



Proposal to the Senate Educational Policy Committee

PROPOSAL TITLE: The Zhejiang University/University of Illinois at Urbana-Champaign Institute

SPONSOR: Rashid Bashir, Grainger Distinguished Chair and Dean, Professor of Bioengineering, Grainger College of Engineering, rbashir@illinois.edu, 217-333-2151

COLLEGE CONTACT: Jonathan J. Makela, Professor of Electrical and Computer Engineering and Associate Dean for Undergraduate Programs, Grainger College of Engineering, jmakela@illinois.edu, 217-333-2280

BRIEF DESCRIPTION:

The Zhejiang University/University of Illinois at Urbana-Champaign Institute (ZJU-UIUC Institute or ZJUI) was jointly organized by the Grainger College of Engineering at the University of Illinois at Urbana-Champaign (UIUC) and the International Campus of Zhejiang University (ZJU) in Haining, China. Four existing undergraduate programs of UIUC are involved: civil engineering, computer engineering, electrical engineering, and mechanical engineering. Students will be able to earn two undergraduate degrees, one from UIUC and one from ZJU.

The four undergraduate curricula are identical to existing UIUC programs, follow all prescribed procedures and policies, and will fall under the same accreditation actions as the UIUC programs. All four programs are accredited by the Engineering Accreditation Commission (EAC) of ABET (www.abet.org). In light of that accreditation, a mock accreditation visit was arranged by the Grainger College of Engineering in late 2019 by two former Chairs of the EAC. The onsite portion of the mock visit was held December 14-19, 2019 on the Haining campus. The findings of the visitors were very positive.

Developmental history:

The University of Illinois at Urbana-Champaign (UIUC) has been engaged in China for more than a century, dating at least to 1906, when university president Edmund James proposed to Theodore Roosevelt that the U.S. portion of the Boxer Rebellion Indemnity Fund be used to create a scholarship program. One of the first Chinese students to participate in the program, Chu Kochen (BS, Ag, 1913), became the most influential president of Zhejiang University (ZJU). During the 1990s, engineering faculty from ZJU visited UIUC multiple times, seeking to initiate cooperative education programs, research interactions, and other collaborations. Several engineering departments established formal 3+2 programs with ZJU, for example <https://cee.illinois.edu/academics/international-programs/zhejiang-university>.

In 2012, Prof. Yonghua Song of Tsinghua University, who had previously been involved in the development of the Xi'an Jiaotong – Liverpool University joint institute in Suzhou, China, became Executive Vice President of ZJU. He was hired and tasked in part to plan and implement ZJU globalization. He contacted UIUC to consider a more formal partnership. At the same time, he pursued a large-scale proposal to create a completely new International Campus for ZJU. The city of Haining won the bidding process, and construction began in summer 2014. A UIUC delegation visited in May 2014 for discussion.

In 2013, as bids came in on the campus proposal, a generic strategic cooperation agreement was signed between ZJU and UIUC. This did not add any programs or obligations beyond existing 3+2 programs and research collaborations. As the International Campus construction began in Haining, Prof. Song further proposed to UIUC leaders to formulate a plan for a joint institute. The discussion led to the May 2014 meeting and then to a large team site visit from May 20-23, 2015. Prior to that trip, a working group led by Prof. K. J. Hsia, MechSE, and including Professors Kevin Pitts, Phys, Anthony Jacobi, MechSE, Jianming Jin, ECE, Erhan Kudeki, ECE, Steve Lumetta, ECE, Umberto Ravaioli, ECE, Erol Tutumluer, CEE, and Martin Wong, ECE had been formed to discuss the potential joint institute. The May 2015 trip delegation was much larger and involved a wide range of faculty representation across the College of Engineering.

Following the visit of May 2015, ZJU and UIUC negotiated a formal joint institute agreement. This provided funding from the China side, a combination of direct funds and cost reimbursement funds, of up to almost \$40 million over five years to develop the Zhejiang University/University of Illinois at Urbana-Champaign Institute (ZJUI). The agreement began with offering existing UIUC undergraduate programs in CEE, ECE, and MechSE.

In April 2016, a high-level UIUC delegation visited Hangzhou, and the acting UIUC Chancellor and the ZJU President held a public event to announce and initiate the new institute. Prof. Erping Li and Prof. Philip Krein were confirmed and announced as the deans. Student recruiting efforts began at that time. ZJUI operations commenced starting late in May 2016, and the first 30 undergraduate students were selected in July 2016. Campus operations began in September 2016.

JUSTIFICATION: The justification might be best described by the Benefit side of the Cost/Benefit analysis of the Institute:

The original financial agreement laid out cost and benefit expectations for both partners intended to provide substantial net value back to UIUC. It was based on promised benefits and costs as follows:

Benefits perceived from the Illinois side:

- Taking more than a century of China-Illinois interaction to a much deeper level.
- Enhancing global perspectives and opportunities for UIUC education and research: a base of operations for scaling Illinois innovations to China and the world.
- Access to a base of exceptional students.
- A way to grow and enhance research collaborations between ZJU and UIUC, which were already active and could serve as a strong foundation for growth.
- Access to a new physical plant and fast-developing high-technology industry development in the Hangzhou Bay (and Shanghai) region.

- A way to give UIUC students exchange opportunities in China.
- Gaining a substantial “hard money” research fund.

Benefits perceived from the ZJU side:

- Partnership with a world-renowned engineering education and research university, providing high value in terms of publicity, global recognition, and student recruiting.
- Educational impact from Illinois teaching innovations.
- Direct participation of UIUC faculty in undergraduate curricula.
- Coalescence of collaborative ZJU/UIUC research activities into cooperative doctoral programs.
- Ability to create and enhance multidisciplinary education and research programs.
- A strong partnership to initiate formation and growth of the ZJU International Campus.

Costs perceived from the Illinois side:

- Need to cover part of undergraduate curricula at a remote site in China.
- Need to build a new organization.
- Need to distribute costs and benefits equitably across the college, earning buy-in and collaboration from departments and faculty.
- Operational commitment to education and research activities and oversight in a remote location.
- Risks linked to export controls and intellectual property.
- Risk of constraints on academic freedom and intellectual curiosity.

Costs perceived from the ZJU side include:

- Need to share governance of a China-based program with a U.S. university.
- Need to build a new organization, essentially at the complexity of a new college.
- Relatively expensive new positions and the potential for competition with other interests within ZJU. (The ZJUI salary scale is higher than for other ZJU campuses.)
- Risk linked to recruiting students for non-mainstream programs.
- Need to cover part of undergraduate curricula by reallocating limited resources from ZJU.
- Money to be transferred to the U.S., including research funds with limited oversight.

BUDGETARY AND STAFF IMPLICATIONS: *(Please respond to each of the following questions.)*

1) Resources

- a. How does the unit intend to financially support this proposal? **The proposal is fully funded by the external partner, Zhejiang University, and by tuition income from program students when they spend time on exchange on the Urbana-Champaign campus.**

- b. How will the unit create capacity or surplus to appropriately resource this program? **The extra teaching load to Illinois for the complete program will reach about 14,400 instructional units per year, with the vast majority being held in the Grainger College of Engineering. These will require additional faculty and lecturer positions. Such positions are fully funded by income under the agreement.**
- c. Will the unit need to seek campus or other external resources? If so, please provide a summary of the sources and an indication of the approved support. **The Rhetoric Program has been asked to provide two lecturer positions for the life of the agreement, and four lecturer positions through mid-2021 to support the teaching of English composition and possible English general education offerings. An agreement between the Rhetoric program and the Grainger College of Engineering establishes funding requirements for these positions. The Grainger College of Engineering will seek to work with the College of Liberal Arts and Sciences on other potential positions to support these portions of the curriculum. A letter of support is attached.**
- d. Please provide a letter of acknowledgment from the college that outlines the financial arrangements for the proposed program.
See draft of the revised financial agreement in Appendix E.

2) Resource Implications

- a. Please address the impact on faculty resources including the changes in numbers of faculty, class size, teaching loads, student-faculty ratios, etc. **We anticipate a net increase of eight faculty positions (two positions for each program). Junior-level course enrollment in core courses will increase by a total of up to 225 students. Sections will be added so that section sizes will not substantially change. Teaching loads will not substantially change on a per-faculty member basis. Student-to-faculty ratios remain close to present levels.**
- b. Please address the impact on course enrollment in other units and provide an explanation of discussions with representatives of those units. *(A letter of acknowledgement from units impacted should be included.)* **The impact on the Rhetoric Program is direct, since the program will teach or direct the teaching of up to 225 additional students each year. Enrollment broadly across the university will increase very modestly, because each year we anticipate about 225 third-year students in Urbana on exchange, and each will enroll in one general education course per semester.**

- c. Please address the impact on the University Library (*A letter of estimated impact from the University Librarian must be included for all new program proposals. If the impact is above and beyond normal library business practices, describe provisions for how this will be resourced.*)

Given the low additional student numbers, at least in relation to the entire Grainger College of Engineering, little to no impact is expected.

- d. Please address the impact on technology and space (e.g. computer use, laboratory use, equipment, etc.)

Given the low additional student numbers, at least in relation to the entire Grainger College of Engineering, little to no impact is expected.

DESIRED EFFECTIVE DATE: The Institute is already in place, based on previous agreements, but reaffirmation is requested for the next five-year agreement starting in Fall 2020.

STATEMENT FOR PROGRAMS OF STUDY CATALOG: There are no changes in any of the four UIUC curricula, so no changes in the Catalog.

CLEARANCES: *(Clearances should include signatures and dates of approval. **These signatures must appear on a separate sheet.** If multiple departments or colleges are sponsoring the proposal, please add the appropriate signature lines below.)*

Signatures:

College Representative:

Date:

**Appendix A:
Department Support Letters**



THE GRAINGER COLLEGE OF ENGINEERING

Department of Civil & Environmental Engineering
Newmark Civil Engineering Laboratory, MC-250
205 N. Mathews Ave.
Urbana, IL 61801

April 28, 2020

Philippe H. Geubelle, Bliss Professor
Executive Associate Dean
The Grainger College of Engineering

RE: Support of ZJUI New 5-Year Agreement

Dear Philippe,

On behalf of the Department of Civil and Environmental Engineering (CEE) at the University of Illinois at Urbana-Champaign, I am writing to express my strong endorsement of the new five-year collaborative educational agreement with Zhejiang University on the Zhejiang University/University of Illinois at Urbana-Champaign (ZJUI) joint institute. We are pleased to be part of this agreement to offer our rigorous and top-ranked Civil and Environmental Engineering undergraduate curriculum and Civil Engineering Bachelor of Science degree at ZJUI. We strongly support the teaching model proposed in the new five-year agreement which addresses some shortcomings and improves on the current agreement. On behalf of CEE, I confirm that our Undergraduate Programs Office will provide the necessary support needed to implement this proposed model effectively.

Sincerely,

A handwritten signature in black ink that reads 'Albert J. Valocchi'.

Albert J. Valocchi
Abel Bliss Professor and Interim Head
Department of Civil and Environmental Engineering

AJV:vad



THE GRAINGER COLLEGE OF ENGINEERING

Department of Electrical & Computer Engineering
2120 Electrical & Computer Engineering Building, MC-702
306 N. Wright St.
Urbana, IL 61801-2991

April 27, 2020

Dear Philippe,

The Department of Electrical and Computer Engineering has been pleased to participate in ZJUI over the past few years and happily agrees to continue participation under the new 5-year collaborative educational agreement for undergraduate program. This includes both the Electrical Engineering and Computer Engineering curricula, running under the new model, in which ZJUI students spend their junior years on the Illinois campus.

Sincerely,

A handwritten signature in black ink that reads 'Bruce Hajek'.

Bruce Hajek
Head, Department of Electrical and Computer Engineering
Center for Advanced Study Professor of Electrical and Computer Engineering
Hoeft Endowed Chair in Engineering
Professor, Coordinated Science Laboratory

April 28, 2020

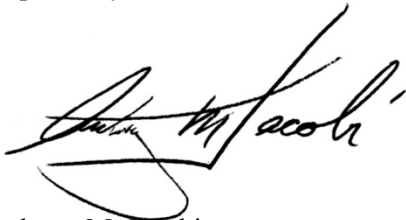
Philippe Geubelle, Bliss Professor
Executive Associate Dean
Grainger College of Engineering

Subject "Teaching model for new 5-year UG agreement"

Dear Dean Geubelle:

On behalf of the Department of Mechanical Science and Engineering (MechSE) at the University of Illinois at Urbana-Champaign, I am writing to express my strong endorsement of the new five-year agreement for the Zhejiang University/University of Illinois (ZJUI) joint institute. I am pleased to support the proposed teaching model for ZJUI undergraduate program. In keeping with the high standard of excellence set in MechSE, this proposed agreement corrects some weaknesses in the previous model that hindered students and faculty from gaining the most engaging experience possible in this international exchange program. This proposed agreement also provides a less disruptive format for students and faculty. On behalf of MechSE, I confirm that our Undergraduate Programs Office will provide the necessary support needed to implement this proposed model effectively.

Respectfully submitted,



Anthony M. Jacobi
Department Head and Richard W. Kritzer Distinguished Professor
Department of Mechanical Science & Engineering



COLLEGE OF LIBERAL ARTS & SCIENCES

Department of English
608 S. Wright St., MC-718
Urbana. IL 61801-3633

April 28, 2020

To whom it may concern:

We are writing to express our enthusiastic support for ZJUI – the Zhejiang University-University of Illinois Joint Institute – in Haining, China. For the past several years, the Rhetoric Program (in the Department of English at UIUC) has participated in the partnership between ZJU and the College of Engineering at UIUC by sending visiting faculty to Haining to teach Rhetoric courses. Throughout this time, we have been committed to sending trained faculty members to teach these vital general education classes, and ZJUI has supported our goals of maintaining the highest level of instruction possible.

Throughout our participation in this partnership, Rhetoric has had between two and four instructors at the Haining campus to teach Rhetoric 101: Principles of Writing and Rhetoric 102: Principles of Research. Our faculty, who all hold PhDs or MFAs, have also taught several general education courses in English, including English 115: Introduction to British Literature. The faculty there receive the support of teaching assistants, who are graduate students, often from the China Studies program at ZJU.

Since we first began participating, the Rhetoric Program has emphasized the professionalization of its programming with ZJUI. The Rhetoric Director visits ZJU once each semester to conduct training with faculty and teaching assistants. During these visits, she also meets with ZJUI leaders and conducts class observations. Last year, a long-standing visiting faculty member became a Rhetoric Program Assistant Director to enhance the administrative support on-site.

Like any ambitious endeavor, this partnership has not been without its growing pains. But we believe in the value of this international opportunity and in the education of these bright students and look forward to the next five years of collaboration with ZJUI.

Sincerely,

Dr. Kristi McDuffie
Rhetoric Program Director
Department of English

Dr. Robert Markley
Head, and W. D. and Sara E. Trowbridge Professor
Department of English

Appendix B: Implementation of the Educational Programs

ZJUI offers four undergraduate programs, electrical engineering (EE), computer engineering (CompE), mechanical engineering (ME), and civil engineering (Civile). The enrollments in Fall 2019 are shown in Table 1. Total enrollments in the four programs at UIUC are shown in Table 2.

Table 1 Enrollments in ZJUI programs, Fall 2019

Year	EE	CompE	ME	Civile	Total
Freshmen	46	68	38	37	189
Sophomore	31	49	38	37	155
Junior	36	55	24	30	145
Senior	12	17	--	--	29
Total	126	189	100	104	514

Table 2 Enrollments in Overall UIUC programs represented in ZJUI

Year	EE	CompE	ME	Civile	Total
Fall 2016	1151	1195	897	757	4000
Fall 2017	1025	1270	859	716	3870
Fall 2018	913	1184	860	671	3628
Fall 2019	817	1170	825	650	3462
Average	977	1204	860	699	3740

In steady state operation, which is expected in approximately Fall 2024, the total undergraduate enrollment in the ZHUI programs is expected to be 900 students. A preliminary estimate places 240 of these in CompE, 220 in EE, 220 in Civile, and 220 in ME.

Admissions

Students are admitted into ZJUI directly from high school. The students are excellent. Those applicants who are Chinese nationals must achieve the admissions level of ZJU

engineering applicants. As of Fall 2018, ZJU applicant scores make it the third most selective engineering university in China, falling among the highest 0.05% of national examination scores. Applicants from outside China are evaluated in a manner similar to applicants at UIUC.

Applicants who are Chinese nationals are admitted through the “three-in-one” process governed by the Bureau of Education of Zhejiang Province, as well as the “overall evaluation” processes governed by the education branches of the respective governments in other provinces in China. The three-in-one process consists of the national university entrance examination (popularly known as the “GaoKao”), an additional written examination, and an in-person group interview. Although the national examination is given the highest weight, the Institute seeks creative students interested in innovation and leadership. The group interview and additional written examination probe for leadership experiences, creative interests, and skills in English. For students entering in Fall 2020, the national examination scores are expected to be on par with all students admitted to engineering at ZJU. This places them above more than 99.9% of all examinees in China. The Institute works to recruit the most highly qualified of these students by offering Institute scholarships to students who are placed highly in their home provinces.

Non-Chinese (international) applicants are holistically reviewed by faculty at ZJUI and by the UIUC Grainger College of Engineering, drawing on expertise and experience of the UIUC Office of Undergraduate Admissions. The process follows that at Illinois.

Classes are conducted in English, and UIUC rules require proof of English proficiency (validated through TOEFL or IELTS scores and sub-scores) prior to graduation from all ZJUI students whose first language is not English or whose high school is in a non-English-speaking country.

Evaluating Student Performance

Grading

In general, academic policies and processes are defined in the current version of the Student Code, Article 3 - Academic Policies and Regulations (<https://studentcode.illinois.edu/article3/>). All ZJUI students are subject to the Code, both in terms of rights and responsibilities. Evaluation of students is, first and foremost, a function of the individual faculty members who assign grades for individual courses. The ZJUI grading standard is the best professional judgment of the individual faculty member; there is no directive or quota on grade distributions. The ZJUI grading system has grades of A, B, C, D, and F. The grades of A, B, C, and D may be further qualified as +/-, but it is not mandatory to make use of this qualification. Capricious grading, most commonly the assigning of letter grades out of numerical order or contrary to announced grading percentages, is forbidden, and procedures exist for enforcement.

An overall C average is required for graduation, and an average equivalent to a GPA of 2.25 or above is required for lower-level technical courses. Students struggling to meet standards are encouraged to take advantage of tutoring, discuss issues during faculty office hours, and to meet with support staff to develop strategies for keeping up and improving. The Assistant Dean for Academic Affairs has a primary role in supporting students. As part of student evaluation, faculty members are asked to flag situations in which a student is likely to receive a grade below C in a course so that the Assistant Dean can address any underlying issues.

Monitoring

The program student advising procedure includes mentoring within the Residential College program on the campus and within the Institute. Each student lives in a multidisciplinary residential learning community within a Residential College. The Institute has academic staff members in place as Tutors within the Residential College. Tutors act as a first and primary point of contact for student activities, academic performance, and extra assistance on early courses. Monitoring of satisfactory progress in the curriculum occurs frequently by the Residential College tutors.

The ZJU-UIUC Institute has mandatory advising, requiring all students to meet with an academic advisor each semester to monitor progress towards degree, advise on course selection, and answer any curricular or professional questions. This process is in place, in part, to ensure that students have chosen their courses appropriately and are meeting the prerequisites for these courses. This advising process is described in further detail below. In general, students cannot enroll in a course unless the prerequisites have been met. However, if it is discovered that a student has not met a prerequisite for a given course, then they are required to drop the course and instead enroll in the prerequisite. Leeway is only given on a case-by-case basis in this regard if the instructor ascertains that a student has sufficient knowledge of the prerequisite material.

Students who are on academic probation are also counseled by the Assistant Dean for Academic Programs.

Academic probation and drops

Students not achieving at a suitable level – a C (GPA 2.0) average during any semester or a GPA of 2.25 in lower-level technical courses – is placed on academic probation in accordance with rules in the UIUC Student Code. The process begins with the ZJUI Office of Academic Affairs sending an individual probation notice to a student. Meetings are conducted by the Assistant Dean for Academic Affairs with students on probation, individually and as a group, to discuss strategies for overcoming academic probation and to ascertain the sources of problems. Each probation letter designates the required target performance level for the subsequent semester.

If a student fails to meet probation requirements, has performance so weak that it flags a “drop rule” in the Student Code, or otherwise is not making adequate academic progress, they are subject to the most formal and negative evaluative step of being dropped from the Institute. The ZJUI Office of Academic Affairs exercises considerable latitude in continuing otherwise “droppable” students who showed convincing signs of an ability to meet graduation degree requirements if given an extra chance or placed in a later cohort to retake courses and delay their completion. Advising intervention is used to minimize the number of student dropouts, followed by close scrutiny of student performance in subsequent semesters to assess the success rate of these procedures.

Inter-College and Inter-Program Transfer Criteria and Procedures

There is no pathway for student inter-college/institute transfer at UIUC. However, inter-program transfer within ZJU-UIUC Institute is allowed and the criteria and procedures are as follows:

1. Students are permitted to apply for transfer to a different program until late in the second semester of the freshman year. The application must explain reasons for the transfer and how the student’s personal goals have changed since admission. It must include a curriculum plan addressing any missing content from the proposed new program.
2. Criteria prior to approval of transfers include capacity limits, student performance, effective articulation of reasons and how the student’s goals have changed, and whether the student’s curriculum plan will allow requirements to be met in a timely manner. Typically, capacity limits are the most restrictive aspects of the decision.
3. The deans review applications immediately following the completion of the freshman year. Students are notified well in advance of registration deadlines for the second year.

Advising and Career Guidance

Each undergraduate student has multiple advising resources. The Institute has academic staff members in place as Tutors within the Residential College. Tutors act as a first and primary point of contact for student activities, academic performance, and extra assistance on early courses. Monitoring of satisfactory progress in the curriculum occurs frequently by the Residential College tutors. Tutors also provide initial advice about involvement in team projects, research projects, and other extracurricular activities aimed at enhancing the full range of life skills.

Undergraduate students have an assigned faculty academic advisor. The primary objective of advisor interactions is to help students understand career paths, opportunities within subdisciplines, and linkages to undergraduate research experiences.

The Institute Vice Dean is responsible to organize opportunities for summer internships in industry and academia and research project opportunities. Students have the option of working through the Vice Dean's office to arrange opportunities or working directly with their own faculty or industry contacts. Group seminars and presentations emphasizing the importance of internship and research experiences are given throughout each term.

Many Institute students seek graduate degrees, and faculty advisors are encouraged to assist students in planning for applications. The Institute holds group seminars for third year students discussing strategies for graduate applications, and early in the fourth year for seniors preparing applications.

Career guidance is provided both through faculty advisors and through the Institute Career Development Office. This office is available to students on a continuing basis. Advice is provided about resume preparation, industry opportunities in the region, processes for application to graduate schools in China, processes for application to graduate schools in North America, and other aspects of career planning and preparation.

Faculty Advising

Each student is assigned a faculty advisor when they enter the institute. These assignments are generally maintained throughout the student tenure at the institute. All students on probation are additionally assigned directly to the Assistant Dean for Academic Affairs, who meets with each such student until at least one semester past the time at which probation is cleared. A student who wishes to change advisors may do so at any time by filling out and submitting a request to the Institute. The student may indicate a specific preferred advisor or request an advisor within a particular area of interest. All students are required to meet with their faculty advisors at least once each semester. The purpose of these meetings is to provide students with career advice and to help them tailor their coursework and experiences (internships, research, study abroad, student societies, etc.) to achieve their academic and professional goals. During these meetings, the student and advisor review course plans, review the student's resume, and discuss the student's academic progress, technical interests, and career goals. The faculty advisors keep abreast of student advising knowledge and skills by participating in information sessions offered by the Institute periodically in each academic year.

In addition to individualized undergraduate advising by faculty, there are a number of group advising activities in which students are encouraged to participate, including mandatory freshman advising during orientation/registration, undergraduate research fairs, an optional seminar course (ECE 200), etc. ECE 200 is instituted to provide students with a broader perspective on a range of issues, particularly with regard to future career prospects, as highlighted by inviting experts from academia and industry to share their experiences, give professional advice, and answer questions.

ZJU-UIUC Institute Study Abroad Advising Services

The Institute works with the UIUC Grainger College of Engineering International Programs in Engineering (IPENG) office to prepare for their study abroad interval at UIUC. Students receive group advising related to visa applications, curriculum plans, and study objectives for the exchange interval.

Continuous Improvement in Advising

The ZJU-UIUC Institute strives to improve its undergraduate students advising. Noteworthy improvements include changes in faculty advising to emphasize career development and discussion of disciplinary interests and de-emphasize the mechanics of course selection.

Graduation Requirements

Progress toward the degree is checked every semester by the Institute and reviewed each semester by students with their assigned faculty advisor during the advising sessions. Once students enter fall of their senior year, they perform a final degree check with their advisor and discuss the process for applying for the degree award in the spring. If any additional coursework is needed beyond what can be accomplished in the fall and spring of that year, they are advised on the option to take summer classes or to extend their study another semester or year. Students are required to confirm and declare their intent to graduate with a UIUC degree.

Completion of at least 128 semester hours of credit is required for graduation as is a cumulative campus grade-point-average (GPA) of at least 2.0 and cumulative technical GPA (TGPA) of at least 2.0. The course requirements for this specific degree as outlined in the UIUC degree Program of Study must also be met. In addition to specific course and scholastic average requirements, each candidate for a bachelor's degree from the University of Illinois at Urbana-Champaign must earn at least 60 semester hours of University of Illinois at Urbana-Champaign credit. Specific degree requirements are continuously checked against a student's coursework. After each semester, the records of each graduating student for that semester are reviewed individually by Records Staff in the Undergraduate Programs Office of The Grainger College of Engineering to verify that all degree requirements were met for the specific degree to be conferred.

Appendix C: Questions and Answers for EPC

1. Faculty and instruction

How are UIUC faculty induced to participate? Are these primarily tenured faculty or specialized faculty? Can they be “assigned” to be course leads and turn over their teaching notes and homework assignments against their will?

The UIUC faculty members who volunteer to participate in the teaching mission of ZJUI are incentivized through service in excess and, for those who elect to spend a whole semester in Haining, through dislocation funding. Both tenured and specialized faculty have taught in Haining. No faculty will be “assigned.” However, those who choose to take part in this collaborative instruction are expected to share course notes, homework assignments and exams with their ZJUI counterparts.

Will all instruction on this campus, including sections, be given in English? (Instruction in China is presumably in Chinese.) Ideally, our ZJU students would be scattered among sections, courses, and electives for mutual learning and benefit.

In fact, courses taught at ZJUI in our programs are conducted in English. And yes, when on our campus, the ZJUI students will be scattered among sections, courses, and electives. All instruction on our campus will be given in English (unless a foreign language class).

Will UIUC faculty be instructors of record for their courses, and are the records maintained in our IT system?

Yes. The UIUC faculty who are the course leads for courses taught at ZJUI are the instructors of records for these courses. For these courses, records are kept in the UIUC Banner system, as they are UIUC credited courses.

2. ZJUI and UIUC students

General observation: exchange students stick together, sometimes too much. What attempts will be made to integrate ZJUI students into the life of the college? This large rise in student numbers also creates questions of housing and other logistics. How are these being addressed? A single dorm would have positives and negatives...putting them in the community has positives and negatives.

While on our campus, ZJUI students are treated like all other UIUC students. They are encouraged to participate in extra-curricular activities including team-based design projects and research. There are specific class projects and meetings organized by IPENG to incentivize integration of ZJUI students. Efforts are made to spread the students among sections and courses. There are also special activities organized by IPENG, both in China and in the U.S., to introduce the ZJUI students to UIUC campus life and to urge them to take proper advantage of the on-campus experience.

Given that the ZJUI students have limited on-campus time, how will their priority registration for desirable classes (most notably CompE, CS, but others as well) affect “native” students’ ability to register? CompE students in particular have noted the current challenge of registering for CompE and CS classes.

Most of the courses taken at the junior level in the four curricula that are currently part of the ZJUI agreement are required courses for the four specific majors. It is critical to provide

these students access to these courses the same way as we provide access to all EE, CompE, CE, and ME juniors. Additional sections will be created, as needed, to account for the increase in enrollment in these courses. For all non-required courses (i.e., electives, general education courses), ZJUI students will have registration priority similar to all other exchange students.

Will ZJUI students be eligible for summer internships, will they compete with UIUC students, and will they receive the services of the placement office?

While on our campus, ZJUI students will be able to apply for industry or research internships, although the majority of the students are expected to go home at the end of their junior year. As indicated earlier, ZJUI students are treated like our students while they are on our campus. They will therefore have access to the same services as our students.

3. Curriculum

In broad outline, what is the content of the rhetoric courses? Will they be taught by permanent faculty or by PhD students? Does the English / Rhetoric Department support this initiative, and do their faculty? Please insure that they support the travel involved. (An email will be fine.) Also, is the Communications Department (and its COM 101, Public Speaking for NonNative speakers) involved? Should they be?

The Rhetoric Program in the Department of English has been involved from the beginning of the institute. RHET 101 and RHET 102 are taught each year by UIUC faculty members, participating among those who elect to spend a whole semester in Haining. The participating faculty are selected each year by the Department of English. Like all UIUC faculty working in the institute, travel and housing are supported. There are ongoing discussions with the College of Liberal Arts and Sciences about interaction for other general education courses. English and mathematics have been the early collaborators. CMN 101 is not one of the general education requirements. The ZJUI students gain extensive public speaking practice in many of their engineering courses and extracurricular activities.

Are all GenEd courses taken during junior year here? How are the students advised?

No. While on our campus, all ZJUI students are expected to take at least one GenEd course per semester. The other GenEd courses are taken in Haining from faculty members on loan from UIUC, or from ZJUI/ZJU faculty members (in which case the courses would be articulated and transfer to UIUC). Academic advising during the two-semester experience in Champaign is led by four UIUC faculty members (one from CEE, one from MechSE, and two from ECE) who serve as the points of contact for each of the four curricula. More general advising about life in the US and other related issues is provided by a dedicated staff member in the IPENG (International Programs in Engineering) office. Academic advising in Haining is provided by a combination of ZJUI faculty members and academic professional tutors.

What are the 30.5 hours of ZJU courses?

The China Ministry of Education establishes additional requirements for an undergraduate degree in China. These hours cover those additional requirements and are independent of

the UIUC curriculum. These courses include English language instruction, PE, Chinese history courses, Chinese politics, etc.

4. General

What is the budget model? Do the students pay full UIUC tuition? The committee is presumably most concerned with how this can avoid being a burden on the college and the university.

While on the UIUC campus, ZJUI students pay the full tuition of international exchange students, with IU revenues flowing to the units delivering the instruction. In addition, ZJU will contribute up to \$1M per year to help the three engineering departments cover the cost of instruction of the up to 225 ZJUI juniors during their two semesters on campus. Additional funding is also provided to grow the research collaboration between ZJUI and UIUC faculty members, and to support some of the services (IPENG, admission, records, ...) associated with the presence of the ZJUI students on our campus. Overall, UIUC receives up to \$8.7 million per year (a mix of fixed-price and cost-reimbursed funds), annually for five years.

What efforts will be made to protect UIUC and American intellectual property? Will all cooperating ZJU faculty be required to sign over their IP rights on the same terms as US based faculty, and will that be enforced under Chinese law? (To me, that would be the desired end point.) This is complicated, but I think the committee would like to hear how you are addressing and plan to address this issue.

ZJU has IP policies generally similar to those at UIUC. Both partners are required to abide by export control laws. ZJU faculty have similar expectations to disclose inventions to ZJU that UIUC faculty have to disclose inventions to UIUC. This means that faculty on both sides have corresponding obligations to their employers, so ZJU faculty already have such terms. Notice the implication: projects with China-side inventions need to be disclosed to ZJU by the China-side inventors, projects with U.S.-side inventions need to be disclosed to UIUC by U.S.-side inventors, and projects that lead to joint IP should be disclosed mutually. As at UIUC, IP terms are important for projects with industry partners. Both universities have tech transfer offices that seek to define and manage such terms.

Do current public health concerns or geopolitical concerns affect your proposed start date of Fall 2020? Should they?

It is clear that the current coronavirus outbreak may affect the ability of ZJUI students to come to the Illinois campus in the fall of 2020, which is the expected start of the new five-year agreement. Even if our campus is fully open, it is possible that many Chinese students might not be able to obtain their visa in time to come to the US in August due to the backlog created by the closure of all US consulates in China (and in many other countries). We are currently making plans to address this possibility, including having some UIUC faculty on loan in Haining and online teaching. The campus in China is re-opening, with rules about masks and distancing, so there will be in-person activity at ZJU in all at near-normal conditions.

5. Other questions

Why are we doing this?

- Taking more than a century of China-Illinois interaction to a much deeper level.
- Enhancing global perspectives and opportunities for UIUC education and research: a base of operations for scaling Illinois innovations to China and the world.
- Access to a base of exceptional students.
- A way to grow and enhance research collaborations between ZJU and UIUC, which were already active and could serve as a strong foundation for growth.
- Access to a new physical plant and fast-developing high-technology industry development in the Hangzhou Bay (and Shanghai) region.
- A way to give UIUC students exchange opportunities in China.
- Gaining a substantial “hard money” research fund.

Who is in charge?

The Institute is a peer partnership between UIUC and ZJU. It answers to a Joint Management Committee (JMC) with three high-level representatives from each parent. The UIUC representatives on the JMC are the Provost (A. Cangellaris), the Dean of the GCOE (R. Bashir), and the Executive Associate Dean of the GCOE (P. Geubelle). The JMC has final authority on hiring, promotion, budget, and strategy of the Institute.

How does UIUC maintain quality control?

In addition to the JMC, on the Illinois side there is an Operations Committee, with faculty representatives from each program, with full authority on curriculum offerings, teaching assignments, and also review of course assessments. This is just part of an intensive interactive peer process. For example, the Executive Dean, appointed by UIUC, co-manages the institute with the Dean appointed by ZJU.

How are students evaluated?

The courses at ZJUI are the same as, or map on a transfer basis to, UIUC courses. ZJUI seeks to evaluate students in the same manner as in Urbana.

Who gets hired?

All ZJUI faculty candidates are interviewed by a joint search committee composed of faculty members in relevant disciplines from ZJU, ZJUI, and UIUC. Since many of the faculty candidates are recruited from US institutions, some of these interviews take place on the UIUC campus. Final recommendations must be approved by the JMC. The net is wide, but the standards are essentially those of the parent partners.

What attention is placed on improving the teaching skills of new ZJUI faculty?

Prior to starting their academic career in Haining, all newly hired ZJUI faculty spend a semester in Urbana-Champaign as part of a formal Faculty Fellows Program. During that semester, a UIUC faculty serves as the academic host for the ZJUI faculty member, who takes part in the Collins Scholar Program run by the Academy for Excellence in Engineering Education (AE3) for all new engineering faculty. The semester on our campus also provides the opportunity for ZJUI faculty to interact with UIUC faculty members who teach courses in their disciplines, to attend some lectures, and to establish research and

educational collaborations with UIUC colleagues. There are professional development efforts in Haining for follow up.

Why should a UIUC faculty member participate?

The UIUC faculty who have participated previously have found the experience rewarding, not just due to the financial aspects of extra allowances, but also the experiences of working in a different culture and the ability to build up global collaborative relationships. Many faculty members have gone more than once because the experience has been strongly positive.

What are the living arrangements?

The campus has a number of onsite apartments, and also a set of apartments within a one-mile easy walk or bike ride. All are new and fully furnished. More apartments are under construction on the campus proper. Faculty can eat at the student center. Typical cost of food is less than US\$5 per day.

What is it like living there?

Few people in Haining off the International Campus speak English, but they are excited about the campus and very welcoming. It is easy to use busses, city bike shares, and so on. Modern supermarket shopping is available and easy. The campus is only a couple of miles from the heart of town. There is a convenience store and some ATMs on campus. Those of us who have spent time there have found the experience very positive. Haining is uncongested, green, has nice parks and bike paths, and is still a “real” Chinese location with more than a thousand years of history and culture.

How does travel work?

The campus is about a 75-minute drive from Shanghai Pudong airport and about a 65-minute drive from Hangzhou airport. It is best to arrange with campus staff to be picked up by the contract car service. Pudong has almost unlimited international connections. Hangzhou has connections from Hong Kong and a few other places. Pudong is not yet well integrated into the high-speed rail network, but rail connections will get better.

Is it safe?

Yes. Haining is a low-crime location. The campus is secured, with four gates, each with security personnel who check entrants. Buildings and rooms use a keycard system.

What are the facilities like?

This is a new campus and has modern features. Each faculty member can expect to have an individual office, computer, and so on. Classrooms include whiteboards and either computer projection or active 7’ touch display computers. Large rooms have complete A/V systems.

How do faculty carry on work in Urbana? What support is available?

ZJU is a comprehensive global university with IT services, library services, technician support, and administrative support at about the same level as one would expect at UIUC. The ZJU library system is the largest academic library in China and subscribes to the full

range of journals and information that the UIUC library holds. ZJU has a full Office 365 license, including OneDrive. This has worked very well for collaborations. A detail is that many members of Haining staff are right out of school and have limited experience, so please be patient with them and be sure requests are clear. Google products do not function at all in China. It is helpful to be prepared to use the UIUC VPN system, which seems to function without any particular limitations.

Appendix D: Teaching processes for UIUC programs in Haining, China

Students in the Zhejiang University/University of Illinois at Urbana-Champaign Institute (ZJUI) in China must take at least 60 credit hours of UIUC coursework to meet UIUC degree requirements, 21 of which must be 300 or 400 level courses. They need a total of 128 credit hours of coursework to meet engineering curriculum requirements. These requirements are addressed with a combination of teaching models, summarized here.

Exchange terms

ZJUI students are expected to be on exchange in Urbana-Champaign during their junior year. For typical students, this yields 30 credit hours of direct UIUC coursework. At least two of the courses taken by ZJUI students during their junior year are GenEd courses.

Faculty in residence

Each term, a few UIUC faculty members spend the term in residence in Haining, carrying out teaching, research, and service missions. Typical students take about 12 credit hours of total coursework directly from these “loan faculty” members during their programs. These UIUC “loan faculty” include both tenured and specialized faculty in STEM disciplines and from the Rhetoric Program.

Course directors and co-teaching

Each term, several UIUC faculty members serve as course directors and instructors of record in an active collaborative role with ZJUI professors. In this model, the typical process is that a UIUC faculty member will be in China at the beginning of a term for two weeks, initiating a course and teaching several sessions, and actively collaborating with a ZJUI faculty member assigned as the co-instructor. When the UIUC faculty member is back in Urbana, the ZJUI faculty member, who also holds an adjunct (0%) faculty appointment at UIUC, continues in-class presentations with materials prepared from UIUC. Co-teaching is carried out online with weekly meetings between the co-instructors, preparation of assignments and examinations, discussion of student progress, and intermittent online sessions led from Urbana. The UIUC and ZJUI co-instructors collaborate on student evaluation and final grading decisions. The UIUC faculty member approves final grades and enters them into the Banner system. Typical students take about 18 credit hours of total coursework under this model.

Direct online courses

Some senior elective courses are available online and can be taken by students in Haining on the same basis as other online students. We anticipate that typical students will take one or two courses in a conventional online configuration during their program. Online material can also be used within the co-teaching model.

ZJUI courses transferred to UIUC

The remaining program hours are taught by faculty members from ZJUI or from ZJU. All are taught in the English language. Courses taught in this way follow standard transfer articulation protocols used by UIUC to ensure transfer course equivalencies and that all existing degree requirements are appropriately satisfied.

Appendix E:
Draft of Revised Financial Agreement Between UIUC and ZJU

**AMENDED AND RESTATED
FINANCIAL AGREEMENT
BETWEEN
UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN, USA
AND
ZHEJIANG UNIVERSITY, ZHEJIANG PROVINCE, P.R.CHINA
FOR
THE CREATION OF ZJU-UIUC INSTITUTE**

This Amended and Restated Financial Agreement (“Agreement”) is between THE BOARD OF TRUSTEES OF THE UNIVERSITY OF ILLINOIS, a body corporate and politic organized and existing under the laws of the State of Illinois, doing business on its Urbana-Champaign campus through Sponsored Programs Administration, 1901 South First Street, Suite A, Champaign IL 61820-7406 (“UIUC”), and ZHEJIANG UNIVERSITY, in Hangzhou, Zhejiang Province, P. R. China (“ZJU”), and is made pursuant to the Cooperation Agreement between UIUC and ZJU. The parties may be referred to individually as “Party” and collectively as the “Parties.”

The purpose of this Agreement is to establish the financial arrangement for the ZJU-UIUC Institute (the “Institute”) between ZJU and UIUC and to stipulate the rights and responsibilities for the financial administration of this Institute. The Joint Institute (JI) will be a part of ZJU, but will operate as an autonomous unit and will be jointly managed by the Parties.

NOW, THEREFORE, the Parties agree:

Article 1 INSTITUTE COSTS

1.1 Budget

The Parties recognize the need to share in the cost of growing and operating the Institute. A combination of in-kind contributions from ZJU and UIUC, and cash contributions from ZJU will fund the Institute. Expenditures will be for faculty and staff salaries and benefits, JI Faculty Fellow expenses for ZJU and JI faculty while in residence at UIUC, travel and guest lodging, research and collaborative programs, and other expenses for UIUC’s faculty teaching associated with the Institute. The Institute will also provide special funds for exchanges, collaborative programs and research, and to support joint education programs.

ZJU will pay to UIUC the direct and the indirect costs (collectively “Institute Costs”) described in Exhibit A (“Budget”). The indirect cost rate set forth in the Budget will remain in effect during the Term, as defined in Article 2.1 below.

ZJU will provide housing for UIUC faculty teaching at the Joint Institute.

1.2 Payment Schedule

ZJU will pay to UIUC the Institute Costs in U.S. dollars as follows: On a quarterly basis UIUC will submit invoices to ZJU evidencing the Institute Costs incurred by UIUC. ZJU will pay the full amount due within 30 days from its receipt of an invoice. Each invoice will reflect a combined total of expenditure items—some of the expenses being reimbursed as costs are incurred (JI Faculty Recruitment and UIUC Program Operations; billed quarterly), while others are fixed rate per unit

(UIUC faculty mentor for ZJUI courses, UIUC faculty teaching in China, ZJU contribution to the teaching of ZJUI students at UIUC, JI Faculty Fellows at UIUC; billed at the beginning of each academic semester), or firm fixed price (UIUC-ZJU Research Collaboration; billed at the beginning of each calendar year).

1.3 Remittance

ZJU will pay UIUC through one of the following two payment options:

(a) By check made payable to the “University of Illinois” and mailed to:

University of Illinois at Urbana-Champaign
Sponsored Programs Administration
28392 Network Place
Chicago, IL 60673-1283
U.S.A.

(b) Domestic/International Wire. By Wire transfer sent to UNIVERSITY’s bank account

Financial Institution	JP Morgan Chase Bank, N.A.
Address	4 New York Plaza, Fl 15 New York, NY 10004
Nine-Digit Routing Transit Number	021000021
Depositor Account Title	The Board of Trustees of the University of Illinois, EDI Receipts and Federal Depository
Depositor Account Number	616002911
Swift Code:	CHASUS33XXX
Type of Account	Checking

Article 2 GENERAL PROVISIONS

2.1 Term

The original Agreement was effective on July 31, 2015 and was contemplated to remain in effect for a five-year period with a complete review of the Institute during the fifth year, including operations, budget, educational outcomes, and research output. The Partners are now entering into an Amended and Restated Agreement effective August 1, 2020 to continue for an additional 5-year period through July 31, 2025 (Term).

In the event of expiration or termination of the Cooperation Agreement for any reason, ZJU will continue to pay UIUC at the rate given in Exhibit A (Item 1) for the costs of providing UIUC teaching faculty to conclude JI student degree programs.

2.2 Fiscal Management

UIUC will maintain complete and accurate accounting records in accordance with accepted accounting practices for institutions of higher education in the United States of America. UIUC will

make the accounting records available for inspection and audit by ZJU or its authorized agent, at reasonable times upon reasonable notice at ZJU's expense for three years following the end of UIUC's fiscal year (July 1 - June 30) in which Institute Costs are incurred.

2.3 Severability

If a court of competent jurisdiction finds any provision of this Agreement legally invalid or unenforceable, such finding will not affect the validity or enforceability of any other provision of this Agreement and the Parties will continue to perform. If the Agreement cannot be performed in the absence of the provision, this Agreement will terminate upon 30 days' written notice by one Party to the other Party.

2.4 Amendments

No modification to this Agreement will be effective unless confirmed in a written amendment signed by each Party's authorized representative.

2.5 Counterparts

The Parties may sign this Agreement in one or more counterparts, each of which constitutes an original and all of which together constitute the Agreement. Facsimile signatures shall constitute original signatures for all purposes.

2.6 Survival

All terms of this Agreement that are intended to survive termination or expiration in order to be effective shall survive such termination or expiration.

2.7 Waiver

No waiver of any right, remedy, power or privilege by any Party under this Agreement shall be effective unless made in writing. No waiver of any breach of any provision of this Agreement shall constitute a waiver of any subsequent breach of the same or of any other provision of this Agreement.

2.8 Notices

Any notice given under this Agreement will be in writing and will be effective upon receipt evidenced by: (a) personal delivery; (b) confirmed facsimile transmission; (c) return receipt of postage prepaid registered or certified mail; or (d) delivery confirmation by commercial overnight carrier. All communications will be sent to the addresses set forth below or to such other address designated by a Party by written notice to the other Party in accordance with this section:

UIUC: University of Illinois
 1901 South First Street, Suite A
 Champaign, IL 61820-7406 USA
 Telephone: 1-217-333-2187
 Fax: 1-217-239-6830

ZJU: Zhejiang University
 866 Yuhangtang Road
 Hangzhou, Zhejiang Province, 310058, P.R. China
 Telephone: 86-571-88208081
 Fax: 86-571-88981719

2.9 Authorized Signatories

Each Party represents that the individuals signing this Agreement on its behalf are authorized, and intend, to bind the organization in contract.

2.10 Additional Terms

All other general rights and obligations between the Parties shall be governed by the Cooperation Agreement.

**UNIVERSITY OF ILLINOIS
AT URBANA-CHAMPAIGN**

ZHEJIANG UNIVERSITY

Robert Jones, Chancellor

WU Zhaohui, President

Date _____

Date _____

Reitumetse Obakeng Mabokela, Vice Provost
International Affairs and Global Strategies

HE Lianzhen, Vice President

Rashid Bashir, Dean
The Grainger College of Engineering

**For the Board of Trustees
of the University of Illinois**

Avijit Ghosh, Comptroller

Date _____

EXHIBIT A

BUDGET

ITEMS

1. UIUC Engineering, Science, Mathematics Faculty in China: individual faculty members teaching and conducting work on curricular and faculty development issues and other activities as agreed in advance in a Statement of Work for one academic term* @ \$87,500 each. For budget purposes, approximately three (3) such persons per term (Fixed rate per unit); estimated annual cost US\$525,000
2. UIUC Faculty Linked to the Rhetoric Program or to the Department of English, Teaching in China: individual faculty teaching courses directed at Composition I and Composition II curriculum requirements, and other general education courses and activities as agreed in advance in a Statement of Work for one academic term* @\$75,000 each. For budget purposes, approximately three (3) such persons per term (Fixed rate per unit); estimated annual cost \$450,000.
3. UIUC Faculty Supervising Teaching in China: Six to ten faculty mentors/supervisors with primary location at UIUC, supervising one course for one academic term*. These faculty members will spend a minimum of two weeks in China directing one course at ZJUI, work throughout the academic term with ZJUI faculty on the course, exchange homework assignments, exams, and other graded materials, and enter the final grades @ \$25,500 each. For budget purposes, approximately eight (8) such persons each term (Fixed rate per unit); estimated annual cost \$408,000.
4. Exchange Program Support: To support costs of additional instructors, additional teaching assistants, 0.25 full-time equivalent plus 1 month per year per program for academic advising, and other educational costs of hosting ZJUI students on campus in Urbana-Champaign for a nominal two-semester exchange program. Cost is based on hosting 225 students @ \$4444.44 each (Fixed rate per unit); estimated annual cost \$1,000,000.
5. JI Faculty Recruitment Costs: For budget purposes, approximately ten (10) recruitments annually @ \$6,000 each (Reimbursed as cost incurred); estimated annual cost \$60,000
6. JI Faculty Fellows at UIUC: For budget purposes, approximately three (3) Fellows in residence per term @ \$25,000 each (Fixed rate per unit); estimated cost annual \$150,000
7. UIUC-ZJU Research Collaboration: Annual fixed cost \$3,000,000.
8. UIUC Program Operations (Reimbursed as cost incurred): Estimated total annual cost \$1,081,580
 - a. Program Staff Support: Six-seven (6-7) staff members; estimated total cost \$821,580, including the cost of \$600,000 and required benefits (health insurance, workers' compensation, pension) of \$221,580.
 - b. Travel: Fifty (50) trips to ZJU annually @ ~\$3,200 each; estimated cost \$160,000
 - c. Contingency: \$100,000

SUBTOTAL: \$6,674,580 USD

INDIRECT COST (30%): \$2,002,374 USD

ANNUAL TOTAL COST: \$8,676,954 USD

* Academic term is defined as one of fall, spring or summer; academic year as two academic terms.

Date: May 7, 2020

To: Professor Eric Meyer
Chair, University Senate Educational Policy Committee

From: Rashid Bashir 
Dean, Grainger College of Engineering

Re: Ed Pol 20.174

As requested by the members of the Educational Policy Committee at the April 27, 2020 meeting, I am submitting to your committee the attached proposal on the Zhejiang University-University of Illinois at Urbana-Champaign Institute (ZJUI). The document contains a detailed description of the collaborative educational program, letters of support from the departments involved, and the answers to the questions submitted by Ed Pol members.

As described in the presentation we gave to Ed Pol on April 27, the Institute is a unique collaboration between two peer institutions that aims to create a new model for engineering education in China and greatly raises the international presence of The Grainger College of Engineering and the University of Illinois.

As the Institute enters the second five years of its existence, we would like to respectfully request that Ed Pol reviews the attached proposal at its next meeting scheduled for May 11, 2020.

Attachment