures.

B. On-site Cultural and Academic Orientation

1. IES Abroad 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 Abroad Center provides on-going opportunities to discuss cultural adaptation. (CORE)

C. Instructional Quality

1. IES Abroad faculty are evaluated by student surveys for each course they teach and the Center director reviews evaluations.
2. IES Abroad faculty expectations of student work are rigorous.
3. IES Abroad faculty participate in orientation programs on learning styles and expectations of American students and appropriate teaching strategies.
4. IES Abroad faculty utilize instructional technology when appropriate in their teaching.
5. IES Abroad 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. IES Abroad Academic Guidelines are appropriately applied and enforced.

D. Curricular Design, Language Intensive Program and Contemporary Issues Program

1. Academic programs are designed in keeping with the character of local academic practice to promote students' academic cultural integration.
2. Academic programs are designed to encourage independent learning.
3. Academic programs are designed to enhance student engagement in the intellectual, political, cultural, and social institutions of the host country.
4. 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 of each of the two tracks meets the needs and interests of current and potential IES Abroad students.
8. The LIP modular program fosters intensive focused learning.

E. Language Development Opportunities

1. Language instruction, when appropriate, is integrated into all courses and IES Abroad activities.
 2. In language development courses, students gain a perspective of the host country's values, history, culture, and current status.
 3. Students are provided out-of-classroom opportunities to develop oral, listening, and writing skills in the language of the host country.
 4. Tutoring and/or other forms of academic assistance for language students is provided to assist them in taking courses in the target language.
 5. Students make appropriate progress, consistent with credit allocation, in all Chinese language skills in both programs.
 6. Language classes are interactive and give students ample opportunity to speak Chinese.
 7. The Chinese language pledge is effectively enforced for students in both programs.
- F. Internships
1. Internships and placements give IES Abroad 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 Abroad 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 Abroad workplace standards.
- G. Field Study and Trips
1. Field studies reinforce the IES Abroad 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 Abroad 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.
- H. Engagement in IES Abroad -Sponsored Cultural and Social Activities
1. The IES Abroad Academic Center organizes activities that facilitate student engagement in the local culture and meet IES Abroad safety standards.
- I. 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.
- J. Re-entry into Home Culture and Home Institution
1. The IES Abroad Center offers a reentry program to students about possible difficulties and learning opportunities related to the re-adjustment to their home campus. (as part of CORE?)
 2. IES Abroad staff encourages students to be ambassadors for the country where they studied.
 3. IES Abroad 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 Abroad courses.
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 master Chinese reading and writing skills.
 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. Development of Language and Communication Skills
1. Students engage in periodic self-evaluation of their communication skills in the language of the host culture during their course of study.
 2. Progress in oral/aural skills is assessed during and at the end of the semester.
 3. IES Abroad language faculty prepare students at highest language levels for appropriate in-country exams that demonstrate mastery.
- C. 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 Abroad 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.
- D. Interpersonal Growth
1. On-site IES Abroad 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 Abroad 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.
- E. 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.
 4. Curricular and extracurricular activities support the development of students' attitudes and skills that facilitate life long learning.

III. Resources For Academic and Student Support

A. Faculty Qualifications

1. Faculty, including language instructors, have academic credibility and appropriate credentials
2. The scholarly achievements of academic faculty meet local university or equivalent standards.
3. Academic faculty generally are currently engaged in scholarship.
4. Faculty are selected to teach IES Abroad courses based on their ability to teach and their commitment to the IES Abroad goals and standards.
5. Faculty are involved in developing new courses according to the IES Abroad 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 Abroad 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 Abroad goals and standards.
5. Center director and staff members participate in annual performance evaluations.
6. Center director has appropriate administrative experience and appropriate academic experience.
7. Center director 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 Abroad 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 Abroad Academic Center advisors to students on course requirements have the necessary academic qualifications.
2. Advisors to students are knowledgeable about IES Abroad courses and requirements.
3. Advisors are familiar with the IES Abroad Academic Policy Guidelines.
4. Advisors are readily available to students.
5. Center staff is sufficiently knowledgeable about the local academic requirements to appropriately assist students.

D. IES Abroad 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 Abroad 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 Abroad 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 Abroad 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 Abroad has agreements (preferably written) with universities for access to sponsored activities and student clubs.
2. IES Abroad has agreements (preferably written) with universities or other agencies for access to sponsored sports activities.
3. IES Abroad 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 Abroad 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 Abroad 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 roommates meet IES Abroad criteria.
- J. Student Qualifications
- 1. Students meet minimal GPA as specified by IES Abroad.
 - 2. Students have sufficient academic preparation at the home institution before enrolling.
 - 3. Admissions process follows the IES Abroad policy of non-discrimination on the basis of race, sex, sexual orientation, religion, or national and ethnic origin.
 - 4. Students are in good standing at their home institution.
- K. Health
- 1. Students have adequate health insurance.
 - 2. IES Abroad Center staff provides students with appropriate access to high quality care for accidents, illness and mental health.
 - 3. IES Abroad Center staff is sufficiently trained to determine when students require professional assistance for mental health issues, drug use and alcohol abuse.
 - 4. Students with individual health concerns are provided pre-departure guidance and assistance.
 - 5. IES Abroad Center staff follows IES Abroad guidelines on health.
- L. Safety and Risk Management
- 1. IES Center staff enforces IES Abroad Code of Student Responsibility on sexual harassment and all IES policies.
 - 2. IES Abroad 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 Abroad 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 Abroad Center administrative and teaching staff members are informed of all safety and emergency procedures.
 - 6. IES Abroad Center administrative staff members inform students about local safety concerns.

7. IES Abroad Center administrative and teaching staff members follow IES Abroad safety guidelines and emergency procedures.
8. Each IES Abroad Center assigns responsibility for safety issues to appropriate staff.

APPENDIX B SUMMARY OF RECOMMENDATIONS

I. Student Learning Environment

Predeparture information

Recommendation:

- Give greater visibility to the Language Pledge in LIP by adding it to the LIP home page.
- Add the Language Pledge to the CIP home page and Curriculum Highlights.
- Add narratives on the Language Pledge and Chinese tutorials to the CIP Get Set! Guide.

On-site Cultural and Academic Orientation

Recommendation:

- Advise students on the possibility of anti-American comments and the appropriate response.
- Instruct students how to use VPN to access their own university library.

Instructional Quality in Language

Recommendations:

- Create a more student-centered classroom, encouraging the learners to actively (rather than “passively”) participate in class activity (I-E-6: Language classes are interactive and give student ample opportunity to speak Chinese).
- Increase cultural sensitivity and awareness of both teachers and students,
- Put “right” teachers for the right level of a class;
- Make Chinese classes in Chinese (Beijing specific) different from those in the US (where there is little or no language learning environment outside of classroom). (I-D-2, I-D-5)
- Improve students reading and writing ability by focusing more on Chinese characters. (I-D-2; Academic programs are designed to enhance independent learning; II- A-3 Students are guided in developing different learning strategies necessary to master Chinese reading and writing skills)
- more frequent quizzes (听写) but fewer numbers of characters
(*overall course quality was good, though at times quantity was valued over quality*)
 - setting up a 汉字课, Chinese character class to guide them to learn the characters systematically.
 - Get teachers and students to learn from each other’s cultures, educational philosophy, pedagogy, etc; increasing both teachers’ and students’ cultural sensitivity and awareness towards each other. (I-C-5: IES Abroad faculty are encouraged to meet formally and informally to discuss pedagogy, course content and students progress)

Language Pledge

- The Pledge needs to be regularly evaluated to see that students are making a commitment to keep it, and that the discontents are manageable. Limited relaxation of the Pledge on occasion seems to have a positive impact on student compliance.
- Training of staff as enforcers of the Pledge should be more extensive and rigorous and all staff members should know when the Pledge is 'on' and when it is 'off.'
- Students need even before arrival to learn of the rationale for the Pledge and how they will be expected to conform to it.

Instructional Quality in Area Studies Courses

Recommendations:

- Continue growing the library and access to on-line journals and other materials.
- Explore ways to integrate the LIP and CIP students and their courses more effectively, where possible.

Curricular Design: Option in Postgraduate Language Study

Recommendation:

- Expand the intensive language program to a post-baccalaureate year that students might apply to admission requirements for graduate school or job requirements.

Curricular Design: Options in Area Studies

Recommendation:

- Center staff members should review the area studies courses and consider which course offerings might be added that are consistent with the Center's mission.

Internships

Recommendations:

- Center staff members work with the internship coordinator and possibly with the staff at other Centers to try to enrich the internship seminar class work as much as possible. We recognize that there are limitations on the center's ability to do so but some creative thinking may lead to interesting possibilities.
- Center continue to search for both commercial and governmental internship possibilities that can provide a meaningful experience even though students may be limited to attending the internship one day per week. Further development of both environmental and public health internships is desirable.

Field Study and Trips

Recommendation:

- Consider scheduling 2- and 3-day trips so that students from both programs can participate.
- Explore the possibility of making the CIP block on China's Environmental Challenge into a mobile learning course; the subject seems like a natural fit for this kind of study.

Engagement in IES Abroad-Sponsored Cultural and Social Activities

Recommendations:

- Balance program-mandated and organized social and cultural activities with opportunities for students to explore such opportunities in a less structured format.
- Be mindful of the time demands of the academic program when organizing activities.
- Seek intra-program social and cultural activities that bring Chinese and American university students together, perhaps by creating mixed teams of roommates or partners for competitive activities.

- Establish a Student Council to give students the opportunity to develop their leadership skills by planning and promoting activities for IES and Chinese students in the community.

Involvement in other Academic, Political, Economic, and Cultural Institutions

Recommendations:

- Explore the potential for a Jobs Fair for alumni.
- Query existing community partners about the possibility of placing student volunteers with their organization.

Re-entry into Home Culture and Home Institution

No recommendations

II. Student Learning: Assessment and Intercultural Development: Intellectual Development

Recommendation

- This is a suggestion for a future program review—make randomly selected papers available for reviewers to see if courses' learning objectives are attained.

Interpersonal and Intrapersonal Development

No recommendations

III. Resources for Academic and Student Support Faculty Qualifications

Recommendations:

- Make shared office space available to part time instructors so they can meet with their students and become better integrated with the IES community of scholars. This will enhance not only the experience of those faculty members themselves but also of the students, as the IES Beijing faculty will seem larger and more stable, even if no other staffing changes are made.

Administrative Staff Qualifications

No recommendations

Academic Advising

No recommendations

IES Abroad Academic Center Staff Size

No recommendations

IES Abroad Academic Center Facilities

Recommendation:

- Create a faculty lounge for area studies part-time instructors in area.

Access to Local Educational and Cultural Institutions

No recommendations

Library and Resource Center

Recommendation

- Investigate on-line journal service, electronic sources e.g. PEP archive or subscribe to a select number of journals, e.g. *Journal of Modern Chinese History*.

Instructional Technology

No recommendations

Housing

Recommendations:

- Staff members continue to monitor the student experience, especially for those students in the intensive language program who live in the dormitory as the combination of the workload plus the proximity of living and studying probably limits unavoidably a student's opportunity to participate in Beijing life widely. The Committee discussed this issue with a number of students, some of whom had devised their own methods for integrating into the community and it is certainly the case that a number of classes, especially in the CI program, revolve around activities in the city itself.
- The housing coordinator considers carefully with the Center Director how home stay opportunities would be expanded if Center enrollments were to rise significantly.

Student Qualifications

No recommendations

Health

No recommendations

Safety and Risk Management

No recommendations