SINO-U.S. TRANSNATIONAL EDUCATION—“BUYING” AN AMERICAN HIGHER EDUCATION PROGRAM: A PARTICIPANT OBSERVATION STUDY

By

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A dissertation submitted in partial fulfillment of the requirements for the degree of

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WASHINGTON STATE UNIVERSITY
College of Education

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To the Faculty of Washington State University:

The members of the Committee appointed to examine the
dissertation of JERRY VINCENT NIX find it satisfactory and recommend that it
be accepted.

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__________________________________
Gail C. Furman, Ph.D.

__________________________________
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DEDICATION

This dissertation is dedicated to the memory of my father, Jerry Dale Nix, and to my mother, Mary Lynn Massey Nix. They sacrificed nearly everything to ensure that I received the best education available. Pop, Mom, I love you both; much obliged!

I also cannot ever put into words how much my grandma, Marie Moser Nix, and her brother, my great uncle, Ralph Myron Moser, shaped whatever good is in me; I hope your spirits are watching me when I graduate.

To “the smart Nix”, my uncle, Josef Timothy, thanks for showing me how to be myself in whichever society I live.
Earning a Ph.D. is a great individual milestone, but it is not really an individual effort. Many people made this possible. If I could thank everyone that helped me along the way, this section would rival the research text in length.

First of all, thanks to the Chair of my committee, Dr. Forrest W. Parkay. It was his suggestion that I look into this area of research; I do not regret taking his advice. From the first course of my Master's program until the end of this document, Forrest has been a beacon and a rock. Without his guidance and patience, this document would still be piled in a heap of field notes.

I am extremely grateful to Dr. Paul E. Pitre and Dr. Gail C. Furman for serving on my dissertation committee; Gail, that qualitative class, and the dissertation class, helped a great deal. Many other professors taught me and put up with me, the list would go on and on; I appreciate you all. Professors Joseph Breuning, Columbus Hopper, and Gary Long got me interested in looking at others with an academic eye. Mentors in higher education and in business settings allowed me great opportunities to observe and to learn; I am grateful.

Many friends aided me. A special thanks to Stephen Paul Farmer, who helped me get back on my feet and made me want to attend university; he showed me I did not need to “get dirty” to earn a living. Thanks to Dr. Wayne T. Lamar for putting me back together. To the first resident advisor I ever had, Shah Nagree, thanks for not kicking me out of school; you opened my eyes to a whole new world and I am much better for knowing you. Triple thanks to Kyoko Miyamura for keeping me at UM and motivating me to continue studying at WSU; you were and and always will be a wonderful inspiration.
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Thanks to my siblings, Brooks, Jay, Sharissa and Alecia; you never gave up on me; I love you all dearly. Thanks to my better half, Song Lan, “Misty,” who has provided unending support while I was (and still am) trying to understand China and its people; 我回来了！Thanks to my Chinese Mama and Baba for all of your support, and your input when I was confused about Chinese society.

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Finally, my sincere gratitude goes out to the people in New York that were so gracious and forthcoming during this research project. I will forever be grateful to the people in China that employed me, and allowed me to undertake this study. We might not always agree, but without your support I would not have written any of this; I hope you find it useful.
We ain't never gonna' change,

We ain't doin' nothin' wrong.

We ain't never gonna' change,

So shut your mouth and play along!

Drive-By Truckers
Never Gonna' Change
The Dirty South
August, 2004
New West Records
This study explores the social, political, economic, and cultural dimensions of a U.S.-based transnational education (TNE) program in China. TNE refers to education programs provided by an institution located in another country, and this study focused on higher (tertiary) education.

Six questions provided the focus for this study: (1) What are the organizational dynamics of the TNE program? (2) How do social, political, economic, and cultural dimensions influence program operation? (3) How do Chinese government policies influence program operation and quality? (4) Does the program reflect standards outlined by professional associations that monitor TNE program quality? (5) What satisfactions and dissatisfactions do TNE students report? (6) What satisfactions and dissatisfactions do TNE instructors report?

In the U.S., “Northeast College” a private, four-year institution initiated the TNE program, partnering with five Chinese universities. In China, the Director of Northeast China Programs, International (NCPI)—a private, for-profit company—administered the program.

Data were gathered at two of the five universities while the researcher was an NCPI-hired instructor during 2007-2008. Data consisted of observational field notes, TNE program documents, correspondence with NCPI staff, and semi-structured interviews with students and instructors.
Four key findings emerged from this case study: (1) Chinese government policies appear to foster “academic capitalism” and to encourage “buying” higher education programs from developed countries; in turn, institutions such as Northeast College appear willing to “sell” their educational program; (2) the TNE program lacks transparency and accountability measures that characterize the vast majority of U.S. colleges and universities; (3) the primary goal for this TNE program is profit ($10 million gross in 2008), — at best, student learning is a secondary goal; and (4) the Director of NCPI relied on the Chinese cultural concepts of guanxi (a complex network of interpersonal connections, in which favors or service for others are reciprocated) to establish the program and “face” (sense of worth and perceived status) to market the program to students and their parents.

The study concludes with nine policy recommendations to diminish the negative consequences of buying, selling, and trading higher education programs in a global market.
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<th>Description</th>
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<tr>
<td>Academic Capitalism</td>
<td>Universities' and faculty's increasing attention to market potential (Slaughter and Leslie, 1997).</td>
</tr>
<tr>
<td>ACE</td>
<td>American Council on Education (U.S. based).</td>
</tr>
<tr>
<td>Accreditation Mills</td>
<td>Dubious providers of accreditation and quality assurance that may offer a certification of quality of institutions without a proper basis.</td>
</tr>
<tr>
<td>Agent</td>
<td>Third-party TNE negotiator between Chinese and U.S. constituents.</td>
</tr>
<tr>
<td>APEC</td>
<td>Asia Pacific Economic Cooperation (Singapore based).</td>
</tr>
<tr>
<td>AUCC</td>
<td>Association of Universities and Colleges of Canada.</td>
</tr>
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<td>AUQA</td>
<td>Australian University Quality Agency.</td>
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<tr>
<td>BRIDGE</td>
<td>British Degrees in Russia Project.</td>
</tr>
<tr>
<td>Capitalism</td>
<td>Economic and social system in which the means of production (or capital) are privately controlled.</td>
</tr>
<tr>
<td>CEPES</td>
<td>European Center for Higher Education (Romania based).</td>
</tr>
<tr>
<td>CERI</td>
<td>Centre for Educational Research and Innovation (France based).</td>
</tr>
<tr>
<td>CHEA</td>
<td>Council for Higher Education Accreditation (U.S. based).</td>
</tr>
<tr>
<td>CMP</td>
<td>Contract Member Parties.</td>
</tr>
<tr>
<td>CQAIE</td>
<td>Centre for Quality Assurance in International Education (U.S. based).</td>
</tr>
<tr>
<td>Cross-border</td>
<td>Crossing borders into another country, for example trade.</td>
</tr>
<tr>
<td>Degree Mills</td>
<td>Dubious providers of educational offerings or operations that offer certificates and degrees that may be considered bogus.</td>
</tr>
<tr>
<td>Term</td>
<td>Definition</td>
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<tr>
<td>Doha Round</td>
<td>Doha Development Round or Doha Development Agenda (DDA) is the current trade-negotiation round of the World Trade Organization (WTO) which commenced in November 2001, in Doha, Qatar. The negotiations collapsed on July 29, 2008 over issues of agricultural trade between the United States, China, and India.</td>
</tr>
<tr>
<td>ES</td>
<td>Educational Services.</td>
</tr>
<tr>
<td>EU</td>
<td>European Union.</td>
</tr>
<tr>
<td>Face</td>
<td>In China, face is similar to the Western concept of a good reputation, but not always. Face is inseparable from the Chinese concept of Guanxi.</td>
</tr>
<tr>
<td>GATE</td>
<td>Global Alliance on Transnational Education.</td>
</tr>
<tr>
<td>GATS</td>
<td>General Agreement on Trade in Services.</td>
</tr>
<tr>
<td>Globalization</td>
<td>A continuing process through which regional economies, societies and cultures have become integrated through a global network of trade.</td>
</tr>
<tr>
<td>Guanxi</td>
<td>Quality connections.</td>
</tr>
<tr>
<td>HEI</td>
<td>Higher Education Institution.</td>
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<tr>
<td>IAU</td>
<td>International Association of Universities.</td>
</tr>
<tr>
<td>IIE</td>
<td>Institute of International Education.</td>
</tr>
<tr>
<td>Internationalization</td>
<td>A process of increasing involvement of enterprises in international markets.</td>
</tr>
<tr>
<td>IPR</td>
<td>Intellectual Property Rights.</td>
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<tr>
<td>NCITE</td>
<td>National Committee for International Trade in Education (U.S. based).</td>
</tr>
<tr>
<td>Term</td>
<td>Description</td>
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<tr>
<td>Neoconservatism</td>
<td>Political philosophy which supports using economic and military power to bring liberalism, democracy, and human rights to other countries; originated in the U.S.</td>
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<tr>
<td>Neoliberalism</td>
<td>Label for the resurgence or reformulation of classical economic liberalism. Opponents of Capitalism sometimes use this as a pejorative.</td>
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<td>OECD</td>
<td>Organisation for Economic Co-operation and Development.</td>
</tr>
<tr>
<td>OERI</td>
<td>Office of Educational Research and Improvement (U.S. based).</td>
</tr>
<tr>
<td>Project 985</td>
<td>Chinese project to enhance its universities' reputations and rankings.</td>
</tr>
<tr>
<td>QAA</td>
<td>Quality Assurance Agency (U.K. Based).</td>
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<tr>
<td>SEC</td>
<td>State Education Council (China based).</td>
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<tr>
<td>TNE</td>
<td>Transnational Education.</td>
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<tr>
<td>UKIERI</td>
<td>United Kingdom and India Education Research Initiative.</td>
</tr>
<tr>
<td>UNESCO</td>
<td>United Nations Educational, Scientific and Cultural Organization.</td>
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<td>WTO</td>
<td>World Trade Organization.</td>
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CHAPTER ONE
INTRODUCTION TO THE STUDY

Context of the Study

1.1.0 Introduction

The primary purpose of this study was to identify and to describe the sociocultural dimensions of a U.S.-based transnational education (TNE) initiative operating in the People’s Republic of China. Although TNE programs are increasing, their formal structures and outcomes are still unknown. The British Council has commissioned research on TNE programs (Tang and Nollent, 2007; UK India Education Research Initiative [UKERI]; British Degrees in Russia Project [BRIDGE]), and Australia has made commendable efforts to understand what goes on in its programs (Dunn and Wallace, 2006; Gribble and Ziguras, 2003, Kelly and Tak, 1998, Leask 2004 & 2006, McBurnie and Ziguras, 2007, University of South Australia, 2006).

However, a salient gap exists in the literature on TNE programs that originate in the United States. A secondary purpose was to develop a model for TNE programs originating in the U.S.

1.1.1 Background

During the last few decades, higher education has become increasingly commercialized. Traditionally considered a public good, higher education is increasingly seen as a profitable product bought and sold like any other commodity. As a result, supply and demand for higher education is increasingly influenced by autonomous interactions between sellers of education, (the institutions) and buyers of education (individual students and their families, the funders) (Altbach, 2002). Colleges and universities in developed countries with stable or declining populations see the huge populations of students in developing countries as attractive new
Strong worldwide demand for education, viewed as a ticket to the world economy led to a growing number of frauds, forgeries, and cheats in an increasingly lucrative global (and progressively more privatized) higher education market. Evidence suggests that instances of fake or worthless qualifications issued by “diploma mills” and bogus institutions around the world are on the rise (La Belle, 2002; Levy, 2002; Lin, 2004). In Mainland China\(^1\), for example, 21% of all U.S.-based programs\(^2\) (approved prior to 2004) had no accreditation. A brief synopsis will familiarize the reader with the salient processes driving these activities, the most significant of which is TNE.

1.1.2 Transnational Education

TNE is a situation in which “the learners are located in a country different from the one where the awarding institution is based” (UNESCO-CEPES, 2001) and refers to higher education programs that are provided by an institution located in another country (UNESCO, 2003; Global Alliance for Transnational Education, 1997). Demand for tertiary education is increasing in all parts of the world and, according to forecasts, the global demand for international higher education is set to exceed 7 million students by 2025 (Bohm, Davis, Meares and Pearce, 2002). This represents over four times the global demand in 2000, although there are significant regional differences as developing countries seek to expand access to their youthful and growing populations (e.g., Africa, and Asia) (Knight, 2005).

\(^1\) Hereafter, “China” will refer to “Mainland China”.

\(^2\) The June, 2006 Ministry of Education’s List of Approved Programs had 42 different U.S. based colleges and universities that were responsible for over 200 educational programs. Examination of respective Web pages for each institution revealed that nine of the colleges and universities lacked accreditation or reported that they were “self-accrediting”.

2
1.1.3 The Emergence of TNE in China

China has become one of the largest importers of transnational higher education since the early and middle 1990s. TNE programs in China have recently vaulted into the spotlight as a result of two distinct events: (1) China’s entry into the World Trade Organization in 2002, and (2) the GATS provision that education be considered a “traded service.”

Before the reform period began in 1978, China’s education system was oriented toward the political goal of class struggle. With the advent of the new era of reform and opening up, the second generation of Chinese leadership reversed the policies of the radical periods and adopted modernization as the main goal for educational development. Education, instead of class struggle became the "key link" to progress (Burris1990, 129). Modernization became a strategic goal and was to be promoted by education, among other things. Education "holds the key" to success in the Four Modernizations (agriculture, industry, science and technology, national defense). The central task of the current historical period is identified as economic construction with economic growth as the focus and "Modernization" as the means to success (Ministry of Education, 2003). Efficiency is to be the judge, and "scientific criteria, not politics," the modernizers say, should guide policy. Thus, the modernization effort is confined to the one-sided pursuit for high economic indices, zealously pursued since China’s entry into the WTO in 2002. Modernization (to the Chinese) is equal to economic modernization. As a result, education is geared to the needs of economic modernization. Since 1978, education has been a tool with which to support and facilitate economic change and marketization (Ministry of Education, 2003).

Subsequently, China’s rationales for advancing TNE are almost exclusively economic.
The government emphasizes expected economic benefits instead of concerns for the broader social and economic well being. This research found that TNE programs have done little to address China's mass higher education needs. In terms of the knowledge areas imported, China favors only those with a direct relevance for economic development; such a preference is less obvious in other regions of Asia and the world (Knight, 2005).

Since the 1990s there has been an increasing demand for higher education in China, and the public sector has not met the demand. As a result, the government sought increased involvement of the non-government sector in higher education. Non-government institutions, including partnerships with public and private foreign educational institutions, have been established at an astonishing rate, and growing numbers of students are enrolled in joint programs that partnerships provide.

1.1.4 The Environment for TNE in China

There are three major types of higher education institutions in China: Regular Institutions, Adult Institutions and Non-government Regular and Adult Institutions (Ministry of Education, 2007:208). Most regular and some adult institutions belong to the public sector. Despite the rise in the number of students in non-governmental institutions, only four of them were approved to confer bachelor's degrees by 2004. Most of these institutions offer two-year programs and are nearly totally dependent on students' tuition fees.

The Chinese terminology for transnational education (zhongwai hezuo banxue—foreign co-operation in running higher education institutions”) is said to occur when:

Those foreign corporate, individuals, and related international organizations in cooperation with educational institutions or other social
organizations with corporate status in China, jointly establish education institutions in China, recruit Chinese citizens as major educational objectives, and undertake education and teaching activities (State Education Council (SEC), 1995: Chapter One, Provision Two).

Modes of study include full-time, part-time, on/off campus, formal and informal, and intensive; notable exceptions are compulsory, military and religious education (SEC, 1995: Provision Six, Chapter One).

1.1.4.1 Corruption and Academic Capitalism

Under current conditions in China (where educational corruption is widespread), the goal of “knowledge for economic benefit” could conceivably be met by any foreign enterprise willing to invest in the PRC economy and open a “university.” For example, Yang (2005) painted a bleak picture of this situation:

Since the 1990s, corruption has seriously threatened Mainland China’s universities in their teaching, research, service to society, and international links and exchanges. Yet, discussions of corruption have been largely confined to exchanges on the Internet. The Chinese masses know little of these discussions. Media coverage within China remains fragmentary and superficial. The government has just begun to address this issue by instituting countermeasures (18).

The Ministry of Education (MOE) published Academic Norms Regarding Philosophy and Social Science Research in Higher Learning Institutions in early September 2004 (Yang,
2005). Still, current research quality suffers due to rampant plagiarism. Currently, academic promotions are based on personal connections rather than professional achievements. Doctoral fee-paying students are granted degrees with little or no academic work performed, based solely on quality connections and amounts of fees paid. The Chinese call this network of quality connections, which is literally a use of intermediaries, Guanxi. One’s Guanxi, which is a combination of the number of and quality of his/her connections, is an important factor in the individual’s social status.

This researcher found several instances of provincial government officials purchasing doctoral degrees from provincial universities without attending class meetings in person or online. The universities do not “like” this but are faced with economic realities. They accept the money and use it to improve services for legitimate students. It is also feared that some of the money goes to “academic capitalists.” The universities have compensated for this phenomenon by “tagging” the degrees differently. In reality, the transcript has a notation\(^3\) which is linked to a “disclaimer” that states explicitly, the student has purchased the credits equivalent to the credits a full-time student would pass in a classroom setting in order to achieve a degree similar in rank.

In one instance, a professional that was incarcerated for corruption earned a master's degree and a doctoral degree. He paid a former colleague to attend the “required” courses for him; both degrees were earned within two years, while the professional was sitting in prison.

The companies that hire the “adult students” (as opposed to full-time students) are able to readily access this information on the degrees if they choose to do so. Anecdotally, the majority of students that purchase these “degrees” are already working and have already

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\(^3\) If the fee is high enough or paid to the right person(s), one could have this notation removed from the transcript.
established themselves professionally. Practices that are perceived as unethical in the West are overlooked and/or condoned in China.

On at least one TNE campus in this study, an administrator copied the U.S. instructor's exams and sold them to students. When one parent-country professor complained about this practice he was asked to “drop it”. He did not, and was not allowed to return to teach at any of the program's campuses. The administrator is well-known as the wife of a “key man” that has “too much” (tai duo le) Guanxi. This is not seen as a problem by the Chinese. Quite to the contrary, this is simply an example of “academic capitalism.”

The conditions are ripe for the emergence of alternative providers outside of “official” higher education, who quickly realize and grasp the opportunities for a budding, lucrative market. Legitimate and illegitimate providers have already targeted the new and left-behind areas which are currently poorly served or were poorly served by traditional institutions, often filling niches and making use of flexible approaches (i.e., on-line learning) to adapt to clients' needs.

1.1.5 Marketplace Values and Higher Education

The values of the global marketplace have intruded all higher education programs—the new trade-role played by tertiary education may be easily misunderstood or simplified. One key to understanding the astonishing emergence of this phenomenon is to examine its roots. Global growth of private higher education may be observed clearly in post-communist and developing countries as well as in countries where private education has always existed. This expansion is actually part of a macroeconomic metamorphosis, with the market intruding into all sectors of people’s lives (Levy 2003). For example, in the United States, there were 400 “corporate
universities” in 1998. Three years later, there were over 2,000 (Oosterlinck & Leuven, 2002). This metamorphosis is spurred by the “virtual” world of the Internet, which creates possibilities previously non-existent.

Some educators maintain that education is not a commodity and therefore may not be traded; this belief ignores the facts. Commodities are meaningful (and therefore they exist) in economies once they are valued enough to be exchanged for money. It is incorrect to say that education cannot be treated as a commodity because of some innate quality that disqualifies its marketplace value. Trades agreements do not guarantee trade. The values of the local market dictate what is traded and what is not traded.

1.1.6 Academic and Organizational Standards

TNE (often termed “cross-border higher education”) should meet the same high standards of academic and organizational quality no matter where it is delivered (UNESCO, 2002). For example, as pointed out in the joint statement Sharing Quality Higher Education Across Borders: A Statement on Behalf of Higher Education Institutions Worldwide, (written by an as yet unnamed Commission consisting of the International Association of Universities (IAU), Association of Universities and Colleges of Canada (AUCC), American Council on Education (ACE), and Council for Higher Education Accreditation (CHEA), 2005) “[Higher education institutions should] build a culture of ongoing quality review, feedback, and improvement by creating robust quality assurance processes at the institutional level which rely heavily on faculty expertise and incorporate the views of students” (IAU, AUCC, ACE, CHEA, 2005). The Commission’s joint statement:
… provides a set of principles that it hopes will anchor new and existing initiatives in cross-border higher education. It addresses the importance of the voice of higher education providers and their associations in the international space - looking to this leadership to make the case vigorously for core academic values such as higher education's commitment to the public good and serving the public interest. Higher education is, in most countries, a public good as well as a private benefit. The statement seeks to ensure that the social compact between higher education and society at the national level is vital and effective internationally (Eaton, 2005:4).

1.1.7 Quality Concerns over TNE

The aim of the General Agreement on Trade in Services (GATS) negotiations is seemingly to provide a slack framework within which international trade of education (as a service) can develop—with at least transparency in trading conditions being guaranteed. Transnational education has become a reality, with or without the aid of GATS. The need for an infrastructure for recognizing qualifications, assuring quality, and accrediting institutions beyond the boundaries of national systems becomes ever more pressing (for groups such as IAU, AUCC, ACE, CHEA, UNESCO and OECD). The WTO, however, is not mandated to assess the content of national standards. The primary role of the WTO is to guarantee transparency in recognition and licensing arrangements (Johnston, 2002).

The focus in GATS is protectionism: allowing international trade in educational services while preventing rogue operators from deceiving students, undermining existing provision, and
weakening the capacity of higher education to set independent academic standards. An infrastructure that allows quality to be recognized helps high-quality operators to deliver a service more effectively. Education differs from commodities such as agricultural products because it is harder for consumers to judge the quality of what they are buying. Buyers may not benefit from the full value of education until years after purchasing it. If education includes intrinsic value for a student, an employer also needs to understand the qualities of a particular education if its full value is to be realized. As skilled labor becomes more mobile, and professions more globalized, the credibility of one's education becomes ever more important (Johnston, 2002). Yet quality assurance and qualifications systems remain fundamentally national in character.

The problem remains that an overall framework for recognizing and certifying quality education across the world requires more than just the sum of several local agreements. An internationally recognized infrastructure is starting to be created at the regional level in the European Union, but much more work is needed to ensure progress at a worldwide level (Canadian Delegation Report, 2002). An important reason for moving beyond a regional focus is demand from developing countries. The assumption is that this need for a governing framework can potentially be met by institutions in Organisation for Economic Co-operation and Development (OECD) member countries. However, these countries do not currently have regionally-oriented agreements with those areas of high demand (Hirsch, 2002).

It is doubtful that scandals and fraud in the education sector in China will approach the same kind of public relations disasters that befell the Chinese toy makers with painted toys containing lead or the food processing plants that produced adulterated milk and pet products.
Not so much attention has been paid in the United States to GATS negotiations on education. Beyond that, given the complexities of the Chinese culture—particularly with respect to education—one wonders if such a “framework” is even feasible.

Relatively speaking, everything is working well now: a perennial (until recently) annual economic growth rate of 11% is not a stimulus for change, so absent any big “face-losing” public PR disasters, or huge economic losses, reform in higher education is not seen as critically pressing in China.

There has been and continues to be tremendous growth in TNE. Technological developments and innovations, particularly in terms of delivery (electronically) are among the catalysts that continue to spur this growth. There has been growth in the marketing of legitimate university courses but at the same time many illegitimate providers are offering degrees. It is relatively easy to write marketing materials and advertisements as if they are from reputable universities, particularly for developing nations where English may be a second or third language. There are currently no agreed-upon guidelines or codes to keep buyers safe.

1.1.8 Significance of the Study

Existing studies of transnational educational programs operating in China are scarce. Clearly, international monitoring agencies of TNE programs are concerned about legitimacy and quality. Conclusions from meetings among the experts (OECD, 2002a) included that in many cases existing national frameworks for quality assurance, accreditation, and recognition of qualifications in higher education are insufficiently geared towards addressing cross-border and private provision. Consequently, the growing cross-border and private provision of post-secondary education increases the risks to learners from rogue providers (degree mills), offering
low quality educational experiences and qualifications of limited validity. Indeed, in the context of increasing and new forms of cross-border higher education, and in order to complement efforts developed at the national and regional level, there is a need for new consumer protection at a global level (OECD, 2002b).

The existence of degree mills has repercussions for the reputation of well-established national higher education systems (Oosterlinck & Leuven, 2002). At the 100th anniversary of Beijing University the (then) president of China declared that the country should have several world-class universities. This statement eventually resulted in Project 985, specifically geared toward creating world-class universities in China. Since 1998 (when the best Chinese universities were ranked from numbers 200 to 300 in the world) China has made significant progress (Liu, 2009). An influx of worthless degrees and/or shoddy programs could spell disaster for such efforts. In the context of an increasingly internationalized job market, employers need to have reliable information on the value of particular higher education degrees.

1.1.9 Purpose of the Study

The primary aim of this research was to identify and explain, through an in-depth case study of a U.S.-based TNE program in China, how socio-cultural dimensions impact quality, cost and performance in satisfying the needs of stakeholders: government, academic institutions, academics, and of course, the principal clients of any such program—the students.

Additionally, this paper discusses the complex relationships between the Chinese Guan Xi (quality connections) milieu and traditional practices and expectations of a U.S. college in terms of quality, accountability, and meeting the needs of clients (students).

The secondary aim of the study was to develop a model of TNE programs in China, that
originate in the United States. In short, this study provides a contemporary “snapshot” of the
degree to which “sharing higher education quality across borders” is, in fact, an accurate
description of American TNE programs operating in China.

Methodology

1.2.0 Introduction

Within the context described, this research project represents a single-case participant
observation, organizational study that constructed a model of a remote-site program and the
dimensions that had effects on operations and quality of a U.S. institution with a currently
operating TNE program in China.

1.2.1 Research Questions

Research questions that helped guide the study included:

1. What are the organizational dynamics of the TNE Program?

2. How do social, political, economic, and cultural dimensions influence
   program operation?

3. How do Chinese government policies influence program operation
   and quality?

4. Does the program reflect standards outlined by professional
   associations that monitor TNE program quality?

5. What satisfactions and dissatisfactions do TNE students report?

6. What satisfactions and dissatisfactions do TNE instructors report?
1.2.2 Research Design

Nachmias & Nachmias (1992) stated that a research design:

- guides the investigator in the process of collecting, analyzing, and interpreting observations. It is a logical model of proof that allows the researcher to draw inferences concerning causal relations among the variables under investigation (pp. 77-78).

Research design can be considered the “blueprint” of research that deals with four problems: questions to be studied, relevance of data, collection of relevant data and finally, analysis of relevant data (Phillier, Schwab, & Samsloss, 1980). A participant-observation, single-case study approach was used for this study to connect the empirical data to the questions guiding the inquiry. Additionally, in-depth case analysis of the selected site revealed the features of TNE institutional culture that are created or changed while the institution implements its strategic plan for instigating and maintaining its program.

At the beginning of the study the researcher developed a preliminary model of the sociocultural dimensions of this TNE program. Figure 1.1 represents the concepts—TNE and sociocultural dimensions—that were set forth, explored, and focused on, in the case study. The dimensions—political dimensions, student perspectives, faculty perspectives, and economic dimensions—as represented in the figure, shape and control a transnational program in China.
Figure 1.1.

A Preliminary Model of the Sociocultural Dimensions of a Transnational Educational Program in China.
1.2.3 Conceptual Framework

The preliminary model (see Figure 1.1) served as the conceptual framework, or blueprint, for this study. Since the researcher had constructed a preliminary model of TNE programs, this dissertation project may be classified as an explanatory case study according to Yin’s (2003) typology.

This case study presented one proposition: *the organizations partnering to form a TNE program collaborate because of mutual benefits*. The unit of analysis in this study was the selected site, one TNE program. However the site consisted of multiple sub-units at different levels; this research was therefore an embedded (Yin, 2003) single-case study—described further in the methodology section of this report. The data were logically linked to the proposition via one broad dimension (socio-cultural) and four sub-dimensions—or arenas: political, economic, faculty perspectives, and student perspectives. The criteria for addressing the proposition stemmed from the original research questions and how the iterations between the proposition and the data eventually surfaced.

Organization of the Study

1.3.0 Outline of the Report

This report consists of six chapters:

1. A brief introduction and overview of the study.

2. A thorough and detailed literature review of seven major areas explored in the study:
   
   I. TNE;
   
   II. Effects of economic globalization on TNE;
III. Impacts of trade liberalization on TNE;

IV. Rise of TNE worldwide;

V. Regulation and practice of TNE in China;

VI. GATS;

VII. Quality in higher education and in TNE.

3. Methodology.

4. Setting of the study.

5. Findings of the study.

CHAPTER TWO

REVIEW OF THE LITERATURE

2.1.0 Introduction

The following sections review seven areas related to TNE:

1. TNE;
2. Effects of economic globalization on TNE;
3. Impacts of trade liberalization on TNE;
4. Rise of TNE worldwide;
5. Regulation and practice of TNE in China;
6. GATS;
7. Quality in higher education, and in TNE.

2.2.0 Transnational Education

The worldwide market for the export of educational services existed long before GATS discussions relating to educational services became prominent on the international agenda (Larsen and Vincent-Lancrin, 2002). The World Trade Organization (WTO) has reported that this market was worth $27 billion a year (Adelman, 2001). The market has expanded from the historical internationalist nature of higher education, which had earlier focused on collaborative rather than trade-oriented relationships such as student and staff exchange, technical assistance, joint research projects, and curriculum development (Middlehurst and Woodfield, 2004).

TNE may seem to take on a number of forms but technically TNE includes four modes of supply referred to in the General Agreement on Trade in Services (WTO, 2006). The four
modes are:

1. “Cross-border supply”—the services and not the individuals cross borders; in the case of education this could be CD-ROMs, textbooks, or services provided through the Internet.

2. “Cross-border consumption”—in the case of education this refers to students enrolling on campuses outside their home countries.

3. “Commercial presence”—service suppliers establish physical presences in second (third, etc.) countries to provide services, for example by establishing branch campuses or other facilities in foreign countries.

4. “Presence of natural persons”—individuals from one (WTO) Member country supply services in another Member country, for example academics or researchers spending some time teaching overseas.

Students have traditionally behaved like consumers. Even a decade ago, two-fifths of U.S. students did not take all classes for their degrees from a single institution. Of the students graduating in the 1999 - 2000 school year, 59% had attended more than one institution. Of those students, 35% had attended two institutions, 16% had attended three, and 8% had attended four different institutions (Peter & Cataldi, 2005). An examination of the U.S. national transcript data, found many instances of simultaneous enrollment at multiple institutions and of reverse transfers from four-year to two-year institutions (Adelman, 1999). This tendency has been called “swirling,” and the institutions through which such students “swirl” may not even be aware of one another.

The situation concerning transnational education (TNE) is dynamic and different
terms are sometimes used to mean similar—but not always equivalent—concepts, so it is convenient to clarify basic definitions. References for terminology were found in the UNESCO/Council of Europe Code of Good Practice in the Provision of Transnational Education\textsuperscript{4,5} and in a study on "institutions, programmes and qualifications outside of the educational system of the host country"\textsuperscript{6}, produced by the Swedish National Agency for Higher Education.

A distinction should be made between two somewhat overlapping concepts:

- **Non-official higher education**—higher education activities operating parallel to and outside of the official higher education system of the host country;
- **Transnational education**—higher education activities (study programs, or sets of courses of study, or educational services, including those of distance education) in which the learners are located in a host country different from the one where the awarding institution is based; such programs may belong to the education systems of a State different from the host country or may operate outside of any national education system.

TNE implies, therefore, crossing the borders of national higher education systems and usually falls into the category of non-official higher education in the host country. However, non-official higher education may also include private institutions which are not transnational.

TNE may be seen in a positive light, as representing an important contribution to improve access to higher education in countries where the demand far exceeds the available supply from the official higher education system. It can also contribute to diversification in how ways educational and professional training programs are delivered, widening learning opportunities for new societies emerging from the development of lifelong learning attitudes. TNE is also seen as a means to further develop the internationalization of higher education and to promote intercultural cooperation (Vlasceanu, 1999).

There is a growing tension, however, between the national educational systems and the internationalization of higher education (Kokosalakis, 1998; Vlasceanu, 1999) mainly due to the rapid growth of transnational education coupled with a lack of transparency and regulation. The appearance of "degree mills" and cases of dubious authenticity in the awarding of degrees does not help to reduce the tensions. Fears have been openly expressed that the new entrants into the higher education market will take the best students from the established universities (Chipman, 1999).

Nevertheless, transnational education initiatives should not all be colored by fraudulent activities or bogus titles. Much of it works in parallel to the formal systems. The trouble is that in an increasingly diversified system, the mechanisms to provide adequate regulation and transparency do not exist.

The fast and unchecked growth of transnational education has generated ripples on several shores. Kokosalakis (1998) underlines that all the national reports from the nine countries involved in his study point to the

. . . crucial problems (raised by non-official higher education) for
the whole area of certification, recognition, parity of titles, transparency, quality control and assurance and above all the legal framework which legitimates these issues across the EU. (p. 28)

The difficulties are augmented by the fact that transnational education often falls outside the official framework for higher education and, as a consequence, stays outside the formal supervision of academic standards.

There is also a concern for consumer protection. Malpractice may occur and there are "degree mills" in operation, so people may be awarded titles lacking substantive value. The aggressive marketing of institutions and programs is not always helpful and may even be misleading or deceitful. Certainly, even medicines are marketed untruthfully. The point is, some medicines and some educational programs are certifiable, at least in countries where the economies have evolved to the point of restricting business/marketing activities. But in developing countries, many social and economic remedies—not just educational programs—lack regulation. The problem also concerns other stakeholders, like official academic institutions or employers, who may be misled into accepting non-recognized or false qualifications.

2.3.0 Economic Globalization and TNE

Scholars of globalization locate its origins in the 16th century, when “a dense pattern of global interconnections began to emerge with the initial expansion of the world economy and the rise of the modern state” (Held, 1989, p. 192). A more contemporary notion of globalization has been defined by Anthony Giddens, in The Consequences of Modernity, as “the intensification of worldwide social relations which link distant localities in such a way that local happenings are shaped by events occurring many miles away and vice
versa” (1990, p. 64). Similarly, Held (1995) describes globalization as a reduction of time and space such that events in one part of the world have the potential to influence events in another part of the world, sometimes almost simultaneously. This modern phase of globalization is probably what most researchers think about when discussing the rise of international, transnational, and multinational organizations; this report is focused on the latter, or contemporary phase because TNE occurs now.

Globalization is transforming societies and driving revolutions in various aspects of life. Globalization is at the same time credited or blamed for development and stunted development. Economic globalization is believed to have a profound impact on higher education in general (Carnoy, 1998; Currie and Newson, 1998; Scott, 1998) due to its focus on knowledge intensive information and innovation. Globalization affects the national competency of higher education (HE) (Altbach, 1997) even though higher education remains primarily a national issue (Scott, 1998; Teichler, 1999). At the macro level, globalization is transforming educational systems (Daun, 1998), even though students and educators at the classroom level may not be aware of the influence.

A concise definition of globalization is elusive. Multiple definitions have been advanced depending upon the context and/or discipline (Burbules & Torres, 2000; Kellner, 2000; Rhoads & Torres, 2006; Suárez-Orozco & Qin-Hilliard, 2004). Globalization also carries a good deal of ideological baggage associated with ideas such as global capitalism, neoliberalism, transnationalism, neo-colonialism, and neo-imperialism (Chomsky, 1999; Harvey, 2003; Said, 1993; Rhoads & Torres, 2006). The reality of globalization, however, may be best understood as one of postmodern ambiguity, wherein complexity and nuance are perhaps its defining
characteristics (Kellner, 1997). It is an important point to acknowledge that globalization is a contested phenomenon of “sustained tensions and difficult choices” (Burbules & Torres, 2000, p. 14).

The impact of business on society has become more important and at the same time more contentious. As privatization and deregulation have increased, corporations have taken on (or claim to have taken on) responsibilities that once were regarded as the sole province of the public sector. Examples include the provision of energy and water supplies, telecommunications services and some aspects of health and education services. The extent of these new responsibilities varies; however, this trend is evident in developed and developing nations. Businesses are playing much greater roles in shaping societal values and norms and defining public policy and practice. Zadek (2001) observed that, "the 'public sector' in future will comprise a diverse range of institutional forms of delivering public interest services funded from a bewildering mixture of sources." (p. 47)).

Carnoy (1998) identifies three ways in which economic globalization is crucially impacting higher education. In financial terms, most governments are under pressure to reduce the growth of public spending on higher education and to find alternative sources of funding for the expected expansion of their educational systems. In labor market terms, in order to attract foreign capital, governments are under pressure to provide a ready supply of skilled labor and to increase the average level of education in the labor force. In educational terms, the quality of national educational systems is increasingly being compared internationally.

Economic globalization encourages free trade and competition, the expansion,
decentralization and privatization of education, along with a weakening of the public sector\textsuperscript{7}. It pushes for reducing the size of government and giving more power to businesses by making national borders permeable to the free flow of capital, goods and services (Yeung 2002).

In the West, one aim of deregulation is to encourage entrepreneurs. This has especially been the case within the public university sphere, where deregulation has been accompanied by decreased state support resulting in economic entrepreneurialism, described by some scholars as “academic capitalism”—where the primary objective of the university increasingly revolves around the generation of revenue; not necessarily teaching and learning\textsuperscript{8} (Slaughter and Leslie 1997; Slaughter and Rhoads 2004).

The joint program, under the category of transnational education, may appear as a direct product of the internationalization of higher education and is seen as part of a strategy for internationalization (Altbach 2002; Scott 1998). However, its appearance is clearly linked to wider trends in globalizing that go far beyond traditional international links, reflecting a new world in which national boundaries are increasingly challenged by powerful, global entities in finance and economics, supported by new developments in information technology (Wilson and Vlaseanu, 2000). Scott (1988) argues that transnational education is more a product of the globalization of higher education (breaking national boundaries by new technology) than internationalization (traditional strategic relationships). Compared to traditional internationalization activities, mostly non-profit and research-oriented, transnational education represents the direct impact of trade liberalization, with an income generation motive and a more

\textsuperscript{7} It should be noted that in spite of these theoretical concerns, both the public and private sectors have undergone tremendous expansion over the past 10 years in China.

\textsuperscript{8} One only needs to look into the “backyards” of U.S. university and college campuses to see the salient illustration of this: American college football.
commercial approach (Knight 2002).

Despite different ideological labels applied to various strains of globalization, neoliberization seems to be the dominant force in play. The term “neoliberalism” more or less derives from the idea of the “liberalization” or “new liberalization” of global trade. Neoliberals call for an opening of national borders for the purpose of increased commodity and capital exchange, creation of multiple regional markets, elevation of free markets over state-controlled markets and interventions, proliferation of fast-paced economic and financial transactions, and governing systems/networks other than nation-states (Castells 1997; Stiglitz 2002; Stromquist 2002; Torres 1998; Rhoads & Torres, 2006). Neoliberalism seeks to privatize virtually every process or service via private capital (Apple 2000; Chomsky 1999; Giroux 2002). Rhoads (2003) reports that the International Monetary Fund (IMF) held the view that education is simply one more public enterprise likely to benefit from a stiff dose of privatization. The privatization of public services is a key element of the neoliberal version of globalization and is seen as the “path to development and growth” (Suárez-Orozco & Qin-Hilliard, 2004, p. 10).

2.4.0 Trade Liberalization: Impacting TNE

Trade liberalization has a strong foothold in higher education; it is not a simple matter to separate the impacts that stem from trade alone. (Knight, 2002). Trends that Knight (2002) identifies include:

1. The use of information and communication technologies (ICTS) for domestic and cross border delivery of programs;

2. The growing number of private for-profit entities providing

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9 On the surface this would seem to be neither “neo” nor “liberal”; one has to wonder what “neoconservatives” would want for education.
higher education domestically and internationally;

3. The increasing costs and tuition fees faced by students of public (and private) institutions;

4. The need for public institution to seek alternate sources of funding which sometimes means engaging in for-profit activities or seeking private sector sources of financial support; and

5. The ability (or inability) of government to fund the increasing demand for higher and adult education.

“Trade liberalization has the potential to profoundly change the nature of higher education provision and the role that government plays in that provision.” (Knight, 2002; page 1).

The WTO (1998) estimated the world-wide value of traded education services at US$30 billion. An Organization for Economic Co-operation and Development (OECD) study (Larsen, Martin, and Morris, 2002) estimated that the value of trade in education services was about US$30 billion in 1999. A large percentage (nearly half) of this valuation is generated from internationally mobile students. Another OECD (2005) study finds there were 2.12 million tertiary students studying outside their home countries—a 50% increase since 1998. Mobile students are well-tracked by host and parent countries’ governments; data is readily available. Universities include income from overseas operations in their export earnings figures. The world’s largest exporter of education, the United States, places the economic value of foreign students at about US$13.5 billion (Institute of International Education (IIE), 2006).

Governments currently seem to care little about data on mobile programs or mobile campuses (transnational courses or branch campuses). Available data suggests there are (in Asia alone)...
several hundred thousand students studying in foreign education programs but never leaving their home countries (McBurnie and Ziguras, 2007).

This phenomenon greatly impacts parent country markets. An estimated one-fourth of Hong Kong’s tertiary students are enrolled in foreign programs offered within Hong Kong’s borders; one-third of Singapore’s college and university students are studying in transnational programs (Garrett and Verbik, 2003).

Trade policy develops through a milieu of solving trade and investment problems within an environment of domestic and international rules. There are also the overarching domestic and international competitive and political pressures such as agricultural and intellectual property rights\(^\text{10}\) (Hart, 2002). Trade policy then is the resulting framework through which governing states develop strategic approaches to trade (Dicken, 2003). Trade agreements, finally, are then forged as formal contracts between governments. As previously stated in this report, attempts to codify trade in education (under GATS) has generated much more opposition despite a surge of commercial international education. There are four key types of agreements, or arrangements\(^\text{11}\):

1. Free Trade Area: restrictions between members are removed, but each is free to pursue its own policies towards non-members;
2. Customs Union: combines removal of restrictions between members with a common customs regime (tariffs and non-tariff barriers) towards non-members;
3. Common Market: allows the free movement of the factors of production (labor, capital, goods and services) among members, in

\(^{10}\) Referred to in GATS literature as IPRs.

\(^{11}\) These differences are often confused in the formal education literature, probably because they are quite similar and partly due to the contentious nature of academics.
addition to having the qualities of a customs’ union;

4. Economic Union: a common market in which broader economic policies are harmonized and subject to supranational control (Hart, 2002:523-7; Dicken, 2003: 146-7).

Critics of liberalized trade in education maintain that education is not a commodity and therefore cannot be traded. This may be understandable from an ideological sense, but the facts are clear; education is traded in an ever increasing volume, trade agreements or not.

There are four espoused benefits of trade liberalization: improved market access for suppliers; improved choice for consumers; improved quality due to an increase in local competition; reductions in risk due to the existence of a formal, transparent international trade agreement. The United States, Australia and New Zealand are the most vocal supporters of trade liberalization in education. Each country has conducted studies into barriers of free trade in education (Global Alliance for Transnational Education (GATE), 1999; Asia Pacific Economic Cooperation, (APEC), 2001) and are pressing for openness to foreign education providers through the WTO negotiation rounds (World Trade Organization 1998, 2000, 2001a, b; McBurnie and Ziguras 2003, Ziguras, McBurnie, and Reinke, 2003). It is clear why: the U.S. is by far the largest exporter of education; Australia and New Zealand have the highest proportions of international students in their universities. Education is ranked in the top tier of Australia’s and New Zealand’s export industries. However in the United States the mainstream educational establishment is either uninterested or opposed to education trade liberalization. The liberalization movement is being spurred by for-profit education providers, the testing industry and the Department of Commerce (AUCC, et al 2001; Altbach, 2005). Britain is also a
major exporter but is unable to pursue independent measures toward liberalization due to its membership in the European Union (EU). The EU seems to be ambivalent; possibly due to the diverse range of views among the EU members.

Australia argues for improved choice of consumers in negotiations with the WTO. An Australian proposal states that liberalization will facilitate “access to education and training courses that in qualitative and quantitative terms are not otherwise available in the country of origin” and “education services negotiations should aim to give consumers (students) in all countries access to the best education services wherever they are provided and through whatever mode of supply they are provided” (WTO 2001a: 3). New Zealand’s negotiating proposal maintains that “increased access for Members to education where it has previously been limited is a vital component in the development of human capital” (WTO 2001b: 1).

Critics voice several concerns about liberalized trade of tertiary education. Domestic providers and trade unions are concerned about undermining wages and problematic working conditions. Education unions, particularly the umbrella group (*Education International* (EI)) are active critics of liberalized trade. EI fears that the entry of for-profit providers would lead to competitive pressures that gradually erode working conditions and funding levels in existing institutions (Education International, 2004). Canada’s *Association of University Teachers* states:

> Senates, collective agreements and academic freedom will fall victim to the drive for the sale of educational services. They are, after all, in the way of unimpeded trade. In the end, university autonomy will suffer, if not be totally jeopardized. Our profession will be casualized. Words and ideals like long term commitment,
social responsibility and knowledge for the common good will be
disastrously eroded – or extinguished (Booth 2000: 1).

Fears about quality exist not so much because the new providers are substantially
inferior but because they are generally of lower status. Within each city, province, or nation
hierarchies are evident; they have existed since the universities themselves in most cases.
Parents, employers and governments clamor to gain access to objective comparative data on
educational outcomes in support or to challenge the existing hierarchies. These rankings are
becoming more and more formalized globally. The *London Times* newspaper and the *Shanghai
Jiao Tong University* publish annually, such global rankings. There are national rankings (e.g.,
Carnegie classifications in the U.S.) that inform and shape the decisions of countless parents and
students. Within these national systems, providers seek the best students; the best students seek
to study in the most prestigious universities. Commonly, new foreign providers are engaged in
recruitment of the students that were not able to gain access to the most prestigious of the parent
country’s institutions.

These new, foreign providers are then labeled as ‘bottom feeders’ – that serve poor
quality students. Ruch (2001) observes this reaction to U.S. for-profit universities based on the
students that were recruited rather than due to any quality of the actual educational services
(being delivered).in access to the most prestigious of the parent country’s institutions. These
new, foreign providers are then labeled as ‘bottom feeders’ – that serve poor quality students.

International organizations are expressing their concerns about these issues on behalf of
developing countries. The Association of African Universities took exception to “the
ambiguities, silences and lack of clarity in GATS provisions, the lack of transparency in GATS
deliberations and insufficient knowledge and understanding of the full implications of GATS for higher education, especially in developing country contexts.¨ That organization has resolved to “caution against the reduction of higher education, under the GATS regime, to a tradeable commodity subject primarily to international trade rules and negotiations, and the loss of authority of national governments to regulate higher education according to national needs and priorities” (Association of African Universities et al 2004: 6). The group further called on African governments to treat GATS with caution until further research was undertaken about its possible effects, and a better understanding was reached of how trade in education services “can best serve national and regional development needs and priorities on the African continent” (2004: 6).

Most governments and citizens have benefited from deregulation of transportation, telecommunications and in some cases banking and media. The education sector has traditionally moved slower than those other industries in most countries. The same principles of liberalization have spurred the growth of transnational education in countries where supply of tertiary education was severely restricted. We have not witnessed wholesale privatization of education systems, nor have national quality systems eroded. Many educators and educational administrators now hold the view that new providers should be allowed to enter the local markets and compete for students.

2.5.0 The Rise of TNE Globally

Scholars (Altbach 1999; Deupree 1997; Mazzarol & Soutar 2001; Scott 1998), as well as various international organizations (American Council on Education 1993; UNESCO-CEPES 2001) identify transnational education as a growing trend in recent years. Transnational joint
programs are increasing and can be found in many countries around the globe. In Europe, their rapid expansion has initiated a working group on this topic under Council of Europe/UNESCO. Lee (1999) finds 497 transnational programs in a sample of 122 private institutions in 1997, operating in Malaysia. Several private institutions offer degree programs run in conjunction with foreign universities (Tan 1999) in Singapore. There were roughly 120 non-local institutions operating 74 collaborative programs and nearly 300 independent institutions in Hong Kong (Postiglione and Mak, 1997). Many educational institutions based in North America, Europe, and Australia have come to "market their wares" in Asia (Yee and Lim, 1995 p.172).

There were 35 Australian universities reporting 750 offshore programs with 31,850 students in May 1999 (Australian Education International, 2000). 75 percent of United Kingdom universities had at least one overseas validated course in 1996/97, corresponding to around 135-140,000 students during the 1996/97 academic year (Bennell and Pearce, 1998). Blight and West (1999) estimates that the demand for transnational education in a sample of Asian countries (excluding China) will rise to more than 480,000 students by the year 2020. In 1999, an estimated 31,500 students were enrolled in Australian higher education institutions’ transnational programs, predominantly located in Singapore, Hong Kong, Malaysia and China (Australian Education International, 2000).

An increasing number of students are taking advantage of a new option – taking a degree or other post-secondary course offered by a foreign university without leaving their home countries. This is typically in the form of a particular program offered, generally face to face but also by e-learning, or where the foreign institution is physically present in the student’s country. Program and institution mobility has grown over the past decade and is likely to meet a growing
demand in the future. Such services might not offer students the same cultural and linguistic experiences as foreign study, but they involve lower personal costs than studying abroad and can lead to beneficial spillovers in the receiving country’s higher education sector.

Some (typically developing) countries encourage imports of cross-border higher education, however delivered, as a quick way to meet their unmet local demand and build capacity for their higher education system and for their human resources. They use scholarship programs supporting the outward mobility of domestic civil servants, teachers, academics and students but also encourage foreign institutions, programs and academic staff to come and operate private for-profit ventures, generally under a government regulation which ensures their compatibility with the country’s development agenda. Twinning arrangements and partnerships with local providers are encouraged (and sometimes compulsory) in order to facilitate knowledge transfers between foreign and local institution.

Predictions indicate continued demand in transnational education. Countries that may have significant demands include China and India. Tremendous growth is observable in China now and there is arguably a shift toward a focus on quality based on recent actions by the Ministry of Education. Several programs lost approval at the end of 2006; of the U.S. based programs that were discontinued nearly all of those lacked accreditation (Nix, 2007).

Current research on U.S. initiatives is lacking in the TNE field; this is most probably due to the astonishing rate of increase among TNE programs; this could also be partially explained by the absence of a central, national agency that monitors educational ventures in the U.S. – due to the nature and structure of the tertiary system which is anything but “national”. Consequently,
2.6.0 Current Regulation and Practice of TNE in China

A variety of transnational activities exist in China. This section focuses on education and how educational programs in transnational education are currently regulated and practiced in China. Joint-degree programs and joint institutions have reached the point of serving an integral role in China’s higher education arena. These ventures are playing vital roles in educational reform and the potential restructuring of the national higher education system.

Since the early 1990s the demand for higher education has increased in developing countries; China is no exception. This report has already mentioned that, as in other developing countries, China’s public sector was unable to keep up with demand. The government sought to increase non-governmental sector participation and involvement. While the results are far from clear, access to higher education has increased through:

1. Increasing access to established public institutions;

2. Expanding supply by establishing more non-governmental institutions;

3. More and more students enrolling in joint programs provided by Chinese-foreign partnerships.

These steps have aided China’s strategy for increasing access to higher education; since the late 1990s enrollment has increased steadily. By 2004, 20% of the 18-21 year-old cohort was
enrolled in higher education. China had achieved mass higher education (China Editorial Board 2005: 95) based on Trow’s (1973) definition of the development of higher education through the elite-, mass- and universal-access stages.

China’s higher education system includes three basic types of institutions (Ministry of Education, 2007:208). There were over 1,700 Regular Higher Education Institutions (680 of which are four-year institutions; the remainder were Vocational Colleges not approved to award bachelor degrees); over 500 Adult Education Institutions and nearly 230 Non-government Regular and Adult Institutions. The percentage of Non-governmental Institutions increased to 4.3% in 2003 (from 0.7% in 1998). This represented a rate of growth higher than that of Regular Institutions (Shanghai Institute of Educational Science, 2003; China Education Daily, 2004).

The majority of Regular Institutions and some of the Adult Institutions belong to the public sector. Regular Institutions are vertically administered and financed by one of the three types of administrative authorities: The Ministry of Education (MOE), Central level ministries and agencies, and then Provinces and/or Provincial-level municipalities. Most of the Adult Institutions are run by Province or city governmental agencies with very few being administered by MOE and Central level ministries/agencies. Despite the increase in Non-governmental Institutions, by 2004 only four were approved to confer bachelor’s degrees and none were approved to offer post-graduate programs. The vast majority of these programs are two-year programs and depend nearly totally on students’ tuition fees.

At the undergraduate level there are currently four types of joint degree programs being
1 + 3: Similar to preparatory study of formal study in foreign universities. Chinese students study for one year on local campuses, mainly in areas of language learning and basic subjects. After one year´s study and being admitted, these students can go to foreign campuses for advanced studies. All academic credits can be transferred into foreign partners´ institutions and students can be awarded bachelor´s degrees of foreign partners´ institutions after completing the final three years' studies. Additionally, students can also continue their master´s degree programs in foreign campuses.

2 + 2: Chinese students finish their educational programs in Chinese institutions and foreign campuses for two years respectively. In this scenario Chinese students are asked to study the majority of their courses including some professional programs provided at foreign partners´ institutions during the first two years in China. Students are then eligible to attend courses on foreign campuses to finish the second two years studies.

3 + 1: Chinese students complete the majority of educational programs offered in the foreign partners´ institutions on Chinese campuses. Students may then continue their studies on foreign
campuses in the final year and are awarded degrees from foreign institutions on completion of the programs.

- **4 + 0**: Students remain in China without going abroad to study. They spend their four years in local campuses without going to foreign universities’ campuses but educational programs are jointly provided by both Chinese institutions and foreign institutions in China.

Obviously the Chinese government is welcoming and encouraging to international input and transnational provision its national education system which can aid in China being more open to the outside world as it introduces international quality standards and expertise and continues to promote massification of higher education. The *Regulations of the People’s Republic of China on Chinese-Foreign Cooperation in Running Schools* reads:

The State encourages Chinese-foreign cooperation in running schools to which high-quality foreign educational resources are introduced. The State encourages Chinese-foreign cooperation in running schools in the field of higher education and vocational education and encourages Chinese institutions of higher learning to cooperate with renowned foreign institutions of higher learning in running schools (State Education Council 2003, Provision 3 Chapter 1).

In contrast with other Asian countries, China excludes religious organizations and
individuals in its regulations, formally prohibiting any religious organizations or individuals from providing any form of educational training or services. In the 2003 Regulations it is overtly emphasized that compulsory education and special education services (police, military, political education) are not permitted to be provided by foreigners. Additionally, foreign institutions may not be the sole provider of any transnational activities; there must be some form of cooperation and involvement by Chinese institutions physically located in China. This means the only option available to foreign providers wishing to provide educational coursework leading to a degree, in China, is to go through a local Chinese partner.

Foreigners are not allowed to apply to be licensed as a private Higher Education Institution (HEI), which essentially means opening a branch campus. Only the Chinese partner may submit applications for registration, for licensing, or for granting corporate status. Once an application is received it is examined and approved or disapproved by government officials appropriate for the type of transnational institution (State Council 2003, Provisions 10, 11, 12, 13, Chapter 2). Most cases of tertiary education are operating with Chinese public institutions; there has been a slight increase in the number of private institutions’ involvement in the recent 3-4 years.

Transnational programs must be accredited and approved in accordance with the same criteria used to accredit and approve Chinese institutions supervised by the Ministry of Education. Admission of students is based strictly on the national admission plan for individual higher education institutions. The admission standards must equal the Chinese host’s standards and also cannot be lower than the requirements of foreign partner countries’ institutions. The major teaching activities are expected to be conducted on the Chinese campuses. Courses
leading to professional qualifications must meet professional licensing body requirements in the same way as local providers. Foreign institutions must maintain accreditation in the parent country.

In 2004 the Ministry of Education began to review all the Chinese-foreign partnerships then providing educational services transnationally. The MOE stated (MOE 2004a) that all joint institutions and programs that established after 1995 and prior to the Implementation of Regulations of 2004 should be reviewed and rechecked. The major focus included:

- Whether the joint institutions/programs were legal or not; specifically, are they concerned with compulsory, political or any other fields that are forbidden by the State?
- Is there any religious education provided? Is there any foreign religious organization, institution or person involved with the joint institutions/programs?
- Does the institution/program meet the minimum requirements formulated in the law or in related governmental regulations?
- Is the agreement of the institution/program legal and based on the government regulations?
- Are the administrative arrangements (governance) in the joint institution/program legal and do they meet government regulations?
- Are the rights of faculty members and students well-protected
in any joint institution/program?

As for the administrative arrangements, the Regulations of 2003 (Articles 21 and 23) clearly state that Chinese members on the board of trustees, the board of directors or the joint managerial committee shall not be less than half of the total number. The president or principal administrator of a Chinese-foreign run school shall be a person with the nationality of the People’s Republic of China and shall be subject to approval of the examination and approval authorities.

Regulations (Interim provisions, SEC 1995, Provision 5, Chapter 1) previously forbade the pursuit of profit in transnational programs. But the Regulations of 2003 (Provision 3, Chapter 1) mention that Chinese-foreign cooperation in running schools is beneficial to public interests. The Regulations do not forbid profit-making, stating only that a reasonable tuition fee should be assessed according to recovery principles and in consideration of the local standard of income and the students’ financial situations.

There are other differences in the newer Regulations of 2003 as well. One notable difference is that programs specifically in the field of higher education should be encouraged. It is stressed that the State encourages Chinese institutions of higher learning to cooperate with renowned foreign institutions of higher learning in running educational programs (Provision 3, Chapter 1) as a means to improve the quality of teaching and learning and to introduce excellent foreign educational resources. The document further states that some for-profit activities are likely to be recognized in the future.

Looking over the current regulations in place reveals that the Chinese government has
ensured China’s sovereignty is still controlled by the State while it supervises and adjusts the educational market. On the other hand China is enhancing the internationalization of higher education by introducing foreign ideas and services into its market. There is a general assumption that importing foreign degree programs, curricula and educational ideas along with foreign governance arrangements will enhance standards and quality in Chinese higher education.

2.7.0 General Agreement on Trade in Services (GATS)

Education is one of twelve sectors\(^{12}\) covered by the GATS, which together with the articles governing trade in goods constitute the rule-making body of the World Trade Organization. Although trade in educational services (ES) has been part of the WTO since its inception in 1995, it did not draw as much attention as other sectors like communications or financial services before the launch of the Services Round (2000) and its inclusion in the Doha Round (end of 2001). As a result, little progress had been achieved by the Contracting Member Parties (CMPs) in terms of commitments towards market access, national treatment and liberalization of their respective educational sectors. Nevertheless, during the last four years, trade in ES has received considerable attention, chiefly in OECD countries.

It is useful\(^{13}\) here to distinguish between three conceptual terms, *International trade*, *Trade policy* and *Trade agreements*.

- *International trade* is a series of commercial exchanges of goods and services

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\(^{12}\) The other sectors are: business services; communication services; construction and related engineering services; distribution services; environmental services; financial services; health and social services; tourism and travel related services; recreational, cultural and sporting services; transport services; other services not included elsewhere (WTO: Services Sectoral Classification List).

\(^{13}\) These terms are quite often confused in education literature.
across national borders.

● *Trade policy* is the means by which governing bodies strategically develop, institute and regulate trade, influencing domestic economies as well as maneuvering for position within the global politico-economic system. *Trade policy* development is “solving trade and investment problems within a framework of domestic and international rules as well as competing domestic and international political pressures” (Hart, 2002: 5).

● *Trade agreements* are formal contracts that governments create which lay out the rules and regulations under which trade will be conducted between the participants. There are four major types of trade agreements:

1. Free Trade Area: restrictions between members are removed, but each is free to pursue its own policies towards non-members;

2. Customs Union: combines removal of restrictions between members with a common customs regime (tariffs and non-tariff barriers) towards non-members;

3. Common Market: allows the free movement of the factors of production (labor, capital, goods and services) among members, in addition to having the qualities of a customs union;

4. Economic Union: a common market in which broader economic policies are harmonized and subject to supranational control (Hart 2002: 523-7, Dicken 2003: 146-7).

Trade in ES has received growing attention and has elicited increasingly heated reactions.
by various stakeholders ranging from governments, private sector investors, and teachers’
unions to student associations and parent organizations in OECD and developing countries.
Higher education services is only one of five sub sectors in ES, covered under GATS. Most
countries consider investment in education as being of strategic importance to enhance national
competitiveness (Saner, 2002) and to increase opportunities to attract foreign direct investment
(Miche, 2002). Saner (2002) pointed out that trade in ES is inherently cross-sectoral affecting
trade, economics, education and culture. This built-in multi-functionality of trade in ES requires
cooperation between institutions mandated to deal with the different aspects of trade in ES
(WTO) and ways to establish cross-national recognition of educational products (UNESCO).

In general, GATS consists of three obligations, namely: most favored nation treatment,
transparency, and dispute settlement. They apply to all service sectors regardless of whether or
not CMPs schedule commitments to liberalize their markets in any of the twelve service sectors.
WTO members have to respect sector specific obligations attached to national schedules in
regard to (1) market access and (2) national treatment rules. Market access focuses primarily on
non-discriminatory quantitative restrictions impeding access to markets. Each CMP determines
limitations on market access for each committed sector and mode of supply of its respective
national service sector. National treatment refers to equal treatment for foreign and domestic
providers (or equal competitive opportunities where identical treatment is not possible). Once a
foreign supplier has been allowed to supply a service in another country there should be no
discrimination in treatment between foreign and domestic providers14.

Basically, GATS distinguishes between four modes of supply through which services can

14 WTO “General Agreement on Trade in Services”, Annex 1B, p. 286
be traded, namely Mode 1 (Cross-border supply), Mode 2 (Consumption abroad), Mode 3 (Commercial presence) and Mode 4 (Presence of natural persons) (OECD, 2002c).

Countries with a strong interest in a particular sector try to shape the scope of the negotiation process by, for instance, drafting initial discussion papers which then are sent as national communications to other WTO members. Another way of influencing the process is to use official or semi-official workshops and seminars to shape policy. For instance, a privately owned US based lobby group called GATE (Global Alliance for Transnational Education) played an important role in starting the discussions on trade in ES. GATE was founded in 1995 by Jones International Ltd., a multinational telecommunications corporation. Jones was later joined by a number of multinational corporations including Coca-Cola, Ericsson Telecom, and others.

The first invitational forum of GATE was held in October 1995, co-hosted by the Centre for Quality Assurance in International Education and Jones International, Ltd.15 GATE organized (1999) a conference in Melbourne, Australia, on “Access or Exclusion: Trade in Transnational Education Services” which was co-organized by CERI (Centre for Educational Research and Innovation) of the OECD and CEPES (European Centre for Higher Education) of UNESCO16.

Subsequent to the acquisition of GATE by Sylvan Learning Systems, leading staff left GATE and co-founded an NGO named “The Centre for Quality Assurance in International Education” (CQAIE) which offers (for fees) publications on quality and trade in educational

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services. Together with other representatives of US professional accrediting and certifying bodies, CQAIE created NCITE (National Committee for International Trade in Education), a non-profit advocacy body which has been recognized by the US government (specifically the US Trade Representative and the US Department of Commerce). Based on substantive inputs by NCITE, the US representative to the WTO submitted a negotiation proposal on December 18, 2000, which added more weight to the still very dormant negotiation process of trade in ES (Lenn, 2001).

According to Sauvè (2002, pp. 25–26), the kind of trade most affected by trade barriers is Mode 3 (Commercial presence or investment). “Presence” is an important issue for some schools from a few but growing number of countries (e.g., USA, Australia, New Zealand) interested in opening branches abroad. In terms of “Investment”, GATS aims to deepen the liberalization of the investment regimes in services of WTO member countries. Even though complete access to all ES sub sectors has not been achieved so far, cautious commitments have been taken in Mode 3 by several countries. Of course, further progress requires that all parties involved respect and honor copyright laws and intellectual property rights (IPRs).

### 2.8.0 Quality efforts in Higher Education

Because of the Doha Round, the issue of quality control and accreditation of ES has become a WTO-wide issue. However, there are no intentions for GATS to create an international infrastructure for assuring quality. Most national and international stakeholders involved in quality do not want WTO/GATS to organize quality control or accreditation.

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17 Privately owned schools of leading ES exporting countries are particularly interested in Mode 3. However, quite a few publicly owned schools in OECD countries have also set up subsidiaries based on private commercial law with the aim of gaining better market access abroad as well as being less constrained by national laws and regulations.
procedures (Hirsch, 2002). This was made clear at the Washington Forum on trade in ES – as well as by WTO representatives and by accreditation/educational professionals – and further reinforced at the UNESCO Forum which was held in Paris in October 2002\(^{18,19}\).

The OECD/UNESCO (2005) guidelines\(^{20}\) extended an invitation to governments to establish comprehensive systems of quality assurance and accreditation for cross-border higher education, recognizing that this would involve both exporting and importing countries. Higher education institutions and providers were challenged to ensure that the programs that they deliver across borders and in their home country are of comparable quality with the existing national systems and that institutions/providers also take into account the cultural and linguistic sensitivities of the receiving country. Student bodies were encouraged to get involved as active partners at international, national and institutional levels in the development, monitoring and maintenance of the quality provision of cross-border higher education.

At the final meeting of the UNESCO forum, some participants expressed the wish to complete article VI.4 of the GATS (domestic regulation)\(^{21}\) in order to enhance the concept of quality and to clarify why it is necessary to assure it. However, many other delegates felt that the term “quality” in ES first needed to be defined. UNESCO\(^{22}\) decided to undertake an action plan

\(^{18}\) More recently, In November 2005, Australian Education and Training Ministers agreed to a Transnational Quality Strategy (TQS) framework geared to protect and promote the quality of education and training delivered in other countries.

\(^{19}\) The most recent developments in quality assurance for transnational education were at the Bologna seminar, “Quality Assurance in Transnational Education (TNE) – From words to action”, London, UK, 1-2 December 2008. This conference discussed implementations of the OEDC/UNESCO recommendations (2005) to six different stakeholders of TNE: Governments, Higher Education Institutions, Student Bodies, QA Bodies, Academic Recommendation Bodies and Professional Bodies.

\(^{20}\) Quality and Recognition in Higher Education: The Cross Border Challenge.

\(^{21}\) See WTO “General Agreement on Trade in Services”, Annex 1B, pp. 289–290; and UNESCO (2002b) p. 5.

\(^{22}\) The UNESCO’s Global Forum proposed a general action plan covering the following topics: development of guiding principles, revision of regional/intergovernmental conventions, transborder higher education, better information reflecting new developments in higher education, and enhanced Internet resources to address new developments, see UNESCO (2002d) pp. 3–5.
to clarify the role and importance of quality in education and possibly negotiate amendments to article VI.4 of the GATS. This will not be an easy step to take since most of the agencies working in the accreditation field hold their own views and definitions of quality and accreditation.

It is generally agreed that quality has no meaning except in relation to purpose or function (Ball 1985, Reynolds 1986). Ball argues that quality in higher education is one of the most challenging areas to undertake; he also suggested that while this is a sensitive issue, it is still of critical importance. Other experts avoid precise definitions of quality. Barnett (1987) emphasizes two key aspects of maintaining quality, namely critical self reflection by those involved and evaluation as part of a continuing process of critical self reflection rather than simply a spasmodic response to external demands. Williams (1991) also avoids defining quality explicitly and prefers to take the approach of seeing whether quality assurance systems are appropriate for the purposes for which they are designed and used, and whether they work effectively. Warnock (1990) chooses to emphasize the importance of quality. Warnock's contribution to the debate about quality is echoed in those of Moodie (1986), de Weert (1990), Ball (1985) and Reynolds (1986). The Warnock Report surmises that teaching quality should be judged (as) good by whether or not it contributed to the achievement of purpose (and that) higher education had a variety of purposes. Thus the consensus is that quality is defined by fitness for purpose.

The principles underpinning overseas partnerships have been well articulated in the work of the Quality Assurance Agency (QAA) in the UK, (Fallshaw 2003 [a], [b], [c], QAA 2003 (a)) and have been explored through the audit work of the QAA and reported on their web site (QAA
2003 (b)). Similar work emerges from the reports being published by the Australian Universities Quality Agency (AUQA 2003). Generally these indicate a deep-seated belief that higher education should be an actively self-regulating, academically autonomous community. However, universities should have learned over the years that quality is not an accident but is usually the result of intelligent effort (Williams 2002).

Buckingham and Channon (2002) conducted a survey of collaborative partnerships in Hong Kong. The teaching models in their survey generally adopted the “fly-in-fly-out” approach where academics from the host university fly in for a brief period to deliver intensive series of lectures followed by support over the next few weeks or months of the course by local tutors in a variety of ways. The results of the survey indicate that this design posed the greatest risk to the providing university as to the quality of their program, despite local support which was seen as extremely positive by students. According to Buckingham and Channon (2002, p12), most of the problems,

... hinged around views of the role of the local tutor as seen by the provider, the student and the tutor, views which appeared rarely to be in harmony. The provider may see the local tutors as having low level academic support roles but the tutors, if experienced academics, find it difficult to stay within the boundaries imposed by those roles and neither do the students expect them to. What appears to be happening is an ‘expectation drift’, which the provider might encourage at first in the hope that this will enhance the student’s experience.
The outcomes of the Buckingham and Channon (2002) survey suggest that consideration of how quality and standards are maintained in the separate elements of delivery, assessment and learner support might be a more practical way of approaching the quality assurance of all kinds of off-campus provision.

Meanwhile, UNESCO and the OECD were jointly given the task by their constituent member countries to draft international guidelines on how to ensure the quality of cross-border higher education. A final draft of those guidelines was released in February 2005, following three rounds of discussions with stakeholders. The guidelines recommend that quality assurance agencies include cross-border education within their mandates. They also encourage higher education institutions to ensure that the programs they deliver across borders are of comparable quality to those they deliver at home.

Parallel to this, the European Network for Quality Assurance in Higher Education released in March 2005, its own proposed standards and guidelines on quality assurance for the then 40 states that comprised the European Higher Education Area. The ministers of education for these states have agreed to adopt the guidelines.

Intensive competitiveness and the marketization of higher education raise serious conflicts with the traditional university ethos of scholarship and the pursuit of knowledge for its own sake. Alternative providers do not necessarily produce new knowledge, they are more concerned with transmitting existing knowledge and they "may be trading on one of the most destructive myths of our time, the idea that intellectual powers, deep understanding, and valuable skills can be 'transmitted' via 'delivery systems" as pointed out by the President of the

2.9.0 Summary

This literature review establishes that transnational education development will accelerate at an even greater pace; globalization development and cultural exchange will increase as well (Relich, 2000; Rizvi & Lingard, 2000). During the past half-century a lack of educational resources and opportunities created a vision of higher education as symbolic of social status, economic benefits and a channel toward a brighter future (Mazzarol & Soutar, 2001). Transnational Education is used as a tool to balance educational resources and extend educational opportunities from developed educational provider countries to countries that are experiencing high educational demands as a result of further development.

TNE serves as a source for educational opportunities and resources while benefiting providers with increased student numbers and tuition fees while allowing the institution to become engaged in the global community. It is possible that TNE would serve to promote a global learning community with a mission of educational equity however, this does not come without risk. Importers of TNE stand to lose students, educational traditions and cultural identities (Mohamedbhai, 2002).

TNE can be advantageous and disadvantageous for providers and importers. In order to effectively control the market and educational policy, host countries may need to decrease provincial focus and increase academic cooperation with foreign providers. Markets will develop further; both host and parent providers must meet needs, wants and desires of students (clients). China (and India) will represent over half of the global demand in tertiary education
within the next 15 years. Demand of such magnitude will require more research and analysis in order to influence development positively and systematically.
CHAPTER THREE

METHODOLOGY

3.1.0 Introduction

This chapter describes how I completed the research project. The primary aim of this research was to identify and explain, through an in-depth case study of a U.S.-based TNE program in China, how socio-cultural dimensions impact quality, cost and performance in satisfying the needs of stakeholders: government, academic institutions, academics, and of course, the principal clients of any such program—the students. The secondary aim of the study was to develop a model of TNE programs in China, that originate in the United States. I attempted to gain an in-depth understanding of the organization’s operational practices, within particular, contextual, settings. I wanted to understand how relationships were initiated, built, and maintained in real life settings. I intended to explore the complex interrelations among variables in three major socio-cultural dimensions of the TNE structure. I planned to utilize existing substructures as internal organizational relationships and external organizational relationships. For my study, qualitative methods were most appropriate but there were occasional opportunities to make use of quantitative methods; a mixed-methods approach was nested into the participant-observation, case study design. Despite the use of mixed-methods where appropriate, my study leaned heavily toward the qualitative realm and relied heavily on participant observation. In this section I comment on my dual roles of researcher and participant observer during the project.

25 Due to the unnaturalness of speaking about the researcher in the third person, I will make a deliberate shift to the first person for the remainder of this chapter when referring to myself.
3.2.0 Research Design

The ultimate goal of any research project must be to answer the research questions set forth. For this research study the specificity of the research problem was framed in the form of six research questions. Both the quantitative and qualitative approaches were accommodated in the research questions. Research questions posited in this study focused on investigating how structure, socio-cultural dimensions, policies, and quality were established within organizational context. I chose to utilize a case study strategy primarily. The research emerged once a case study strategy was established as a foundation. Once I began fieldwork, I used participant observation of the primary method to generate data. Participant observation is sometimes referred to as a “humanistic methodology” that focuses on the understanding of peoples' everyday lives as viewed from the standpoint of insiders (Spradley, 1980; Jorgensen, 1989). This translates into the researcher participating in ordinary, natural, and real-life situations. In order to accomplish that, the researcher must establish and maintain relationships with natives within the research setting, while at the same time, observing as unobtrusively as possible.

In the beginning I recorded unfocused observations; later, I focused my observations after narrowing my interests in the study. Those observations were recorded in a diary, along with my own feelings and impressions of what was happening. Those feelings included fear, excitement, hunches, and suspicions. I also recorded my mistakes and accomplishments in the diary. Jorgensen (1989) argues that “notes about these matters tend to be extremely useful in judging the course of your inquiry, developing future courses of action in the field, and as part of making preliminary sense out of the materials you have been collecting” (p. 100).

In order to answer my research questions, I utilized a mixed-methodological research
design according to the “best fit” from models presented by Tashakkori and Teddlie (2003). A mixed research or mixed methods research study involves “the collection or analysis of both quantitative data and/or qualitative data in a single study in which the data are collected concurrently or sequentially, are given a priority, and involve the integration of the data at one or more stages in the process of research” (Creswell, 2003, p 18). For this study, mixed research or mixed methods research were therefore defined as the research paradigm where I mixed quantitative and qualitative research techniques with case-study strategy into a single study.

There were two stages that served this research: a screening stage that was to determine site selection and the subsequent participant observation case-study.

3.2.1 Case Studies as Strategies

Mitchell (1983) maintains that a case study is a “detailed examination of an event (or series of related events) which the analyst believes exhibits (or exhibit) the operation of some identified general theoretical principles” (p. 192). Yin (1994) further defines a case study as “an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident...[and] relies on multiple sources of evidence” (p. 13). Yin claims that researchers should utilize case study strategies because they deliberately want to study contextual conditions. According to Gomm, Hammersley, and Foster (2000), case study refers to research that investigates a few cases in considerable depth.

Scholars agree that case studies are not specific methods but are in fact, strategies (Stoecker, 1991, Yin, 1994). Stake (2000) also contends that a case study is not so much a
methodological choice but a choice of what is to be studied. Yin (1994) argues that a case study should not be confused with qualitative research. Gomm et al. (2000) claims that a case study implies collection of unstructured data and qualitative analysis of data. However, case study researchers (Yin, 1994; Stake, 2000; Stoecker, 1991) also explain that case studies can employ the best of both quantitative and qualitative methods.

Yin (1994) notes that a case study is a comprehensive research strategy that deals with situations “in which there will be more variables of interest than data points,” the case study “relies on multiple sources of evidence, with data needing to be converged in a triangulating fashion,” and which “benefits from the prior development of theoretical propositions to guide data collection and analysis” (p. 13). This served as the rationale for completing a pilot study and the subsequent drafting of a preliminary model that served as my framework prior to commencing the formal research project.

Stoecker (1991) explains that case studies allow researchers to explore different outcomes of general processes suggested by theories depending on different contexts. Ragin (1992) claims that in the social sciences, researchers seldom define what they mean by a case in case studies and that there is no agreement about what a “case” is; he expounded further that in conventional “variable-oriented” comparative work, investigators begin by defining the problem in a way that allows examination of many cases. Data on specific variables are collected and the focus of the research process is on explaining relations among these variables. However, in “case-oriented” work, individual cases are the focus of research, not variables. On the other hand, Stake (1995) defines a case as “a bounded system” that has working parts.
In this research, I took Stake’s approach in defining the case. The selected organization was the bounded system of interest and the working parts that were of particular interest were the employees and members of the community that made up the socio-cultural dimensions of the bounded system.

3.2.2 Types of Case Studies

Stake (1995) distinguishes different types of case studies. An intrinsic case study is carried out when one wants to understand a particular case. When a researcher has research questions and wants to get insight into the questions by studying a particular case, an instrumental case study is conducted. A collective case study refers to extension of an instrumental study to several cases (pp. 3-4). This study was an instrumental case study according to Stake’s criteria.

Yin (1994) also suggests three different types of case studies. Depending on the type of research question, there are exploratory, descriptive, and explanatory case studies. He explained that if the research is mainly focused on “what” questions, it may call for an exploratory study. An explanatory case study deals with “how” or “why” questions. A descriptive study focuses on covering the background information and accurate description of the case in question. Since my pilot study set out to explore what TNE actually was and then offer a description, it was a combination of exploratory and descriptive (Yin, 2003). However, since I created a model (based on the pilot study) to serve as my framework for this dissertation, I now have an explanatory case study according to Yin’s strategic typology.

Yin (2003) further developed case study design typology as consisting of four types
based on a 2 X 2 matrix. Figure 3.1 presents a graphical overview of case-study typology. Single- and multiple-case studies are separated in Yin’s typology. That presents us with the following four types of designs for case studies: Type 1, single-case holistic; Type 2, single-case embedded; Type 3, multiple-case holistic; and finally Type 4, multiple-case embedded case study.
Figure 3.1.
Four types of Case Studies

Figure 3.1 should be read from top to bottom first, and then from left to right. The simplest type of case study, therefore is the single-case, holistic design. Since this study relies on a single case with multiple subunits of measure, the current dissertation project is termed an embedded case study design or, Type 2.

3.2.3 Rationales for Single-case design

Prior to data collection the researcher should decide whether to utilize a single case or multiple cases to answer the research questions (Yin, 2003). The single case design was appropriate for this investigation. The rationales (adapted from Yin, 2003) are expounded upon below.

- **Rationale One**: this study will provide a significant contribution to the existing base of knowledge and is theory-building in nature. As there were no pre-existing theories, this study fits the first rationale.

- **Rationale Two**: my research represents a unique or extreme case. The site chosen for this study – described in detail later in the report – has several unique characteristics. Firstly, the program has been recognized and approved for four sub-sites across China. Secondly, the TNE initiative that is the subject of this study is the largest (U.S. based) program in China. Thirdly, the parent program is one of only four higher education institutions in the United States to have based its
curriculum on experiential education; the proposal to enter China’s market was based on this theoretical approach to learning.

- **Rational Three**: This study represents a revelatory case. As a participant-observer the researcher had opportunities to witness, observe and subsequently analyze a phenomenon that has been previously inaccessible to scientific investigation (in part due to the “newness” of the phenomenon itself). In Yin’s words, this case is worthy of study because “the descriptive information alone will be revelatory” (2004, 43).

### 3.2.4 Case Study Units of Analysis

The primary unit of analysis in this study is the TNE program or the total bounded system. This unit was analyzed in terms of structure, environment, history, strategy and policy. Subunits of analysis include the sub sites (intermediate units) of the program which were also analyzed in terms of local structure, environment, history, strategy and policy. Within the primary unit and intermediate units there were other subunits of analysis. These subunits focused on individuals: leaders, administrators, instructors, parents, students, communication networks, behavioral patterns, attitudes and values.
3.2.5 Generalizability of Case Studies

Case studies have been criticized for lacking the grounds for generalization (Stake, 2000; Yin, 1994). Yin (1994) argues that case studies are only “generalizable to theoretical propositions and not to populations or universes” (p. 10). Yin explains that the purpose of case studies is in “analytical generalization” to develop or expand theory and not in statistical generalization. Stake (1995) also argues that with case studies researchers make “naturalistic generalizations,” which are different from deductive generalizations based on statistical analyses. Stake also adds that naturalistic generalizations develop by recognizing similarities of objects and issues within a context and “by sensing the natural co variations of happenings” (Stake, 2000, p. 22). Donmoyer (2000) claims that thinking of generalizability “solely in terms of sampling and statistical significance is no longer defensible or functional” (p. 46). He explains that human beings act toward things that are meaningful to them and because meanings are generated by social interaction rather than external causes, “to expect Newton-like generalizations describing human action is to engage in a process akin to ‘waiting for Godot’ (Cronbach, 1982)” (48). However, for Gomm, Hammersley, and Foster (2000), the issue of generalization should not be dismissed as irrelevant.

Gomm et al. (2000) maintains that boundaries of cases should be clarified in order to make appropriate generalizations. Their work posited that the selection of cases should be carefully carried out depending on whether the researcher hopes to claim “significant likely dimensions of heterogeneity of a population” or to provide evidence “in support of claims that the case(s) studied are typical (or atypical) in relevant aspects” (111).
3.2.6 Advantages and Disadvantages of a Case Study Strategy

According to Gomm, Hammersley, and Foster (2000), in-depth research of specific instances in case studies can actually show causal processes in context, which allows researchers to see which theoretical perspectives provide the best explanations. This would lend credence to theory building as well. Stoecker (1991) adds that a case study has the ability “to explain idiosyncrasies, which make up the ‘unexplained variance’”(94). A case study is intensive research in which interpretations are given “based on observable concrete interconnections between actual properties and people within an actual concrete setting” (Stoecker, 1991, p. 95). Stoecker maintains that a “case study is the best way by which we can refine general theory and apply effective interventions in complex situations”(109). In short, case studies allow researchers to explore different outcomes of general processes suggested by theories depending on different context; by extension, case studies are geared toward theory generation.

Walton (1992) claims, “cases are wrapped in theories”(122); cases are “embodiments of causal processes operating in microcosm,” and case studies are used “to demonstrate a causal argument about how general social forces take shape and produce results in specific settings”(122). Therefore understanding a specific case by applying available knowledge is an important intellectual task for social scientists. Walton maintains that the processes of understanding a particular empirical instance in its own right and then later contrasting it with other cases, are “practical steps toward constructing theoretical interpretations”(128); therefore case studies are likely to produce the best theory. Another unique strength of a case study is its ability to deal with a variety of evidence collected from documents, interviews, and observations.
Another strength of case studies is the availability of several data sources which allows the triangulation of data. I chose case study as a strategy in part because it allows a researcher to benefit from multiple methods, which may elicit more comprehensive datasets than when a single method is used. Most relationship research has been done using survey methods. As Grunig (2000) had suggested, contextual factors that were not captured through survey research should be explored; case studies are geared exactly toward that end. By using multiple qualitative methods such as interviewing, document analysis, and participant observation methods, I surmised that these contextual factors would be better examined. However, participant observation was my primary source of data with interviews providing the secondary source.

Several scholars support methodological triangulation. Miles and Huberman (1994) espouse that by using triangulation, a researcher might obtain a broader picture of the topic than could have been generated through a single method. Mathison (1988) also argues that triangulation of methods increases the validity of research findings. She further states that good research “obligates a researcher to triangulate” (p. 13).

Methodological triangulation can occur across quantitative and qualitative methods or within qualitative methods. However, Mathison says that to think triangulation will always result in data convergence is a “phantom image (p. 14);” in reality, researchers frequently face inconsistent and contradictory findings.

Researchers must “attempt to make sense of what they find” and get a “holistic understanding” about the researched social phenomena (p. 17). Yin (1994) says analyzing data
gathered through multiple methods is the most difficult part in case studies. Bowen (2000) notes that one disadvantage of triangulation is the prolonged time spent designing different instruments and collecting and analyzing data. Marshall and Rossman (1995) also warn that a researcher can be overwhelmed by the amount of data collected through triangulation, which may lead a researcher to miss larger implications of a study. However, as Bowen (2000) explains, one can manage data collection and analysis resulting from triangulation by delimiting types and amount of data judiciously at the outset of a study and clarifying those delimitations.

Doing research using a case study strategy, primarily as a participant observer, I surmised that my data access would be limited to mostly first-hand observations and personal communications. The case study strategy, which involves triangulation of data collected from multiple qualitative methods – interviewing, document analysis and participant observation field notes can indeed yield massive amounts of data. I soon discovered that my preliminary plan to delimit sources of data was severely lacking. Access was hardly ever a problem, after I became an “insider”; categorizing and sifting through the data became nearly a second full-time job. Detailed discussions of qualitative methods – participant observation, interviews and document analysis will follow, as those were eventually the primary, secondary and tertiary sources of data for this research project. However, for the sake of linear clarity, I turn to site selection before presenting those discussions.

3.3.0 Site Selection

The Ministry of Education (MOE) in China keeps records of approved programs currently operating in China. Since the entire population was easily determined from MOE
records and was relatively small, pre-notification letters (Appendix I) were mailed to institutional contact persons; these might have helped to establish the legitimacy of this research project, thereby contributing to a respondent's trust. Pre-notification letters have been shown to build expectation and to reduce the possibility that a potential respondent might disregard survey questions (Dillman, 1999). Once contact was established, the Site Selection Questionnaire in Appendix II was administered via mail and e-mail, completing the screening stage. One site was to be chosen based on the following criteria:

1) Operations in China for at least five years;
2) At least 10 years of planned operation in China;
3) Accreditation by at least one U.S. based organization;
4) English used as a language of instruction;
5) Employment of U.S. Citizens as instructors.

During the selection stage it seemed that U.S.-based TNE programs were extremely secretive about operations. Responses were less than encouraging and some were adamant about not wanting any further contact from me regardless of research protocols. In one instance, an administrator from Towson University in Maryland emailed some colleagues and copied me. He stated, “We do not know who this person is, or if he is legitimate. I advise no more contact until we read his research proposal.” That scenario and other discouraging responses left me with little choice but to begin gathering information via the scarce information the respective programs might have published via the World Wide Web. While engaged in this process,

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26 While I was extremely interested in Towson's initiatives (first approved Master of Education program in China), I decided they would make a nice footnote, rather than sending them my proposal.
fortune smiled on me and my research project. Responding to an advertisement for instructors, I gained employment at the eventual research site. While this was the deciding factor in choosing the site, all of the original criteria were met. During the interview process I stated my intentions to do a participant-observation case study dissertation on the organization, if employed. Suffice to say the site was as much a convenience selection as being based on any other criterion.

3.4.0 Data Collection

The research proposal served as the case study protocol; it served as my guide throughout data collection for this single-case study. There were six (including the three already mentioned) sources of data utilized throughout the data-collection stage: interviews, document analysis, participant observation, direct observation and physical artifacts. The sixth and final data collection method was decided upon much later in the study. I translated (into Chinese – Appendix IV B) the questions that had guided me during conversations and interviews, then emailed them to every single student that I had taught. I did the same for the Chinese administrators (Appendix VI B) in the Northeast program. I emailed instructors that I had not had a chance to meet the appropriate questionnaire (Appendix V) also.

3.4.1 Sampling

In qualitative methodology, sampling is approached quite differently than in quantitative

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27 While writing up the field notes from interviews, I decided that I wanted to compare what interviewed students had told me with what the other students would tell me in writing, given a chance. I allowed the students to answer me using Chinese, and then translated their answers into English.

28 Those email addresses were available in the NCPI Faculty Manual.

29 NCPI refused to provide emails of instructors. I asked colleagues that I had met for email addresses of the instructors they had contacted in person. There is also a list of Instructors (along with their degrees) on the FL China Website. I searched each name on Google and found more.
methodology. Qualitative sampling usually is “purposive, rather than random” (Kuzel, 1992; Morse, 1989; Miles & Huberman, 1994, p. 27) to better capture the logic and coherence of social processes. Miles and Huberman (1994) explained that unlike pre-specified samples in quantitative research, sampling in qualitative research can evolve. A researcher is not stuck with the initial sample of people, and he or she can go back to the same sample of people to further inquire. The researcher also can compare the initial sample with other contrasting samples identified during the course of research. This type of sampling is referred to as “conceptually driven sequential sampling” (Miles & Huberman, 1994, p. 27). My interview sample was one that was conceptually, sequentially and contextually driven. In qualitative research, the focus is on the in-depth investigation and understanding of “small samples of people nested in their context” (Miles & Huberman, 1994, p. 27). Strauss and Corbin’s (1998) notion of “theoretical sampling” is also similar to Miles and Huberman's (1994) sampling technique.

According to Strauss and Corbin, theoretical sampling enables a researcher to “choose those avenues of sampling that can bring about the greatest theoretical returns” (p. 202). Theoretical sampling is guided by the evolving theory and becomes more specific as the research progresses. Strauss and Corbin explained that the general rule when building theory is to gather data until each category is saturated. Categorical saturation is evidenced by: “(a) no new or relevant data seem to emerge regarding a category, (b) the category is well developed in terms of its properties and dimensions demonstrating variation, and (c) the relationships among categories are well established and validated” (Strauss & Corbin, 1998, p. 212). Later, as this research progressed, I adopted theoretical construct sampling strategy as used in qualitative research. Lindlof and Taylor (2002) explained that when a research project is driven by
theoretical concepts, participants can be selected according to criteria of key constructs.

Given that key constructs are valid indicators and criteria for selecting interviewees, later in the study I began to interview students’ parents. This was not an original plan, mainly because I had not anticipated gaining access to parents. However, as the study progressed and students became more and more familiar with me (i.e. they may have taken a second or third course from me) there were opportunities to delve deeper into those students’ perceptions; this after all was one key dimension of inquiry. Parent interviews also enabled me to explore the economic dimension (and in some situations the political dimension) in ways that would not have been possible otherwise.

I attempted to create a dialogue with the evidence which, according to Becker (1998, p. 66) includes:

- pondering the possibilities gained from deep familiarity with some aspect of the world, systematizing those ideas in relation to kinds of information one might gather, checking the ideas in the light of that information, dealing with the inevitable discrepancies between what was expected and what was found by rethinking the possibilities of getting more data, and so on.

As evidential dialogues progressed, students invited me into their homes. There were various reasons for this, not the least important (to this study) of which were parents’ wishes to meet me and offer thanks for the assistance that their sons and daughters had graciously given me (at least partial) credit for. Future researchers in this field might wish to anticipate such opportunities and take better advantage of those.
Three types of interviews were conducted. Among those were the most common type, an open ended interview. Those interviews entailed the researcher asking questions regarding facts, but additionally asking for personal opinions or personal insights of the interviewee. The researcher also made use of focused interviews, which may in some cases have included open-ended components but were primarily directed at revealing data to address a specific set of questions. Finally, formal survey questionnaires were utilized and produced minimal quantitative data.

3.4.2 Interviews

After selecting the site, interviews were conducted on-site (including logical sub sites), using the research questions to formulate interview questions. Initial interview questions (Appendix III) were adjusted (Appendices IV, V, VI) as necessary in order to guide and respond to the changing nature (and stages) of the study. The researcher held in-person interviews that were transcribed within 12 hours of the actual interviews. Several in-person interviews were held with the same individuals depending on the contextual information and my subjective (contextually driven) determination on usefulness of repeat interviews. Follow up interviews were also held via email and/or telephone conversations. Administrator interviewees were selected based on operational-procedures knowledge at the TNE institution. Faculty and student interviewees were selected based on availability and access; my limited (Chinese: Mandarin [Putonghua]) communication skills and the English language proficiency of students restricted access to some students that otherwise would have been interviewed. At first I began using a digital recorder as an aid in the interviews, however, the recording device created a non-productive tension in the students – so I began relying on notes.
3.4.3 Document Analysis

Documentation included the following:

- Letters, memos, emails and other forms of communication;
- Agendas, announcements and minutes of meetings, and any other written reports of events made available to the researcher;
- Administrative documents – reports on progress, proposals, and any other internal records that were accessible;
- Formal evaluations of the same site under study by this researcher;
- Mass media articles, community newsletters or any other local articles regarding the site under study;
- Official schedules of course meeting times;
- Instructors course schedules.

Archival records took the form of

- Student records, showing the number of students admitted/served over a period of time;
- Organizational records, for example organizational charts or budget documents;
- Maps and/or charts revealing the physical layouts of places;
- Lists of names or other relevant items;
- Records of surveys previously carried out on the selected site or logical subunits;
- Personal records that were made available to the researcher, such as calendars or telephone directories.
3.4.4. Participant Observation

As the sole researcher in this project, I was a participant-observer. As mentioned previously I had secured employment at the selected site and had also informed the organization about the case-study for my dissertation. That allowed me to actually participate in events as an active faculty member within the organizational setting and structure.

Participant observation has been viewed as both a method and a methodology. It remains popular among anthropologists and sociologists who study and reach some understanding of another community, culture or context. Researchers do this by immersing themselves within those cultures. This may take months or years, as a lasting and trusting relationship with subjects studied is required to actually learn anything about a culture. Through participation within the researchers' chosen culture(s) and through careful observation, they hope to gain a deeper understanding into the behavior, motivation and attitudes of the people under study.

Participant observation, as a research method, received some negative press when a number of researchers became covert participant observers; entering organizations and participating in their activities without anyone knowing of their research interests (Bulmer, 1980, 1982; Dingwall, 1980; Wax, 1979). Conversely, overt participant observation, cases in which everyone knows who the researcher is and what s/he is doing, can be a valuable and rewarding method for qualitative inquiry.

In this study, I was a known researcher, viewed as a compassionate teacher and colleague, that encouraged participants to open up to me and help me learn how they were building their understandings of what was going around them. I introduced myself to students as a Ph.D. candidate, researching the very program they were enrolled in.
From the outset, participants in the classrooms (students) learned that my courses were part of a non-traditional delivery of new approaches to learning, novel in their experience and culture.

I relied upon and used practical knowledge gleaned from business, education administration and human resources experiences. A theoretical base built from my studies in psychology, sociology and educational leadership aided my research efforts and my interactions with subjects involved in my study. My accumulated cross-cultural experiences allowed me to inform, highlight and focus discussions on student's knowledge and awareness.

My interactions were not limited to students, but of course also included fellow faculty members, administrators of the TNE program and the occasional parent or government official. While colleagues were fully aware that I was undertaking a case study, I approached my interactions with them in different ways, depending on context, environment and situation. For the first year (when interacting with instructors and program administrators) my role was that of a professional, who was a “devil's advocate” on almost every issue; In my second year, I “switched sides” and took the role of a “company man”.

With parents I tended to be more of a listener; a compassionate individual concerned with their son's or daughter's concerns and ultimate successes. With government officials, I generally was viewed as someone that was interested in learning more about the “Chinese way” of things; someone with a sincere desire to become a friend first and foremost and someone that cared about true reform.

30 At one point, I stated in emails to several colleagues, “I don't believe they'll fire anyone if the students like her/him, no matter what s/he does.”
3.4.4.1 Challenges for the Researcher as Participant

One of the biggest difficulties for native (from a cultural standpoint) ethnographers has to do with cultural common sense. Most informants from various cultures are able to tell ethnographers about the rules, beliefs and philosophical propositions of that culture. These bodies (norms, mores, values, etc.) of social regulations are usually as explicitly understood as are codifications of laws and dictionary definitions. What the researcher finds after spending time in those communities, is that there are other bodies of socio-regulatory ideas and behaviors which "informants cannot easily explain and which they take for granted as self-evident responses to what is and what ought to be" (LeVine 1984:76, also Rabinow, 1977:58) or what might also be called their common sense understandings of the world. These ideas, the basic assumptions about the world are extremely difficult for native ethnographers to see because they are virtually transparent; these assumptions are parts and parcels of their own views of their own worlds.

The ethnographers who come into communities or cultures from without have advantages over the natives in these instances -- the subject culture is "strange" to the outsiders; sometimes all of it, sometimes most or much of it. This sense of strangeness, of unweathered confrontation, is what sharpens the curiosity of the ethnographer. As s/he seeks to understand what is happening s/he asks questions about things that natives might never think to ask. Conversely, the native ethnographer must establish some means for making the familiar strange, some way of opening his/her eyes so that s/he can see his/her own daily experiences in a unprocessed, foreign light.

The issue of cultural penetration is not solely a hypothetical debate among
Anthropologists. It is a problem for all social scientists who study culture face-to-face: "One of the most critical debates [about ethnography] involves the balance between subjectivity and objectivity, or more generally, between involvement and detachment" (Adler and Adler 1987:7).

For the ethnographer from the outside the challenge is about how determining how deeply to get involved with one's subjects. For the native ethnographer the concern is precisely the reverse -- how to maintain a critical distance from his/her subjects. On one hand the ethnographer needs to get close enough to subjects to know them. On the other, there needs to be some distance between the two, some space for analytical consideration, some "strangeness" on part of the subjects for the researcher/author, so that s/he can objectively view and analyze.

There is another aspect to this notion of involvement vs. isolation. How much of the world view of another culture may an ethnographer actually share? (Ohnuki-Tierney 1984, Geertz 1984, and Trinh 1989). For the outside ethnographer, is it possible to "penetrate or be penetrated by" another culture? (Geertz 1984:4) This might be one of the central concerns in ethnography today: Is it possible to penetrate another culture? Is it desirable to make the attempt? To what extent? There are no clear answers to these questions, only a set of tensions, out of which grow debates.

No serious ethnographic researcher thinks that s/he has or can become a native of another culture. That is not what the endeavor is all about: One should not think of fieldwork (or ethnography) as an ability to step into or become immersed a foreign culture, but rather as a process, exemplified by the learning of a new language, during which an outsider may acquire conversational fluency but is
never removing the accent that reveals an alien upbringing (Wax 1980:274).

Geertz (1973) too, notes that "finding one's feet" with the other is "an unnerving business which never more than distantly succeeds" (13).

While I remain confident that I possessed the requisite skills necessary to undertake this research project, I must not claim to be an expert on Chinese culture; I expected to face numerous, major challenges, the most serious of which is that I am not Chinese; not an hour during any day passed without a reminder, be it subtle or fierce.

3.4.4.2 The Participant-Researcher as an Instrument: Researcher competence

I am a passionate knowledge-seeker; my fundamental "point of view" on the importance of education, and in particular, on experiential learning can be traced back to my childhood. As an enthusiastic explorer of my local surroundings, many-a-day was spent investigating and charting the local environment of rolling hills, Mississippi's lowland forests bordering the Piney Woods, fertile delta fields, gullies, creeks and rivers, meadows, swamps and bayous, and the innumerable creatures of nature that inhabited the north Mississippi area between the dividing ridges of the Yocona (of William Faulkner fame) and Loosa-Schoona Rivers. Led by my great-Uncle Ralph (himself trying to satisfy an undying thirst for learning) there was no nook or cranny uncovered. When I was five, I began reading the World Book Encyclopedia (1962 edition—at Uncle Ralph's insistence—in order to learn which of the local snakes could be trusted) before I'd even began the first grade of elementary school.

The majority of my adult life has been in academic and cross-cultural situations. From my first degrees in sociology and psychology (double major, B.A.; University of Mississippi)
working as resident hall director for an international residence hall to becoming a human
resources director (and later production and quality manager) for a major Japanese firm, I have
devoured any information available on people that were “different” from my family, friends, and
me. I have been privileged to experience the underside\(^{31}\) of life as well.

My first graduate work in Educational Leadership & Counseling Psychology at the
Washington State University's College of Education provided opportunities to gain more insight
on education theory, as well as giving me the qualifications necessary to “move up” within the
university's administrative ranks; nearly 12 years of experience in the “workings” of universities
as “loosely-coupled systems” (Birnbaum, 1988) provided further insight into variations between
business management and university administration.

Since finishing my Ph.D. coursework in Education – which included a cognate in
Sociology – I have worked in education settings; from the oldest traditional Chinese medicine
higher education institution in the United States to managing a privately-owned English training
school in China and working as a professor in two different Chinese universities. As a “tune-
up” for this research, I conducted a (participant observation) pilot-study at another TNE
institution in China before selecting the current site for this particular research project.

I chose Japanese as my first foreign language. I became fluent after three years of study
and maintained that level during the five years I worked with the Japanese firm. Throughout my
academic career, I took as many courses as possible in Japanese and Chinese political science,

\(^{31}\) As examples, in Vancouver, B.C. I was able to observe and talk to a group that had chosen to be homeless; they
lived on the streets in cardboard boxes, “boycotting rent.” In Vladivostok, Russia, via an interpreter, I was able
to talk to criminal gang members. In China, I frequently sit with taxi drivers at night and play cards; taxi drivers
actually know much about the societies they serve. Once, I rode a bicycle with a trash collector in China during
his rounds in the early morning; he too had tremendous insight into his culture and society. As a young man in
Mississippi I was exposed to activities of the Citizen's Council, which served as a facade for the KKK. Working
for a global corporation, I was able to observe and experience unethical business practices. I mention these so
the reader might understand this: I am not bashful in unfamiliar situations; nor am I easily shocked.
Asian history, and post-Mao China. I did not study Mandarin until I moved to China in December 2004; since then I have become fluent conversationally, though my vocabulary is still severely limited.

In reflecting on my academic and practical experience I realize that my style of learning has always been consistent with functional and constructivist pedagogies. Throughout my education (formal and informal) I have always situated my understanding within a personal, naturalistic framework; translating lectured material and life experiences into personally relevant knowledge constructs.

My first major undergraduate research project (Nix, 1997) was related to social distance (Park, 1924; Bogardus, 1933) within and across groups of international students studying at a southern (U.S.) university. It was natural, coming from an area where prejudice was valued and overt racism was practiced, that I was keen on discovering if other parts of the world held similar beliefs. If they held those beliefs, what function(s) did the beliefs serve? I followed that up by doing research, as a professional, in higher education administration searching for a relationship between intelligence and attitudes of prejudice, across and within various cultural and socioeconomic backgrounds.

I began managing the accounting, receiving, payroll and public relations functions of my father's business at age 13. From his deep convictions to provide (and guarantee) the absolute best product while maximizing profit, I developed an interest in efficiency and effectiveness; an interest that has not waned over the years. My personal, professional and academic records reflect a drive not only to succeed, but to be remembered as one of the best; my reality is constructed with quality as a cornerstone.
How reality constructs might vary across cultures began to pique my academic interest. Having opportunities to lead, manage and supervise people from literally “all over the world,” I had constructed a solid base of knowledge and experience upon which to found my observations during this case study.

3.4.5 Direct Observation

Logical subunits of the selected site were directly observed during visits, attendance at conferences or workshops, and at other opportunities presented to me. Included in these observations were meetings (and participants’ behavior/attitudes), conditions of work areas and classrooms, locations of employees' offices and types of furnishings that indicated status of the observed person(s) within the organization. A Photographic record was made when permission was granted or when permission was not required.

3.4.6 Physical Artifacts

Physical artifacts are also sources of evidence. For example, how were computers in offices and computer labs utilized? What sorts of equipment or technologies were available in the classrooms, and what percentages of time were in use? How comfortable were the desks/chairs in classrooms? What sorts of living conditions were the students experiencing? What were the physical structures on and surrounding campuses of the logical sub sites? These questions were addressed through observing and recording conditions of physical artifacts.

3.5.0 Data Reliability

As alluded to earlier, perhaps the most important advantage for using multiple sources of evidence is that data triangulation, or converging lines of inquiry (Patton, 1987) becomes a
reality. Data triangulation allows the researcher to corroborate the same fact or phenomenon. Data triangulation also addresses potential construct validity problems, since in effect, the researcher is measuring (on multiple levels) the same phenomenon (Yin, 2003).

In order to increase reliability of the study, I created a case study database (aside from the formal research report presented in dissertation form) consisting of case study notes, case study documents, tabular materials (from surveys or observations), and narratives (consisting of the open-ended answers to the questions posed in this study).

I use the notion³² of a chain of evidence to increase the reliability of the study. Yin (2003) emphasized the importance of the idea through an analogy between case study evidence and forensic evidence in courts of law. The principle helps an external observer to follow the case study from original research questions to the conclusions, and backward if desired. This process (Figure 3.2) increases the construct validity of case studies.

Figure 3.2.

*Case Study Chain of Evidence*

- **Case Study Report**
  - **Case Study Database**
  - **Citations to Specific Evidentiary Sources in the Case Study Database**
  - **Case Study Protocol (linking questions to protocol topics)**
  - **Case Study Questions**

3.6.0 Data Analysis

Document data from Ministry of Education statistical repositories were quantitatively analyzed via frequency distributions during the screening stage of this study to determine the number of programs in operation and the foci of the programs with respect to majors offered.

Quantitative analysis of quality strategies in place was not feasible. There were clear instances of quality\textsuperscript{33},\textsuperscript{34} in various aspects of the program, but it was not planned in a strategic sense. I have termed this phenomena “coincidental quality.”

3.6.1 Analytic Strategies

Two basic analytic strategies were applied. First, the proposed research relied on the theoretical proposition set forth earlier in this document, that in fact, led the researcher to undertake this study: the organizations partnering to form a TNE program collaborate because of mutual benefits. This proposition created a foundation for the data-collection plan, and accordingly lent priority to relevant data analyses. Second, rival explanations were developed and tested as the study took shape and other influences were revealed. For example, the direct rival proposition – that mutual benefits do not lead to or maintain collaboration in a TNE program – was tested as a plausible explanation. Yin (2003:113) lists three craft rivals and six real-life rivals; each of these was tested as it became applicable to the case study.

A tertiary strategy made use of pattern-matching logic (Yin, 2003). This logic (Trochim, 1989; in Yin, 2003) compares an empirically based pattern with a predicted pattern (or various surrogate hunches). Coinciding results have strengthened the internal validity of the study.

\textsuperscript{33} In the vernacular, “good quality”.

\textsuperscript{34} One example of quality was that the program maintains accreditation. In the OECD/UNESCO Guidelines, one external quality indicator was to maintain accreditation.
3.6.2 Qualitative Data Analysis

In qualitative research, there are similarities among different analysis techniques. According to Bogdan and Biklen (1998), qualitative data analysis involves “working with data, organizing it, breaking it into manageable units, synthesizing it, searching for patterns, and deciding what you will tell others”(145).

Wolcott (1994) termed data analysis process “transformation” and explained that there are three parts to it: description, analysis, and interpretation. Description refers to staying close to raw data and treating them as “facts”(10). An example could be excerpts from field notes and interview transcripts. Analysis refers to the process in which the researcher tries to expand beyond the raw data to systematically “identify key factors and relationships among them”(10). Interpretation refers to the process in which the researcher tries to “make sense of what goes on, to reach out for understanding or explanation beyond the limits of what can be explained”(11).

Miles and Huberman (1994) defined the data analysis process in three interlinked processes: data reduction, data display, and conclusion drawing and verification. They illustrated that depending on the theoretical framework, research questions, cases, and instruments, researchers should first reduce data through summaries, coding, categorization, and clustering. Second, the reduced data should be organized in a structured way, e.g., synopses, vignettes, diagrams, and text matrices, which permit conclusion drawing or action taking. The third stage of conclusion drawing and verification refers to interpretations researchers make about the organized data (10-12). I decided upon Miles and Huberman’s steps because they seem suited for a case study and allow for the flexibility of incorporating other relevant suggestions.

Yin (2003) delineated two general methods of data analysis. One strategy is to rely on
“the theoretical propositions that led to the case study”(103). In this strategy, data are organized according to the theoretical propositions posited. Yin explained that theories help to focus attention on certain data. The second strategy is to “develop a descriptive framework for organizing the case study”(104). For the purpose of my research, I incorporated parts of each strategy. I used the proposition of “mutual benefits” to organize data and the framework developed through my pilot study, subsequent research proposal and preliminary model of a TNE program aided in the overall organization of my case study.

I used multiple methods in the research including interviewing, document analysis, and relied on participant observation methodology and case study strategy. My interviews were partially transcribed. Scholars take different approaches in transcribing interviews; some maintain that full transcriptions provide richer data while others have argued that partial transcriptions of relevant responses can elicit just as rich data as the those that were fully transcribed. I did partial transcriptions of relevant responses rather than a verbatim transcript because of limited resources—time and money. As for the interview transcript, I developed specific file names that identified the date, place, duration of interviews, and identification of interviewees.

Bogdan and Biklen (1998) asserted that because the qualitative researcher is the main instrument, it is important to record his or her personal account of the research process to disclose any mistakes, prejudices, feelings, problems, ideas, and impressions. They pointed out that keeping an accurate record of methods, procedures, and evolving analysis is crucial in improving the research process. They suggested use of the term “observer’s comment” (O. C.) for this purpose. I recorded observer’s comments in my transcripts and field notes.
Wolcott (1994) explained that the researcher must give the reader a chance to draw his or her own conclusions in the analysis phase. To achieve this, I used direct quotations as samples of raw data. The direct quotes used in this research are verbatim, and I indicated my editorial insertions within brackets. I consulted Miles and Huberman’s (1994) suggestion for displaying the data through graphic presentations, tables, charts, diagrams, matrices of texts under themes, and figures.

In the interpretation stage, the researcher goes beyond data and begins to probe “what is to be made of them” (Wolcott, 1994:36). Wolcott cautioned that some researchers ignore their framework and provide interpretations that have no relation to the proposed purpose of study. In my research, I constantly returned to my conceptual framework in my interpretation and then extended the analysis. In the final section of conclusions, evidence from the qualitative interviews, document analysis, and participant observations will be discussed together.

3.6.3 Data Reduction

The first step of the qualitative data analysis involved data reduction (Miles and Huberman, 1994); examining TNE institutional data to determine to what extent they revealed answers to the research questions. Following that, I looked for patterns, deviations from patterns and factors explaining deviations, keeping the following questions in mind:

1. What patterns and common themes emerged in responses dealing with specific items? How did these patterns (or lack thereof) help illuminate the broader study question(s)?

2. Were there any deviations from these patterns? If yes, were
there any factors that might explain these atypical responses?

3. What interesting stories emerged from the responses? How could these stories help illuminate the broader study question(s)?

4. Did any of these patterns or findings suggest that additional data may need to be collected? Did any of the study questions need to be revised?

5. Did the patterns that emerge corroborate the findings of any corresponding qualitative analyses that might have been conducted? If not, what might explain these discrepancies?

I repeatedly read interview transcripts to look for emerging categories or themes, which then were used to code descriptive data. Rubin and Rubin’s (1995) and Strauss and Corbin’s (1998) coding schemes were consulted to organize identified themes. Because my study was driven by my own theoretical proposition, I used my research questions as default categories under which I selectively filed the descriptive data. When unexpected themes emerged, I coded them separately and looked for connections to themes filed under default categories.

Document data from the selected site were analyzed qualitatively insofar as to determine the level of focus on program evaluation and/or quality assurance strategies. My study also utilized observation data gathered through classroom visits (in other instructors’ courses) in the program; qualitative coding and textual analysis of observation logs were undertaken after such visits.
3.7.0 Reflexivity

For qualitative data analysis, it was necessary to address the concept of reflexivity. Potter (1996) argued that because qualitative research is an interpretive act, researchers should acknowledge and share their own subjectivity and biases so that readers can make their own judgment about the study. Potter maintained that for this reason, a qualitative researcher should display a high degree of reflexivity.

According to Marcus (1998), there are four types of reflexivity: baseline reflexivity, Pierre Bourdieu’s sociologically defined reflexivity, self-critical reflexivity in anthropology, and feminist reflexivity. The baseline form of reflexivity is associated with “the self-critique and personal quest, playing on the subjective, the experiential, and the idea of empathy” (395). Reflexivity in Pierre Bourdieu’s sociology is tied to the commitment to “sustain objectivity, [and] the distance and abstraction of theoretical discourse” (396). Self-critical reflexivity emphasizes locating the researcher in the “complex overlay of related, but different, accounts of almost any object of ethnographic interest” (400) in order to establish his or her own subjectivity and define his or her own voice. Feminist reflexivity is referred to as experiential reflexivity, in which the researcher is committed to contesting “essentialist rhetoric and binarism (male/female, culture/nature) as a cognitive mode that has so biased toward rigidity and inflexibility questions of gender or ‘otherness’ in language use” (401). What Potter (1996) described as “self-reflexivity” falls under the baseline form of reflexivity. According to Potter, there are three ways a researcher can display self-reflexivity:

- describing decisions that went into selecting methods, laying out limits of knowledge in a particular study, and laying out the
researcher’s personal biases that might influence the conclusions (188).

Throughout this dissertation, I attempted to utilize Potter’s model of self-reflexivity. In previous sections, I described my reasons for choosing a participant observation case study and rationale for site selection; I have attempted to illustrate relevant theories that have shaped my academic way of knowing. My professional experience was noted as a way to allow the reader to gain an understanding of my knowledge constructs. Observer comments were utilized in field notes to record my thought processes, instant interpretations, assumptions, and biases.

3.8.0 Ethical Issues

Throughout the qualitative research in this project, particularly during interviews but most especially because of my participant-observation strategy, ongoing and evolving relationships were developed with subjects of the research. According to Bogdan and Biklen (1998), obtaining informed consent and protecting subjects from harm are the two critical issues in the ethics of human participant research (49).

Grunig and Grunig (2000) also presented evidence that consent, deception, and privacy are three major aspects of ethics in research. They argued that ethics of research is a critical concern because of a growing reluctance to cooperate in research projects. To maintain public confidence in research, ethical issues should be addressed. Depending on the type of qualitative research, different ethical principles must be applied. However, Bogdan and Biklen (1998) suggested the following as general principles. First, identities of participants should be protected not only in writing but also in the “verbal reporting” of study results. Secondly, participants should be treated with respect; and researchers should disclose their research purpose and the
risks involved in the study. Third, when the researcher promises something in return for permission from participants in the study, the promise or contract should be kept. Lastly, when reporting results, the researcher needs to tell the truth, as in what the data actually revealed. “Manipulation of data should not be attempted” (54). Four different categories of ethical issues arose throughout my study: gaining access, data collection, analysis and reporting.

3.8.1 Access

The first ethical issue I faced was disclosure upon entering the research site. This concerned the extent to which I willingly shared my background and purpose of the research. Wolcott (1995) explained that a qualitative researcher will have a relatively long-term interaction with participants, so it will not be possible to maintain distance over the long run. His advice was to be “candid but discreet” (151) throughout the research.

At the outset of the study, I contacted my participant organization—seeking employment—with a cover-letter and CV that indicated my identity as a researcher wishing to do research on TNE. I further explained that I hoped to use the position as a way to obtain participant observation data during my study. Upon my initial telephone interview with the contact person, I explained in detail the methods I planned to utilize in order to complete my dissertation project. I expressed my protocols for retaining confidentiality and discussed potential benefits the organization would get from participating in this research. I asked for—and obtained—permission from the organization to let me disclose its identity at least to my dissertation committee members.
3.8.2 Data Collection

For participants of my study, as requested by the Institutional Review Board Human Subjects Committee of Washington State University, I prepared informed consent forms, which delineated the nature of study, whom participants could contact for further information, procedures to be used, and how I planned to use results of the study. Employees or community members were not forced in any way to participate in the study by the organization. All participations were voluntary, and participants were told they could withdraw from participation at any time.

I attempted to conduct interviews with employees of the organization at the top level of management and at the lowest administrative levels in order to determine how they evaluated their relationships with the organization and with each other. There were some sensitive questions which could have been seen as intimidating to lower-level employees. Thus, it was necessary for me to guarantee individual confidentiality within the organization.

Grunig and Grunig (2000) referred to this as the privacy issue. I made a pledge to take caution to guarantee the confidentiality of participants’ responses throughout the data-collection process. I explained to the employee participants that I would not reveal their names to others in the organization. I have stored research records where the organization does not have access. Data will be destroyed after three years from the completion of the study.

3.8.3 Analysis and Reporting

In writing results, I did not disclose the actual names of any of the colleges or universities. I masked individual identities throughout my report. I will provide an executive summary of my research for the organization. Following an executive summary, I will offer to
provide a copy of my dissertation to the organization. Should a participant request results of the research, I will provide him or her with an executive summary.

### 3.9.0 Summary

A case study was chosen as the primary strategy for this research project. Nested into the case study was participant observation as a method. While I was primarily doing a qualitative study, mixed-methods were also utilized; quantitative data were obtained and analyzed. The mixing of methods and strategies allowed for providing a rich description of the events and situations that persisted in the bounded system under study. Purposeful sampling strategies were utilized to select the actual incidents and interviews. Multiple sources of data were available and used. The findings of this study are presented in the succeeding chapters but first, I will describe the setting of the study.
CHAPTER FOUR
SETTING FOR THE STUDY

4.1.0 The Primary Site and its Sub-sites

The program selected for this case study was Northeast College's China Programs. Most of the description of the setting comes directly from the College's China Program Faculty Manual, which I edited.

Northeast College is an independent, four-year coeducation institution located in the heart of upstate New York. The college offers 26 majors within 7 academic divisions including Nursing, Educational and Social Work, Business Management, Natural Science, Mathematics, and Physical Education, Basic and Applied Social Sciences, Occupational Therapy, Humanities and Fine Arts. Today, the hallmark of a Northeast College education is the Field Period, a unique and widely recognized experiential education program. “Students gain hands-on, real-world experience through internships conducted throughout the world” (Program Website).

Northeast College is accredited by the Middle States Association of Colleges and Secondary Schools and chartered by the Board of Regents of the University of the State of New York. All of the business programs offered by Northeast College, including Management Science, are accredited by the International Assembly for Collegiate Business Education (IACBE). The Council on Social Work Education certifies the College’s social work program, and the National League for Nursing Accrediting Commission (NLNAC) accredits the nursing program. The College’s Occupational Therapy Program is recognized by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA). The 2008 student to faculty ratio for Northeast College was 30:1 based
on an enrollment of just under 1,400 FTE.

In 2002, Northeast College partnered with several major Chinese universities and launched the *Sino-American Academic Collaboration Program*. The program was approved by the *Office of Academic Degrees Committee for the State Council* in the People’s Republic of China. Partners include universities the following provinces: Yunnan, Fujian, and Zhejiang; the administrative municipal area of Tianjin also has a partner. Planning stages for a fifth program were completed as I was collecting data; Northeast College has partnered with another Chinese partner university in Hebei Province to create a *Bachelor of Science in Nursing* program.

This research project focused on two of the five sub sites, Figure 4.1 provides an illustration of the relationships. The two shaded sub sites were the focus of this report.

The partner in Yunnan is an economic-oriented comprehensive educational institution. Its mission is not only focused on management and economics, but also law, liberal arts, science and engineering. That partner is a multi-level and multi-discipline university and awards bachelor’s and master’s degrees. Today that partner has 14 colleges and departments and 470 full-time instructors. The area is noted for its temperate climates; two areas inside Yunnan claim to be the “cities of eternal spring.”

The Tianjin partner was founded originally as a Light Industry College. Now that partner is a science and technology university with five major courses: engineering, science, liberal arts, economics and management. There are 14 colleges and departments, 14 research offices, 12 centers of research and development, 6 major labs and a faculty of 1,300. That

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35 The Zhejiang program had stopped admitting joint-degree students into the Northeast program as of Fall 2008, due to low English levels of the incoming students.
partner has a sound and stable research base and has received four technical and scientific national awards and 45 provincial awards. The area is known for its pollution; smog emanates from the various industrial complexes surrounding the campus.
Figure 4.1.

Note: Research data were gathered at the two shaded partners.
The Fujian partner is a key provincial multidisciplinary university which was formed by joining five individual institutes and colleges. That partner is made up of 19 colleges/institutes and 2 independent departments and offers four master’s degree programs, 46 bachelor’s degree programs and 13 associate bachelor’s degree programs. The university has over 500 professors and associate professors. The campus is located in the heart of one of the major “university areas”. The particular area is known for its close proximity to ocean front and beaches.

The Zhejiang partner university was formed in 2006 with the merger of a college and a university. Presently there are 42 majors for the bachelor’s degree and 20 majors for master’s degree. There are 1950 faculty, among which 1310 are full-time instructors. Of the four currently operating programs, Zhejiang's program is the only one approved at the Provincial level and is treated as a non-degree program. The campus is situated outside the main area of the city, and lacks resources of the other programs. One of the first things issued to a visiting scholar or professor is a bicycle; necessary to commute from the residential area to the academic (classroom) area. Northeast College suspended enrollment in June 2008 pending a review of the entrance requirements for its programs with this Chinese Partner university.

Northeast's media materials state that “students are required to pass a qualifying examination” before entering the program. As of April 2008 there were more than 4,500 students enrolled. This TNE program offers a Bachelor of Science Degree Completion Program in the area of Management Science. Graduates of the program receive bachelor’s degrees conferred from both Northeast College as well as the Chinese partner universities; the degrees are thus recognized by both China and the U.S.

Faculty Handbook, page one.
The Northeast China Program says it is student-centered, “where faculty strive to create a supportive environment for each individual student”\(^37\). The Northeast China Programs:

- focus on quality and provide practical education as a cornerstone for academic study, career preparation and personal growth. A great deal of emphasis is placed on the experiential education that students receive each semester throughout their four-year program. This unique teaching method prepares graduates to confront vocational challenges with complete confidence\(^38\), \(^39\).

According to the college's Website, Northeast College’s collaboration programs are subject to the approval of the Governing Department of Education in the host countries. Northeast College’s programs in China follow the rules and regulations posted by the Ministry of Education, People’s Republic of China. All programs are considered non-degree programs until officially approved by the Ministry of Education. Collaboration programs approved by the provincial government, city, state, or autonomous regions are treated as non-degree programs (for example, the Zhejiang program described above).

Of all the U.S. colleges or universities offering degree programs in China, Northeast College has the largest enrollment. Northeast has received more certifications than any other institution from the Ministry of Education in the People’s Republic of China. The Ministry of Education (in Beijing) has approved 46 U.S. programs (representing 34 colleges and

\(^{37}\) Faculty Handbook, page two. 
\(^{38}\) Faculty Handbook, page two. 
\(^{39}\) It should be noted that every Chinese college/university senior spends his/her last term in a occupation (or seeking one) somewhere. That total time is more than the Northeast short internships, which students are heavily critical (negatively) of when discussing those. It should also be noted that most of the students in China work every summer.
universities) operating in China. Five of those are Northeast College programs. As of August 2008, no other college or university from any country had received more than two of these recognitions.

The Management Science Program through Northeast College:

- is designed to provide an opportunity for students to acquire management skills with a global perspective. An American and international faculty instructs students in a broad curriculum designed to provide the management skills needed for professional success.
- The Management Science curriculum provides a generalist foundation that integrates the various management skills required in today’s business environment. Students must approach coursework from a holistic perspective to gain the maximum benefit. Students are required to complete coursework with their host school to provide the necessary foundation for the Northeast Program. Mastery of spoken and written English is critical to success in the program. Students must maintain an open mind to views and perspectives that may not be common in their own cultures.
- Students integrate their base knowledge acquired through coursework at the host school with Northeast coursework.
- Students start with Field Period I (FP290I) and explore career
management issues and strategies. Students build knowledge and professional competencies through coursework in general management, human resource management, leadership, marketing, accounting, finance, and communication. Students then tie these areas together in the capstone course “strategic planning”.

Students must complete a total of 40 3-credit courses (120 credits) to earn Bachelor of Science degrees in management science from Northeast College. Thirty (30) courses (90 credits) are completed with the Chinese partner university (by host country instructors—many of whom have overseas experience) and are accepted as transfer credit by Northeast College observing the regulations of the Sino-US Ministry of Education. Transferred courses are based on the Northeast College curriculum. The remaining 10 courses (30 credits) are taken with Northeast College instructors teaching on-site at partner university locations (Faculty Handbook, 10-11).

As required by the MOE Regulations for Joint-degree Programs, the site uses a third-party for administrative support of the programs. Northeast China Programs International, Incorporated (NCPI) is registered in California and in China. The company is run by a Taiwanese National who is work-eligible in the United States.
CHAPTER 5  
RESULTS AND DATA ANALYSIS

5.1.0 Introduction

Chapter Five presents the findings of the study and illustrates the mutual benefits\(^{40}\) that motivate the stakeholders of a transnational education program: organizational officials, campus administrators, instructors, students and parents. I include my personal perspectives as a participant in, and sometimes as an observer of, a TNE program. Four broad dimensions—political, economic, faculty perspectives, and student perspectives—frame the discussion of the findings in accordance with the data.

Data collection for this study was iterative and inductive so as to discover categories of interest which were then abstracted from the data. This method permitted comparisons of new categories with those identified in prior cycles. Throughout the process, theoretical constructs were identified and evaluated, making possible an explanatory model demonstrating how the constructs are linked. The iterative, inductive strategies allowed me to understand the context and gain an appreciation of what was studied. Nevertheless, this chapter is organized deductively with the general premise or proposition (motivation derives from mutual benefits), where particular, observable micro details (evidence) are direct results of the proposition.

The chapter is divided into three sections. The first section is an overview of the study and the section also addresses research question one (1): *What are the organizational dynamics of the TNE Program?* The second section presents the “story” of the case, outlining the subunit organizations where site visits were possible and data was collected. The second section

\(^{40}\) These will become evident as the report progresses. While some may be tangible and explicit, others may be perceived by the various stakeholders.
describes the surroundings, and the people observed and interviewed; supplemented with my perspectives as a participant-observer. The second question addresses research questions two (2) How do social, political, economic, and cultural dimensions influence program operation?, five (5) What satisfactions and dissatisfactions do TNE students report?, and six (6) What satisfactions and dissatisfactions do TNE instructors report? The third section addresses research questions three (3) How do Chinese government policies influence program operation and quality?, and four (4) Does the program reflect standards outlined by professional associations that monitor TNE program quality?

The identities of the participants in the study were purposefully obscured, using codes to protect their anonymity. The quotations from the participants are actual statements taken from the interviews conducted during the study, email correspondence, conversations personally witnessed while serving as an employee in the organization. I have corrected some errors in English for clarity.

5.2.0 Overview of the Study

Many factors contribute to the services provided and the courses offered by a TNE institution in China. Demographic shifts in student population, instructor availability, provincial and national mandates, economic scenarios among other factors, contribute to pressures faced by educators. The issue at the forefront is direct and indirect financial gain either immediate in the form of tuition fees, salaries and profits, or in the longer term in the form of effective credentials to advance the student’s job prospects. Administrators want recognition of their

[41 For some, the joint-degree that lists a U.S. college on the certificate is perceived as carrying more weight than typical Chinese university diplomas would.]
schools and of themselves which can come from student performance or from the financial performances of their institutions. U.S. based partnering institutions want revenue to balance declining domestic enrollment; intermediaries want profits and personal influence and prestige\textsuperscript{42}.

Structurally, the TNE program is a collection of loosely-coupled projects. While each partnering institution has its own organizational chart\textsuperscript{43}, NCPI does not. The TNE project itself, is structured with a separate President and a Chinese Communist Party Secretary listed side by side, at the top. In China, President + Communist Party Secretary = Power. The president is in charge of operations; in case of an equipment failure people look to the president. The secretary is in charge of keeping the people happy. In case there are disputes between people, the secretary is the person to provide resolutions.

Outside that, the Northeast China Programs, International (NCPI) Director is the boss, his instructions are given the highest priority. This director is listed as an employee of Northeast College, Vice President for Academic Programs Abroad and Director of Northeast China Programs. This individual and his project control all Northeast operations and functions in China. All instructors are hired through his private organization as private contractors—explicitly emphasized in fact—that the instructors do not work directly for Northeast College. Appendix VII is an exact copy of the actual contract, detailing the functions of NCPI and its expectations of instructors. While Northeast College does initial interviews with potential instructors, they simply recommend those to NCPI. Hires and terminations are at the discretion

\textsuperscript{42} The director of all Northeast China operations has written books that are in use with colleges involved in Chinese university joint ventures with his Chinese corporation as the intermediary. Some NCPI instructors have written books (of marginal utility) that are required purchases for students enrolled in the program.

\textsuperscript{43} However, the ones I viewed in China were incomplete charts. The one constant is the Chinese Communist Party Secretary, equal in theory, to a university president.
of NCPI. The Chinese TNE project serves the same purpose for the Chinese partner university.

Students come from a wide-ranging diversity of backgrounds. They bring a cross-section of China's immense social strata to the campus. The families of the students share at least two things in common: the desire for their children to succeed, and the ability to pay up to five times the tuition and other fees of a typical provincial university (typically students at a Chinese university pay 3,400 RMB per academic year in tuition fees; the partnering universities in this case study charge up to 25,000). Similarities stop there.

Some families have “been on the band-wagon” for the entire upswing in China's recent economic resurgence; others are new passengers and find the ride to be not so comfortable. Their children—the students—struggle to find themselves amidst a milieu of choices and opportunities that they never fathomed. The course loads placed on the students are extraordinary (34.5 hours of in-class time per week compared to 21 in a traditional Chinese university). While there are some international (third country) students studying at the selected TNE program from southeastern Asia, most students are ethnic Chinese from mainland China.

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44 Rather, the ability to sacrifice, in some cases, for the student to have a better chance to succeed.
45 Two independent sources verified this number: the first was a student survey that one group of students did for a research course I taught at Kunming University of Science and Technology. The second source was from several groups of students my second term on the Northeast/Yunnan campus. I taught Strategic Planning; for the final project, students were required to do complete strategic analyses of the Northeast program. This figure was presented by most of the student groups on that particular project.
46 The tuition fees were 13,000 and 17,000 at Yunnan and Tianjin, respectively. Colleagues in Zhejiang verified that the tuition fees there were the lowest: 9,000. Colleagues in Fujian revealed that the tuition there was the highest: 25,000.
47 Here the “choices and opportunities” I refer to are within the coursework; students may choose to learn new ideas and methods, or not. It will become obvious to the reader later in the report that there is little “choice” before entering the program.
48 These figures are based on research by colleague at NCPI. He surveyed his students to arrive at the hours of class times in this program. In a discussion with that colleague, he told me that his survey was in response to the Dean on the Tianjin campus asking him not to assign so much homework because the students were “in class too many hours to do your homework.” My previous teaching experience at other Yunnan universities yielded the 21 hour-per-week figure.
While all the students struggle with unique problems, many stemming from language ability, they have experiences in common with the Chinese (host country) students. Both host country and third-country students, third country students struggle with culture shock and communications problems in courses taught by “foreign teachers” in China—with whom those international students, oftentimes, cannot communicate. Their frustrations mount as the Chinese host country teachers—with whom they are able to communicate—are promoting traditional Chinese methods of education (rote memorization) that some students are weary of. Students and administrators alike face the same challenge of managing identities and relationships in a complex social, political and economic situation that characterizes imported higher education in China.

Campus (host country) administrators are constantly struggling to accommodate students from a variety of backgrounds, languages and academic levels. And they struggle with a limitation on the quantity of available instructors in the program at each teaching location. For two years during this study the NCPI Website ran an “urgent need” advertisement for instructors in publications such as the Chronicle of Higher Education. Within this setting, the administrators are also trying to improve themselves; they want their own families to live comfortable, successful lives. A common theme throughout Chinese culture is for everyone to

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49 Reasons for this are as varied as the instructors themselves. Of the ex-instructors I was able to contact, many left because “there is simply no organization in the program and suggestions are ignored.”

50 Lack of instructors is the reason the New York administrators cite for offering the “accelerated” courses (coursework that would normally extend over a term is compressed into (in extreme cases) two weeks. Two different administrators confirmed this in separate meetings.

51 The Foreign Affairs Department at the Yunnan partner is notorious (among instructors in the NCPI program) for delaying or outright failing to timely secure the work permits for instructors. In one instance I was required to sit in Thailand for three weeks waiting on paperwork. I missed a full month of coursework due to an administrator's negligence.

52 In addition to the ongoing advertisement and the New York stance I have observed several colleagues in the NCPI program being “shipped” to various of the four partnering universities per term. In one extreme case a colleague spent six weeks at each partner site in one term.
improve economically. Political pressures abound; the People's Republic of China is a relation-
based cultural entity. Managing relationships consumes a large part of every administrator's
day; this relationship management is paramount among a long list of tasks and duties that
includes maintaining “face” of self and others, among the typical duties one might expect of a
campus administrator. A marked difference between a U.S. campus and a Chinese campus is
that there is not a “profession” of student affairs in China. Administrators have had no formal
training in students affairs; instead they rely on their own experiences as students. Academic
achievement of students is an obvious concern; personal development of students seems to be
relegated to afterthoughts, or the foreign instructor's courses. China's economic and social
developments are not leaving education behind. As a service economy develops in the country,
administrators face pressures to provide services to students that are beginning to see themselves
as “customers.” Students are being cautiously viewed (by the Chinese partner universities) as
clients, or customers. This contrasts sharply with the views of the parent country university and
NCPI, which seem to view students as sources of income, period.

Administrators in the U.S. (parent country) institution are faced with doing business in
China, most for the first times in their careers. Academic administrators may in fact lack the

But not for the reasons readers might suspect; the concern is more over losing parents' faces should the student fail. This is particularly true when the parents have Guan Xi. Once, after failing a student, I received a call from an administrator of NCPI; “Please reconsider, her mother is working for the government office that approves our relationship with Northeast.”

For example, many Chinese students in my Career Management course listed the course itself as an advantage over traditional Chinese universities. Chinese universities were only recently (2008-2009 academic year) required to offer any coursework related to Career Management. The top executive of NCPI (in the Fujian headquarters) was writing a Career Management book because he wanted to “cash in” on the recent recognition of Career Management by the Ministry of Education in China.

Despite the absence of full-blown “student affairs” departments, as exist in the U.S., host-country student advisors in the program are faced with satisfying the students on several levels. One of the most challenging factors is keeping the parents (who may have tremendous Guan Xi) happy and avoiding any loss of face to the families, through the students' performances.

There are no examples nor were there any anecdotes of Northeast/NCPI to suggest otherwise.

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requisite business skills or cross-cultural savvy that the program demands. The China TNE program operates in a complex culture built on relationships and compounded by every player maneuvering to maximize profits. The number of students in China dwarfs U.S. domestic enrollment by a factor of nearly four. Chinese governmental regulations alter power in a way that allows the negotiating-agent to dictate many procedures that otherwise would be under U.S. administrative control: how many students are in a classroom, which textbooks will used in the courses, and which instructors are qualified to teach specific courses. The pressures of actually “doing business” in a culture so different from their own is too much for some administrators.

Adapting to the host country's cultural business-education practices sometimes places the program in danger of losing its accreditation back home. In essence, the tenure system as it exists “back home” is scrapped. Instructors are not really “adjunct” professors as some schools in the U.S. use the term. There is an overt effort to ensure instructors are not employed by the parent college. Parent country administrators rely on private-contract instructors (third-party managed) to maintain a balance between what accreditation requires and what the host country partner university desires.

Like their students, instructors also represent a wide strata. While many of the instructors included in this study may be qualified and competent, a large portion of them appear to share one thing in common: they are “running away” from something in their homeland. Given a choice, some would not return to their home country, but the majority, for a variety of

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57 Many of whom have no business experience in the first place.
58 At a dinner-meeting discussion with the President of Northeast College, from New York, the president told me, “we simply cannot afford the liability of hiring professors to work overseas.”
59 Reading the NCPI Faculty Handbook is akin to reading accreditation requirements. However, the partner universities I taught at make requests of instructors that sometimes blatantly contradict the Handbook's guidelines, evidenced in this report.
reasons, do not have that choice. The TNE program in this study provides economic benefits far beyond traditional teaching arrangements in China. Instructors are not “getting rich” by economic standards in the United States, but they are able to live lifestyles that would not be possible had they remained in the parent country\(^\text{60}\). While the economic benefits for TNE instructors are inadequate for accumulating any significant personal wealth as measured by demands in their home countries, some instructors find that they are able to “get back on their feet” financially by teaching in this program. Others simply supplement retirement incomes that have been negatively affected by the current world economic turmoil and financial crisis. Long-term instructors are faced with the dilemma of teaching versus making money; the host, partner university imposes teaching schedules that few professors in the parent country would endure (for example, I taught two-and-a-half-week stretches of more than 40 in-class hours per week). On another assignment I was asked to teach 34 hours per week over the duration of my stay at that partnering university. Despite normally heavy teaching loads\(^\text{61}\) many instructors are asked to do more and some acquiesce; this leaves little time for out-of-the-classroom contact\(^\text{62}\) with students; grading occupies much of an instructors “free time.” A typical schedule requires 22 in-classroom (contact) hours a week, teaching up to 12 sections of 70 students in a semester. Recruiting challenges draw instructors from a variety of English speaking countries and regions so the English language dialects of the NCPI instructors are wide-ranging. Teaching styles and

\(^{60}\) In part, this is due to the exchange rate between the dollar and the Renminbi (RMB). If a person adapts and lives “as the local Chinese” do, the costs of living are incredibly lower than if one chooses to purchase imported, western goods, for example daily foods. A typical Chinese diet costs between three and five RMB per meal, per person. A meal in fast food places (such as MacDonald's or Kentucky Fried Chicken) will set a person back approximately 25-30 RMB. Those figures are based on eating out. If a person enjoys preparing one's own meals, savings are considerable. This may be because the value of the dollar is still strong against the RMB and it may be due to the instructors not being “qualified” enough to get similar posts in the U.S.; 30% of the instructors in the NCPI program hold a doctorate according to the organization’s Website.

\(^{61}\) As evidenced in the contract, the “normal” teaching load is 22.5 teaching hours.

\(^{62}\) Never mentioned as desirable in the contract or handbook, but students do rate instructors on this variable.
content interpretation are as varied as the backgrounds of the instructors. Additionally, not all of the instructors come from the U.S. directly, some were immigrants to the U.S. with English as their second languages, heavily accented with the instructors' mother tongues. Few of the instructors had formal training in Chinese culture or language before taking posts here. These factors add to the confusion, culture shock and communications problems shared by all the stakeholders. In these aspects, the instructors have much in common with their students; neither are prepared for what lies in store.

5.3.0 The Story

5.3.1 Getting In

During the site-selection stage of this research project I saw an advertisement in the *Chronicle of Higher Education*: “Teaching Positions in China.” I answered the ad with an email (attaching an application letter, CV and references) to the Provost of Northeast College; I was two weeks later than the posted application deadline.

A reply reached my in-box in one hour and four minutes; it was a standard reply to applicants. The reply did not come from the Provost, but rather from an Associate Vice President (AVP) for International Programs. The email reply informed me that contact would ensue should further information be required. Roughly a month later the same AVP

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63 Lack of language skills and cultural misunderstanding by the parent-country instructors was a common concern expressed across satisfied and dissatisfied students. I did not meet, in person, any instructor that had more Chinese language skills than me -- I am barely above an absolute beginner.

64 I was already teaching in China but I wanted to find out more about Transnational Education initiatives. At this stage in my research proposal, I was still aiming to focus on quality strategies of transnational education institutions.

65 My purpose was to try and get a job teaching part-time with a TNE school, while still teaching full-time at Kunming University of Science and Technology.

66 In the email, I explained that I knew the deadline for hiring had passed. I was hoping for some part-time work just to “get in.”
interviewed\textsuperscript{67} me by telephone. After that initial, single interview I received a welcome email from the \textit{Fujian} China NCPI administrator: (Appendix IX—Exhibit One).

From the email of inquiry on December 14, 2006, to the offer of employment on January 30, 2007, there had been that one, single interview—by telephone. The interview was the only contact from Northeast College in New York other than the original “acknowledgment” email and two emails that arranged the telephone interview. Standard interview questions were asked. I explicitly stated that I wanted the job to collect data towards a Ph.D. dissertation. To my knowledge, none of the references I provided were contacted by Northeast or NCPI.

The “current recruiting information” referenced in the email from the NCPI office in \textit{Fujian} consisted of a contract and waiver form. The contract was fairly standard but for the clause that “instructors shall teach 22.5 hours per week”. I responded that since I was already under full contract at \textit{Kunming} University of Science and Technology and required to teach 14 hours per week, I did not feel confident adding that much of a load to my schedule. I stated that I could teach afternoons, evenings and on weekends if NCPI needed part-time instructors. I received an email reply: (Appendix IX—Exhibit Two.)

I queried NCPI when class meetings would take place, how often, and how long meetings were. I received a detailed answer: (Appendix IX—Exhibit Three.)

After consideration of several factors, I decided to take on the “about 17” hours worth of extra courses to teach. I surmised that this was exactly what I needed to conduct my dissertation research\textsuperscript{68}. The main factor (other than data availability and money) was course content. After

\textsuperscript{67} He stated that this was a “screening” interview and a formal interview would ensue if they were interested in me.
\textsuperscript{68} The money sounded good working and living in China – I’d been making about one-fourth that much teaching for Chinese universities. I rationalized that I could handle the extra hours for “only a semester” while I met the obligations for my current contract with the original Chinese university.
learning of the required textbook\textsuperscript{69}, it contained much of the same material that I had been training student affairs professionals with for 11 years\textsuperscript{70}. It seemed to be a perfect fit and perfect timing. An email accepting the assignment elicited the reply in Appendix XI—Exhibit Four. I returned the signed contract and waiver form; I was now part of the “Northeast family”\textsuperscript{71}.

\textbf{5.3.2 Problems}

On Monday, February 5\textsuperscript{th}, 2007 I was informed via email that the bonus alluded to in the email on January 30, 3:38 PM (Appendix IX—Exhibit Three) was incorrect. The employee that was communicating with me stated that she was

“sorry to committe (sic) too early and sincerely hope you can understand.”

Negotiations ensued between NCPI and me. I stressed that dropping to a lesser teaching load and forgetting the bonus was my preference\textsuperscript{72}. Finally, on February 13\textsuperscript{th} 2007, I received an email that explained how it was impossible to hire part-time instructors at this late stage. Embedded in that communique was the following text:

If you are really care about the bonus, We can made an exceptional (sic) request for you and pay $500 for you next semester.

Please give me a final confirmation upon that.

Thanks!

\textsuperscript{69} The textbook required for FP 290-I was Harold R. Wallace & L. Ann Masters' \textit{Personal Development for Life and Work}, 8th edition published by Thompson-Southwestern. I had used previous editions as training resources earlier in my career.

\textsuperscript{70} That meant less preparation for the class-meetings on my part, being familiar with the material.

\textsuperscript{71} New York visitors to China would use this terminology time after time.

\textsuperscript{72} The primary reason I agreed to take on the heavy load was strictly for the bonus (understand, that bonus amount was what I had been earning in one full month teaching for a Chinese University and represented about 3.5 times the average monthly salary in Kunming). Adjustments to signed contracts have never been something I am keen on from a personal or professional standpoint. My answer made it clear that I would prefer to drop to a lesser, part-time teaching load.
I sent confirmation. Classes would begin on the fifth of March.

5.3.3 Yunnan Campus and Administration

On March 1\textsuperscript{st} an email (Appendix IX—Exhibit Five) from the administrative support person at Yunnan reached my in-box. It listed the coursework I was responsible for teaching over the Spring Term. The letter introduced the writer and the writer's supervisor, who later toured me around the facilities and introduced me to the campus. The schedule is shown in Appendix X. There were nine sections in total (five from 2006-class\textsuperscript{73} and four from 2004-class\textsuperscript{74}). There were only five groups listed on my schedule and roster indicating a total of five sections of 65 students each. In actuality, there were 71 or more students in each of the nine sections—“retake” students were allowed to add the course and attend class meetings but were not counted on the original rosters\textsuperscript{75,76}.

I replied to that email and explained that I was already in Kunming, and could meet them the next day, in the morning. Sally arranged for a time that her supervisor would meet me on campus (Appendix IX—Exhibit Six).

The supervisor gave me the name and contact information for my classroom translator, a tour of the campus and then escorted me to the classroom building\textsuperscript{77}. I was allowed to try out the

\textsuperscript{73} Students are classified by the year they enter the program; 2006-class students were true first-year students, enrolled for the Fall Term of 2006.

\textsuperscript{74} The course of focus, FP 290-I is a first year course. This course is designed to prepare students for FP 290-II (Field Practicum) which consists of four parts. One part is expected of each student per year. FP 290-I is a prerequisite for FP 290-II. The 2004-class students had not taken FP 290-I due to a shortage of instructors in the NCPI program but were engaged in their practicum experiences already.

\textsuperscript{75} For now, it is important to understand that these students had already failed the course at least one time.

\textsuperscript{76} Some of the students during my first term had completed all other requirements of the program except for FP 290-I and were already employed full-time.

\textsuperscript{77} At that time, I thought it was the only classroom building; IBS has other classrooms scattered across the vast
equipment in each of the classrooms I would use.\(^{78}\)

There were not enough table/desk combinations in the classrooms (see Figure 5.1) for the students when there were no absences. This became less of a problem later in the term when some students chose not to attend the class-meetings\(^{79}\). On average 58 students attended my class meetings over the term. We were then able to rearrange the rooms for teamwork\(^{80}\).

\(^{78}\) I was impressed. The classrooms were technologically advanced, which was something I had not experienced yet in China.

\(^{79}\) NCPI requires that instructors take attendance. However I did not receive class rosters until after the first day of class-meetings (Appendix IX, Exhibit Seven) for the 2004-class group and until two weeks into the term for the 2006-class group. The name list was never emailed to me, I had to finally visit the office and ask for a printed copy.

\(^{80}\) This was the first time I had taught as many students in one section. I began arranging them into teams after the first two weeks of receiving assignments. I had created a Website for students to submit their homework and after two weeks I had over 1,200 assignments to grade. I re-arranged my syllabus to reflect a “team” model of learning. This cut the assignments down to a “manageable” 80 per week.
Figure 5.1

A Typical Northeast China Program International (NCPI) Classroom.
NCPI maintains that attendance is required for all courses and instructors are given instructions in the *Faculty Handbook*\(^{81}\) that lists attendance as a grading criterion:

**Grades and Quality Points**

Instructors base the student's grade on:

- Performance in the classroom, including free discussion, answering questions, engaging in classroom activity, etc.
- Attendance
- Achievement on homework and group exercises

Besides the obvious problem of not having class rosters, attendance-taking is made even more difficult due to the nature of Chinese names\(^{82}\). Classroom monitors\(^{83}\) are normally utilized by instructors to record attendance as a way to solve this problem. Monitors take attendance and turn in their own sheets to university officials and often instructors ask for copies of those to use as their own attendance records\(^{84}\). The host university encourages this practice.

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\(^{81}\) I did not receive a copy of the faculty handbook until I was asked to help edit it, during a Career Management Workshop held by NCPI at its headquarters in Fujian. The workshop took place the first week of May, 2007.

\(^{82}\) During the preceding two years leading up to this research, I taught in China. I had already decided I did not want to butcher Chinese names. Due to my limitation on reading Chinese characters I would add the *Pin Yin* and the accompanying tone marks on the rosters that Chinese universities provided me. When foreign teachers receive rosters, the Chinese characters are listed alongside the students’ English names, which change with the seasons. Romanized (*Pin Yin*) equivalents of the names are not included normally. The Yunnan campus did put the *Pin Yin* equivalents, however, there were no tone marks. Chinese Mandarin has four “tones” that must be taken into consideration. If I try to pronounce a name, and use the wrong tone, a student will not answer; I have not called his/her name. Those unfamiliar with Chinese Mandarin may not grasp the magnitude.

\(^{83}\) A monitor is a special person in Chinese culture. Monitors are also full-time students, but they take on enormous responsibilities for the students in their respective sections. Each grouping of students (e.g., A, B, C, etc.) had a monitor. These students have little training in advising or supervision but do both. I have attended 10- and 15-year “class reunions” with Chinese friends where the monitor of the class still makes decisions for the entire group. Normally the monitors’ decisions go unquestioned.

\(^{84}\) Despite the assumed (by the Chinese university) maturity and responsibility level of monitors, they are developing young men and women. They handle pressure as most college-aged people would handle pressure. If the pressures are too strong, most of them will simply acquiesce. For attendance records, this equates to signing an absent student's name on the roster.
Attendance-taking was easier the first week also due to the presence of a translator\(^\text{85}\). My particular translator was the advisor for the 2006-class students. He also became an invaluable resource for me during my tenure at NCPI, particularly while I was stationed on the Yunnan campus. After the first week the translator and I agreed that for him to continue translating was more of a disadvantage than advantage. We observed that all but the first two rows of students did not listen when I was speaking, rather they waited until he translated. When I was speaking they simply talked among themselves.

I had a chance to speak with administrators on occasion. I consistently asked for an organizational chart to show the relationships and structure in the NCPI organization. I was repeatedly told that there was not such a chart available; IBS had no electronic or printed chart to share with me. There was a bronze-plated chart on one administrator's wall that showed a relationship between Yunnan and IBS; it only had the President, Dean and Vice Dean titles mentioned separately, then “administrative support” under those.

The administrative unit on Yunnan's campus consisted of (at various times) anywhere from three to seven pseudo-dedicated support personnel. Two full-time office staff also taught some courses, so it was challenging to find times when we did not teach, for meeting purposes. There seem to have been four or five full-time teachers that were asked to do administrative duties when they were not holding class meetings\(^\text{86}\). There were numerous students that filtered

\(^{85}\) Translators are provided to each instructor by Yunnan. This is, in part due to the university's recognition that students' English levels are not high enough. My translator also told me that it was standard to have a translator in courses when it was the first “foreign class” that students take. He did not offer to attend the 2004-class meetings nor was a translator offered for that group of students. He was also a teacher in the NCPI program and a full-time administrator (student advisor) for the host university. He took attendance during the first class-meeting of every group that first week.

\(^{86}\) This seems typical of universities and private language schools in China: teachers are required to serve office hours in order to clamp down on moonlighting.
in and out of the offices working part-time. On occasion I observed upwards of 10 student-staff spread out over two office areas sorting examinations, diplomas, and various other paperwork. I met the president once. The Dean and Vice Dean had little time for NCPI instructors; I never interacted with them, at any length, but for special occasions such as holiday dinners.

5.3.4 Fujian Experiential Education Workshop

During the first term at Yunnan, an administrator from New York visited IBS. She met with me privately, welcomed me to the “NCPI family” and we discussed my perceptions of the program. She served on the Northeast Board of Directors and was a person with some interest in the quality of the Northeast program in China – particularly since re-accreditation was upcoming. She took notes in our meeting, and toward the end, she asked me if I would accompany her to an, “Experiential Education Workshop” in Fujian. I asked for permission to take notes for my study, and she seemed excited that my field notes would be useful; she explicitly stated that she would present my notes at the “next Board Meeting” and that those notes would “surely get people in gear.” She encouraged me to take notes at every event we attended together and anything I was attending alone. I was convinced that she was concerned with quality of the program.

NCPI paid all expenses, I was housed on campus and I got to sit in on several key meetings that I otherwise would not have had access to. The first afternoon after arrival I sat in

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87 This occurred when the NCPI central offices were still located in Fujian; since then, NCPI has relocated to Shanghai.
88 When we met, she told me that she was doing so against NCPI's wishes; they did not want her meeting with instructors unless an NCPI representative was with us. She invited me to the workshop, it seemed, to be her “backup” when reporting negative information to New York on her return.
on a meeting with three other NCPI faculty members and the Northeast Board member. There was an NCPI “program coordinator” assigned to monitor the meeting and take notes for the Director of NCPI, who was unable to attend our meeting. The focus of the meeting was to vet a new draft of student field period practicum policy and procedures that the Director of NCPI had prepared. Heated discussions between each of the faculty members ensued. Several different opinions were expressed; no consensus was reached regarding the Director's proposal. The Director returned but did not want to discuss his draft with us. Instead, we were offered a tour of the Fujian campus, which had been newly renovated. When we declined the tour and said we'd prefer to continue working, he joined our meeting but changed our topic.

The NCPI Director is listed as an employee of Northeast College, Vice President for Academic Programs Abroad and Director of Northeast China Programs in China. This individual controls all Northeast operations and functions in China. All instructors are hired through his private organization as private contractors – explicitly emphasized in fact – that the instructors do not work directly for Northeast College. Appendix VII is an exact copy of the actual contract, detailing the functions of NCPI and its expectations of instructors. While Northeast College does initial interviews with potential instructors, they simply recommend those to NCPI. Hires and terminations are at the discretion of NCPI.

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89 It was obvious that NCPI was not pleased that we met as a group, without the NCPI director. The program coordinator (a Chinese National) delayed our meeting as long as possible in hopes that the director would arrive before we began. The Northeast Board member made reference to the fact that “we were being watched.”

90 The content of the memo and proposal is not the focus of this report. Rather, the response to the memo and the disagreement on how to implement the changes along with the “secrecy” of our meeting is my focus.

91 All faculty members present had taught and were teaching the same course that I did, Career Management.

92 Faculty members did achieve consensus that students need to be able to communicate the value of practicum experiences to potential employers; faculty members agreed to make this a focus in FP 290 I (Career Management).

93 The Director stated that NCPI had “MOE approval” for outsourcing experiential education. He explained that this was an ongoing project and that it would “take hold in China very soon.”
5.3.4.1 Second Day of the Workshop

The second day of the workshop opened with the NCPI Director speaking to the audience regarding our “extremely successful” meeting the day before. He presented his “draft” as what would be done in the future. He welcomed the participants that were not part of the “Northeast family” and singled out one university from Xi’an that would buy his upcoming book and begin a Career Management program.

In the afternoon the New York representative, one other faculty member and I met with a group of students from all of the NCPI partner institutions. We solicited feedback on the student practicums. Generally, students were overwhelmingly in support of the practicums and the experiences they gained. Every student anticipated “good things” in their future careers as a direct result of their experiences. Those students were indeed proud that they were among the select few enrolled in the NCPI program. Many students mentioned the “face” that would be accumulated for their entire families, once they graduated. There was only one negative comment, and all of the students present agreed, that it was a problem.

Students from families with Guanxi do not do their practicums.

Their parents pay someone to write the reports, but the students never actually do the practicums. More control is necessary, I

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94 The audience included representatives from all of the Northeast Partnering institutions and some other Chinese universities that were interested in beginning their own Career Management courses. Over 75 students from NCPI partnering institutions were in attendance also.

95 Reference was made to the participants of the afternoon meeting, previously described.

96 This was done, despite no consensus being reached in the meeting the day before, and the obvious word “draft” stamped on each page of the document that had been discussed.

97 Half of the students had finished their practicums, the other half were currently practicum-engaged.
know many fake reports that students claimed\textsuperscript{98}.

\section*{5.3.4.2 Fujian Headquarters}

When visiting the Director's office in the Fujian headquarters, the first thing that struck me was a picture, behind the director's desk, of Jiǎng Jièshí\textsuperscript{99}; the youngster sitting on Jiǎng's knee was NCPI's director as a \textsuperscript{100}. His desk overlooked a large meeting table, at which representatives from each university in attendance and the New York representative sat\textsuperscript{101}.

During an afternoon meeting, the director was sitting at his desk, apparently uninterested. Suddenly the director stood up and began shouting, striking the table with his fist. He was outraged at the discussions he had overheard and began chastising the offenders. No one breeched that topic again. While on his tirade, he admonished another partner's representative because “all your students call our office for everything.” When the young woman replied, “but we don't know the answers,” He interrupted, still shouting, “this is the first meeting you have attended in three years; how can you expect to know anything at all!”

One topic of note was as to how the student practicums were administered. The New York representative brought up what students had told us, about some “faked” reports. She mentioned that I had heard those comments as well. There were not two universities that agreed on how to best accomplish the tasks at hand; Yunnan seemed to be the most organized, and had the most staff members assigned to control the process. The conclusion was that each campus

\textsuperscript{98} Paraphrased.

\textsuperscript{99} Typically Romanized as Chiang Kai-shek, the former President of the Republic of China (Taiwan).

\textsuperscript{100} When I looked at the picture, I was immediately dumbfounded; the director, apparently reading my face, smiled and said, “yes, that is me”. He then rubbed his thumb and forefinger together, smiling, and said, “Guan Xi.”

\textsuperscript{101} I was not involved in the meeting, but sat at another table and was observing, taking notes.
could administer the practicums as they saw fit, but there should be only one report, not four.  

5.3.4.3 Student Practicum Reports

After the meeting I had some free time to “roam” around the offices of NCPI. I asked for permission to copy some documents, but was not allowed to do so. Of primary interest to me, was the practicum reports. The entire time I was looking through records, I was accompanied by a “program coordinator.”

While reviewing the student practicum reports, I perceived that the reports marked high (A or A-) were written with remarkably clear English. Very few of my students would have been able to do that. One other vital difference was that all of the reports marked “B-” and higher had common content. That mutual content represented an overview of theoretical assumptions in experiential learning. I decided I’d incorporate that into my course, as no one had mentioned it to me before.

5.3.4.4 Organizational Structure

During my visit, I asked to see NCPI's vision statement, mission statement, strategic plan and an organizational chart. I was told that those would be emailed to me; they never were. I reminded the program coordinator that promised me the documents, several times, via email. Finally, I was told that the director had not approved my request. During breaks between

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102 Students were required to do four practicums, some campuses had been requiring the students to do a separate report on each practicum and had been submitting those to the Fujian office as they were completed. NCPI wanted one report, after all four practicums had been completed.

103 Students requested the same documents when doing strategic analyses of the program; they were told the documents were not available. Student perceptions were that the documents did not exist.
terms, I offered to work in the central offices, free of charge, in exchange for observing. My offer was never taken up. After one trip Stateside, I had arranged to visit the Shanghai offices for a day before returning to Kunming. One program coordinator thought that was a great idea. Those plans were nixed by the director, saying he preferred to be there\textsuperscript{104} when I visited.

5.3.5 Tianjin Campus and Administration

\textit{Tianjin} is a city located about 1.5 hours south of Beijing (via bullet train). \textit{Tianjin} is heavily polluted and the Chinese partner university there is surrounded by immense poverty. There is no expectation that Chinese universities will engage anything that does not increase \textit{Guanxi} or “face”. The stark contrast within the gated walls and outside the campus\textsuperscript{105} of the Tianjin partner begs for some sort of engagement. Neither the Tianjin partner, NCPI nor Northeast in New York seem to be concerned with engagement. Rather, the university walled itself in, and sent a message to students. The message seemed to be, if you fail, you may wind up out there\textsuperscript{106}. To be fair, some students that actually completed their practicums\textsuperscript{107} did come away with, at least, some cognitive dissonance about the structure of their country’s society.

“They (Tianjin administrators) sabotage everything; look at my schedule!”

“They” had scheduled Dave\textsuperscript{108} to teach each night until 10:00 PM and start each following morning at 8:00 AM, including weekends). His schedule included over 40 hours of in-class time

\textsuperscript{104} He was out of the country at that time. I knew that, and that was one reason I wanted to visit. His entourage was much more open to discussion when he was absent.

\textsuperscript{105} The roads surrounding the campus were not paved when I first visited the campus; during my second stint there, some roads were being paved, presumably because many Olympic patrons would conceivably visit the campus. Think “face” again.

\textsuperscript{106} This was not an official message. Students perceived this, and shared it with me in discussions.

\textsuperscript{107} This was particularly the case when students worked as volunteers with schools in poor areas, or in elder-care facilities.

\textsuperscript{108} Fictitious name of an NCPI instructor.
per week.

He held the notion that there was little chance for quality instruction from anybody that tried to teach that many hours a week and he refused to do it. The attitudes from the Tianjin staff, that Dave had to persevere later, were observable by other instructors.

Nobody can be this incompetent. How can I possibly believe that somebody is this bad? I met with the Dean here today; she told me that students don't have time to do assignments and that I should reduce the amount of homework I give them. Can you believe that? She actually showed me the course schedule for my students! She said they are in class from 8:00 AM until 10:00 PM and have no time for homework! What sort of Dean can say such a thing? She actually told me that she was forced to schedule students and instructors this way to satisfy the central office in Fujian! Even if that is the truth, would you [if you were the dean] tell your instructors that? How incompetent is a person that cannot even make a show of solidarity, but rather cast blame on her bosses? She even complained that the girls\textsuperscript{109} were too inflexible during their visit last week. She complained to me, an instructor, about the administration in New York! She is just shirking her responsibility by claiming she has no control or choice but to do what is being done! How can she be in charge?! 

\textsuperscript{109} NCPI instructors' pet names for the two administrators that visited, at least annually, from NC in New York – the Provost, and a member of the Board of Directors; referred to in the report later as NYTeam.
After ice-storms hit southern China hard, several of our students’ families were affected; Dave perceived little or no response from Fujian or New York. After an earthquake hit China on May 12th in Wenchuan, near Chengdu, he expected a statement from Fujian and New York. Dave wanted to know what NCPI would do for students' families. There was no statement. Dave and a Fujian based instructor emailed the offices in New York. The email in Appendix IX—Exhibit Eight was sent out by New York to all instructors shortly afterward.

This response cemented Dave's and the aforementioned Fujian-based instructor's beliefs that the administration cared very little for the students other than as a source of income. Students in Tianjin were actually crying in the classrooms; in each cohort there were collections taken up by the students, to send to their classmates' affected families. None of the instructors noticed any tangible response from TNE program officials.

The administrative staff in Tianjin consisted of a Dean, two program assistants and several student workers. There was no organizational chart specifically for TNE operations. The Dean was available for me to talk to, on an appointment basis. The administrative support persons were the primary contacts for instructors. While I found Tianjin administrators to be supportive, I chose to work primarily with one of the student workers¹¹⁰, the most competent among the staff members.

5.3.6 NCPI Students' Satisfactions and Dissatisfactions

My first term at Yunnan, there were over 600 students enrolled in the course. The 2004-class students had already taken courses from parent-country instructors. The class-2006

¹¹⁰ I never taught that particular student.
students were different; this was there first course from a foreigner and for some of those students it was the first time to meet a teacher from overseas.

I began interviewing class-2004 students. There were several reasons for this: They had experienced other foreign teachers and coursework before, so were more at ease speaking with me; Their English levels were higher; I did not know if I would be teaching in the program more than one term, so I wanted to interview students with more experience in the program. The students I chose to interview (guided by the questions in Appendices IV and IVB) further were most often based on convenience and English ability; particularly in the earlier stages of this research project. As my confidence grew speaking and listening to Mandarin Chinese, it was not as much of an issue.

The second term in Tianjin, over 300 students were enrolled in my course. I taught Strategic Planning, a Capstone course; enrollment was limited to 45 students per section. I interviewed more 2004-class students, but also was able to interview some 2006-class students.

Overall, I interviewed 22 students. This report presents selected quotes from nine of those students. The views of the nine selected students are representative of the opinions of all 22 students interviewed. Table 5.1 lists background information on the interviewed students.
Table 5.1.

*Background Information on Nine Interviewed Students.*

<table>
<thead>
<tr>
<th>Name</th>
<th>Age</th>
<th>SES</th>
<th>Major</th>
<th>Motivation</th>
<th>Caregiver</th>
<th>English Level</th>
<th>Reason for Enrolling</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr. Wei</td>
<td>20</td>
<td>Middle</td>
<td>International Finance</td>
<td>Low</td>
<td>Grandmother</td>
<td>Intermediate</td>
<td>Low Entrance Examination Score</td>
</tr>
<tr>
<td>Ms Fei</td>
<td>20</td>
<td>High</td>
<td>International Trade</td>
<td>High</td>
<td>Mother</td>
<td>Advanced</td>
<td>Low Entrance Examination Score</td>
</tr>
<tr>
<td>Ms Fang</td>
<td>21</td>
<td>High</td>
<td>International Finance</td>
<td>High</td>
<td>Grandparents/Upper Mother</td>
<td>Upper Elementary</td>
<td>Low Entrance Examination Score</td>
</tr>
<tr>
<td>Mr. Wang</td>
<td>22</td>
<td>High</td>
<td>International Finance</td>
<td>Very High</td>
<td>Grandparents/ Advanced Mother</td>
<td>Advanced</td>
<td>Low Entrance Examination Score</td>
</tr>
<tr>
<td>Ms Xiuying</td>
<td>20</td>
<td>Middle</td>
<td>International Finance</td>
<td>High</td>
<td>Grandparents</td>
<td>Intermediate</td>
<td>Low Entrance Examination Score</td>
</tr>
<tr>
<td>Mr. Li</td>
<td>19</td>
<td>Middle</td>
<td>International Finance</td>
<td>High</td>
<td>Grandparents</td>
<td>Intermediate</td>
<td>Low Entrance Examination Score</td>
</tr>
<tr>
<td>Mr. Liu</td>
<td>21</td>
<td>Middle</td>
<td>International Finance</td>
<td>High</td>
<td>Mother</td>
<td>Low Intermediate</td>
<td>Low Entrance Examination Score</td>
</tr>
<tr>
<td>Ms Na</td>
<td>21</td>
<td>Middle</td>
<td>International Finance</td>
<td>Very High</td>
<td>Mother/Grandparents</td>
<td>Advanced</td>
<td>Parents thought joint degree is best</td>
</tr>
<tr>
<td>Ms Zhang</td>
<td>19</td>
<td>High</td>
<td>International Trade</td>
<td>Very High</td>
<td>Mother</td>
<td>Intermediate</td>
<td>Word of Mouth</td>
</tr>
</tbody>
</table>
5.3.6.1 Students and Perceptions

5.3.6.1.2 Mr. Wei

The first student I interviewed stood out immediately in his first class-meeting due to his personal appearance. Mr. Wei had extremely long and unkempt hair. He dressed in tie-died clothing and sat in the back left corner of the classroom under a speaker. During the first break of the first class-meeting he walked up to me and introduced himself. His English was intermediate\textsuperscript{111} level as he began speaking; Mr. Wei was fascinated by what he termed “Black American street culture” and had adopted what he felt was an appropriate lingo to reflect his admiration. He indicated that this course would be useful for him as he had trouble setting and keeping goals.

Mr. Wei was not a motivated student. In fact, he did not want to attend university. He had failed\textsuperscript{112} the \textit{Chinese University Entrance Examination}\textsuperscript{113}. His family did not appreciate his lifestyle and hoped that by forcing him to attend university he would change. Mr. Wei was a \textit{Kunming ren} (local person) and had grown up in the city. Mr. Wei was interested in art, specifically computer image processing and manipulation. Mr. Wei was also the first student\textsuperscript{114}

\textsuperscript{111}I classify English speakers based on my Teaching English as a Foreign Language (TEFL) certification training. English as Foreign Language (EFL) textbooks are generally published with these classifications in mind: Absolute Beginner, Beginner, Elementary, Upper-elementary, Intermediate, Upper-intermediate and Advanced.

\textsuperscript{112}Many students in the Northeast program would say they “failed” on the \textit{Examination}. In fact, there is not a pass/fail scale. Universities have minimum limits on the scores. When a student says s/he “failed” what they mean actually is that they could not choose which college or university to enter. This is a “failure” because of the lost “face” to the family. Low scores also limit majors available to students.

\textsuperscript{113}The \textit{Chinese University Entrance Examination} is worthy of a study in itself. Students are classified based on those scores for the remainder of their educational careers. When a student mentions “failing” the \textit{Entrance Examination}, this is not “failing” as we apply it to examinations the West, but rather s/he means she did not score high enough to get into the best universities. Students are not hesitant to say they “failed their families.”

\textsuperscript{114}Other students would also ask my “advice” on matters via email or the most popular chat software in China, Tencent Corporation’s \textit{QQ}. More often than not those questions would pertain to studying overseas, planning for the IELTS or TOEFL examinations. Some students wanted to have private English classes.
that began to send me emails asking about matters in personal relationships\textsuperscript{115}.

His family learned of the NCPI program through an advertisement and after further research discovered that he could be admitted even with a low *Entrance Examination* score.

Thus far, Mr. Wei had managed to keep his grade point average (GPA) high enough to remain in the program\textsuperscript{116}. He stated that the only reason he did not completely “let go and fail” was because his parents and grandmother were spending too much money on this program for his sake.

\textit{5.3.6.1.3 Ms Fei}

Ms Fei\textsuperscript{117} became a team leader\textsuperscript{118}. She did not stand out when she was with her peers; rather she blended in. She stood out in the classroom. Ms Fei sat on the front row, and asked questions about nearly everything. She dressed business casual, was groomed well and seemed to be respected by her peers in the classroom. Her English level was advanced. She was an extremely motivated student. Ms Fei was a *Kunming ren* (person) raised in the city primarily by her mother who is a “worker”. Her father is a business man and he was away from home quite often. She enjoyed hearing her father talk about where his travels took him. Partly as a consequence of those tales, she wanted to get a job that involved travel. First, she wanted to

\textsuperscript{115}I was literally shocked one day to receive an email asking me what to do about sex. I fended that question off by stating (truthfully) that I was not a licensed counselor and that his questions were more appropriate for professional counselors. I suggested that he visit his school counselor for further advice.

\textsuperscript{116}Students may be dismissed from the program if they fail the same course three times. The probation regulations for GPA levels are in line with most U.S. based institutions, with a 2.0 GPA considered as the minimum for satisfactory progress.

\textsuperscript{117}Ms Fei was also in my second-term course at *Yunnan*. She provided useful data in the form of a class project that required students to do a full strategic analysis of IBS/NCPI.

\textsuperscript{118}After the first week and receiving the first iteration of assignments from over 600 students, I divided the groups into teams of eight students and asked them to self-select a leader for each team.
Ms Fei learned about the Northeast program through literature after being admitted to the Yunnan partner university. Results of her Examination limited her in choosing a particular school or university. Once her major was determined, she had entered the Northeast program because she wanted “to experience a new education system and new education methodology.”

5.3.6.1.4 Ms Fang

Ms Fang was a small girl, quiet and reserved. She was well-dressed and well-groomed. Her voice was very soft and she had little confidence to speak in English. She was from a “small city” in Yunnan, Zhao Tong. Her father was an engineer and her mother was a revenue official. Her family was considered an “affluent” family in her hometown. An only child, she was raised primarily by her mother and grandparents.

The first time I called on Ms Fang in class her face became red. She could not answer me at all. During the break, Ms Fang approached me and apologized for not speaking when I called on her; she wondered if she would fail the course because of that. I smiled and told her that it was okay, she would get many more chances to speak and participate in the class. Her spoken English was advanced elementary, she simply had not been presented many opportunities for speaking. Ms Fang learned of the Northeast program when she got accepted; based on her Examination scores she was informed that she had been admitted to the program in a letter from the Yunnan partner. She told me, “I can exercise little choice about the major,

119 Areas that students may term "rural" in China do not exactly match, demographically, what U.S. sociologists term “rural”. While her hometown was not a major urban center, the population of Zhao Tong is over one million. A relatively new expressway connects Zhao Tong with Kunming, nearly six hours by car, eight by bus.
because my college entrance exam forced me to choose this school only’’ I asked Ms Fang to elaborate on that comment:

In China, the scores of the college entrance exam decide what university you are admitted to and then what major you should take. My scores of the college entrance exam were high enough for Yunnan but not high enough to choose my major\textsuperscript{120} which I wanted to be law\textsuperscript{121}. If your first choice is not met, you should wait to be assigned to the school which lacks students. When I got the acceptance letter, I knew the International Business School had admitted me. The Business School has the Northeast China Program and another Australian\textsuperscript{122} program; all students that were admitted were placed into one of the programs, I have exercised little choice.

5.3.6.1.5 Mr. Wang

Mr. Wang was from Kunming; his parents were “upper-class citizens”; his father was a manager in a State Owned Enterprise and taught at a local university in Kunming, his mother was an accountant. His mother and grandparents shared equally in his upbringing; he was an only child. His spoken English was among the best of any of the students I taught at Yunnan; his vocabulary was excellent. Later in the course, he began to help me translate during class-

\textsuperscript{120} My term.
\textsuperscript{121} This was the first time I became aware that the Entrance Examination not only determines which university one may enter but also which major a student is placed in, within that university. Further interviews would substantiate Terri's claim.
\textsuperscript{122} Charles Stuart University.
meetings when other students had trouble understanding. Mr. Wang was unique in that he had confidence to speak English. He told me the first day I met him that he wanted to go abroad after graduation. Mr. Wang regularly expressed frustration that students had to balance “two wings” (English part of the program with the Chinese part of the program) while studying. However, he felt that by doing so successfully, students would be better prepared after graduation. He constantly challenged himself to learn more and attain higher levels. Mr. Wang's appearance was that of a typical young male attending university in China. His clothing was usually wrinkled; he looked as if he had awakened just in time for class.

Mr. Wang expressed that he was given “little choice” in entering the Northeast program. Well, I get to know the program after I enrolled in IBS. Then I realized the only choice I had was the Charles Stuart university or Northeast. I thought my listening would be better if I have American teachers rather than Australian teachers; my past English teachers all came from America.

5.3.6.1.6 Ms Xiuying

Ms Xiuying was another 2004-class student from Kunming. Her family was “upper-middle class”; her father worked as a manager and stockbroker in a private company in Kunming. Her mother was an accountant in a private company, also in Kunming. Her grandparents were her primary caregivers; she was the only child. Her spoken English was

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123 I termed Mr. Wang my first “overachiever” in the Northeast program.
124 There were at that time, two joint-degree programs managed by Yunnan/IBS: Charles Stuart University from Australia and Northeast College from the U.S. Toward the end of my study there were no less than six TNE programs affiliated with IBS/Yunnan.
125 Chinese typically refer to the United States as “America” and U.S. citizens as “Americans”.

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intermediate. Ms Xiuying became a team leader. She did “not do well” on her Entrance Examination and learned about the program “from some detailed information of the International Business School”. She was neatly groomed and dressed business-casual for all class-meetings.

Her team informed me of student perceptions of Chinese instructors in a Strategic Planning presentation. Ms Xiuying's team also provided insight into Chinese business practices. During an HR case study presentation, her team was presenting alternative solutions to a problem. Ms Xiuying explained,

Professor, we understand about ethics. We understand how you taught us to solve these problems in the Western way. But, this is China. If we see this problem, the best way to solve it is to buy gifts for the officials that can control it. We will treat them to dinners and buy expensive alcohol. After we do these things, our problem will go away.

Immediately she translated what she told me into Chinese, for everyone's benefit. She received applause and a resounding chorus of “Dui, Dui le” from the class.

5.3.6.1.7 Mr. Li

Mr. Li invited me for dinner one night after class. He was a leader of a team, his spoken English was intermediate (he did have a stuttering problem when he spoke English, but not when he spoke in Chinese) and he did well when I asked him to perform in the classroom. Mr. Li

126 Yes, Yes that's right!
Li was a bundle of fun! He made his presentations fun, and the class loved to hear and see him on stage. He also had a comical appearance; he looked as if he had just awakened at the start of every class; his hair was never combed and his clothes were always terribly wrinkled. If he'd worn makeup, he could have been a clown.

Mr. Li was the oldest of two children\textsuperscript{127} in his family. His younger sister was still living at home with his parents. His father worked in the Bank of China and his mother was a nurse in their town, \textit{Shangrila}. They were a “well off” family there. His parents and grandparents were his primary caregivers.

He was concerned about a few of the students on his team and wanted to speak with me; we discussed his problems. The final “examination” for the course was a “team job interview.” Mr. Li was worried that three of his teammates would fail the interview. When I asked him why, he told me, “they don't speak English. They never understand anything you say.” This was quite a revelation. While I had suspected several students had difficulty listening and other students had mentioned this in previous interviews, it was the first time anyone told me that there were students who definitely did not speak English. He wanted me to allow the students to have their interviews in their native languages (Vietnamese and Laotian) or in Chinese\textsuperscript{128}. I asked him if he remembered my research\textsuperscript{129}. He did; I began to interview him. Concerning his admission to the Northeast program Mr. Li said:

\textsuperscript{127} Some readers might think (as I did when I came to China) that China has a “one-child policy” and wonder how this young man could have a sister. Actually, the policy is officially a “Family Planning” policy. Families in the metropolitan areas are heavily taxed for any child after the first. Parents in smaller areas are taxed less heavily and finally, the peasants (farmers) are taxed at the lowest rates for additional children. I learned this during the preliminary study for this research project. While teaching a debate course, I assigned as the final examination topic, “China's One Child Policy”. The students gracefully corrected my misunderstanding.

\textsuperscript{128} Outcome discussed later in the report.

\textsuperscript{129} I always told students, on the first day of courses, about my research topic.
I think this is a happy accident, because when I graduated from high school, I did a mess on the university Entrance Examination, I had no choice that moment, Yunnan's major requirements were not too high except English, so... here I am!

It was ironic that he mentioned the program's English requirements were higher than anything else. Remember, he had wanted to meet with me because some of his teammates could not speak English.

5.3.6.1.8 Mr. Liu

Mr. Liu was a retake student. He offered me a ride home after class one night, saying he lived in the same community as me. His spoken English was above average. I asked him why he thought he'd failed the course before.

My father died during the course. I had to leave school that term to care for everything. My mother was unable to run my father's business, so I did it and trained her. I failed this course because I did not finish it. I must pass it this time to graduate.

As Mr. Liu dropped me off, he asked me to wait. He circled to the rear of his car and took a large bag from the trunk. He presented me with a gift of fine tea.

Professor, you are truly my blessing. I hope you will accept this gift. I will miss class sometimes, because of the family business. I hope you can understand and will not fail me because of my
missed class. I will also give you a ride after every class I attend.

Mr. Liu was representative of most retake students\textsuperscript{130}. They felt that a gift was necessary to pass the course. He was different in his perception of why he failed. Other retake students told me they failed, before, because they could not speak English.

5.3.6.1.9 Ms Na

Ms Na was the first student I met that was not forced to enter the NCPI program, due to a low Entrance Examination score. Her grades were good enough to be admitted to a prestigious university in Beijing. However, her mother had seen literature about the NCPI program. After her parents discussed the situation, they decided to keep Ms Na at home. They reasoned this was a “double blessing”; they got to keep their daughter at home and she would earn a “foreign degree” with its accompanying prestige.

Ms Na's English was superior to all students I met in the NCPI program. She was a team leader and she consistently performed at the “A” level. One afternoon she invited me to dinner at her parents' home, for the upcoming weekend; the first time I was able to meet any of my students' parents. Ms Na's mother was a doctor; she practiced both Traditional Chinese and Western medicines. She eventually prepared meals for me over five weekends. Ms Na's father was a worker in a local factory. He worked two straight shifts in order to pay the tuition fees, which were four times higher than the university in Beijing, for his daughter. Ms Na's dream was to study overseas. She wanted a job that paid a high salary, in order to repay her parents for

\textsuperscript{130} There were two notable exceptions. Both of those students' fathers were close friends with NCPI's Director. I was informed by the Yunnan administration to “please pay special attention to” them.
5.3.6.2.0 Ms Zhang

Ms Zhang's father was a “friend of a friend” of the NCPI director. Her father heard about the program and thought it was the best option for his daughter. Ms Zhang was a top student, her English was upper intermediate. Ms Zhang was concerned about the responsibility of instructors in the NCPI program. I asked her for an example.

Dr. Smith not taking classes seriously! For example, the first day he gave class to group A, after 20 minutes late he came into the class, without giving any excuses to the whole class, who waited for him for 20 minutes. He opened the computer, typed 4 questions, “tell me something about yourself, who you think the best leader is, what's leadership in your eyes?”, stood up and said “Happy Lantern's Day!” and "Bye bye!" then he went away. The whole class took only about 10 minutes. Though I'm from group B, we all knew about this.

The second day, group B's turn to have his class, he was 23 minutes late, according to my watch. I was pretty amazed he didn't dismiss the class again! Later I knew the reason why he was late again, he slept overtime.

Last Sunday, he missed group A's class for the third time. This
time, no one knows why. We didn't even get a fake excuse!

Some students like him because they don't like to have class at all!
So teachers like Dr. Smith would definitely cater into their needs!
But there are people like me who think Dr. Smith really should
take teaching seriously. We don't need too much, we only need him
to be there when he should be.

5.3.6.2 Student Profiles Summary

The students I interviewed represented the best English speakers in their cohort. Those
students generally were successful,\footnote{Final marks for the interviewed students ranged from C+ to A.} they were at or near the top of their class, at least for
English levels. Some other students were simply unable to be interviewed. Regardless of where
the students came from, regardless of what their parents did, the students had little choice but to
enroll in the NCPI program. While some students entered the program because of Guan Xi,
most students I interviewed were placed into the program due to their scores on the Chinese
University Entrance Examination. Over 80% of the students that responded to an email
questionnaire (Appendix IV and IVB) stated they were in the program because of the
Examination scores. This should not go unnoticed; there is a guaranteed pool of students in
China for a TNE program to pull from.

Most were “assigned” to the major because of their Entrance Examination scores, and
after being put into that major they were given the choice between two TNE programs.
Generally students were happy to have classes from foreign teachers. They felt that they got
exposure to the outside world through the instructors from overseas. Students especially liked being put into teams\textsuperscript{132}. Chinese students repeatedly said that teamwork was a skill that they did not practice in their Chinese coursework.

Most students said they did not have a choice when entering the program. Some Chinese students would not willingly (in person) disclose their poor performances on the Entrance Examinations to a stranger. I attributed this to the need to “save face”, so prominent among the Chinese. In my second course with the 2004-class students, the entire group was comfortable enough with me to disclose the truth; Entrance Examination failure was named as a threat by every student team in the strategic analysis presentations – in students' words: “we are not the best Chinese students.”

5.3.6.3 Student Satisfaction

Questions Three (What factors are associated with satisfaction?), Four (What factors are associated with dissatisfaction?), Seven (What are the greatest challenges?) and Eight (What are your impressions of the program with respect to “value for money”?) provided much data for the report. The questions are open-ended, allowing for students to respond freely. The questionnaires are reproduced in Appendix IV. There were no choices, students wrote down what they felt.

Some students mentioned “using the newest textbooks” as a factor of satisfaction, which was illustrative of the naivety of some students; the textbooks I used were always at least one

\textsuperscript{132} Through Students' comments about teamwork I realized that other instructors had generated the same ideas. I began the practice by telling students that in their professional careers, they would most likely be on teams and that university was a great place to practice teamwork.
edition behind the current version. The students I interviewed also were looking forward to honing their English speaking skills. Being able to express themselves in ways that their traditional Chinese courses and teachers did not encourage or allow was a plus. The practical aspects of the program – opportunities to actually do work before students graduated – were appreciated. An email questionnaire generated results (Table 5.2) that generally reflect the opinions of the students interviewed. Again, students responded to open-ended questions (Appendix IV/IVB) and some students might have listed one factor while others listed as many as five factors. The number of times each factor was listed allowed me to discover what most students felt and yielded the percentage of students that listed each factor.
Table 5.2.

*Percentage of Students Listing Selected Program Factors of Satisfaction* \(^{133}\).

<table>
<thead>
<tr>
<th>Factor</th>
<th>Percentage of Students Listing the Factor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foreign Teachers</td>
<td>81</td>
</tr>
<tr>
<td>Chance to Improve English</td>
<td>66</td>
</tr>
<tr>
<td>Teamwork Practice</td>
<td>65</td>
</tr>
<tr>
<td>Exposure to a Different Culture</td>
<td>55</td>
</tr>
<tr>
<td>Student Practicums</td>
<td>51</td>
</tr>
<tr>
<td>Global Perspective</td>
<td>45</td>
</tr>
<tr>
<td>Independent thinking</td>
<td>44</td>
</tr>
<tr>
<td>Modern Classrooms/Equipment</td>
<td>42</td>
</tr>
<tr>
<td>Improve Presentation Skills</td>
<td>35</td>
</tr>
<tr>
<td>Improve Organization/Time Management Skills</td>
<td>34</td>
</tr>
<tr>
<td>English Textbooks</td>
<td>31</td>
</tr>
<tr>
<td>Improve Communication Skills</td>
<td>30</td>
</tr>
<tr>
<td>Improve Confidence</td>
<td>30</td>
</tr>
<tr>
<td>Learn Leadership Skills</td>
<td>19</td>
</tr>
<tr>
<td>Chance to talk to teachers after class</td>
<td>11</td>
</tr>
<tr>
<td>Learn more about computer programs</td>
<td>8</td>
</tr>
<tr>
<td>Others (less than ten students listing each factor)</td>
<td>6</td>
</tr>
</tbody>
</table>

\[n=268\]

*Note: Question Three, What factors are associated with your satisfaction with this program?*

\(^{133}\) Studying at *Tianjin* and *Yunnan* partner universities.
5.3.6.4 Student Dissatisfaction

Students were also dissatisfied with the program. Question Four: What factors are associated with your dissatisfaction with this program? (Appendix IV/IVB) allowed students to express their dissatisfaction. Factors included the accelerated nature of the courses, instructors that knew little about Chinese culture\(^{134}\), course-scheduling that was confusing and random\(^{135}\), too many students in a course, too many courses at the same time, and their groups being split up for the foreign courses. Students I interviewed expressed many of the same factors as students who responded to the email questionnaire (Table 5.3).

One troubling area that surfaced was lack of responsibility in foreign teachers. Including emailed and interviewed responses from students, this was the fourth most often mentioned area of dissatisfaction. When I pressed students for examples, most students would mention professors attending classes extremely late without any notice. Some said their instructors missed class often. Others were simply frustrated at the perceived lack of organization and basic personal responsibility; Ms Fei related the following story:

I indicated that the professor's quality and responsibility needs to improve because we have experienced such an irresponsible professor. In the course of Marketing Management, the professor assigned us teamwork: to develop a marketing plan. Each group spent a lot of effort and so much time on it, and then we handed it in on time. But the professor lost all or our plans and he didn't tell

\(^{134}\) Listed most frequently by all students interviewed as the greatest factor of dissatisfaction; second greatest overall, including the email responses.

\(^{135}\) Students said sometimes they would go two months without a foreigner's class, then suddenly would be told to "buy books and attend the foreigner's classes tomorrow."
Table 5.3.
Percentage of Students Listing Selected Program Factors of Dissatisfaction\textsuperscript{136}.

<table>
<thead>
<tr>
<th>Factor</th>
<th>Percentage of Students Listing the Factor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accelerated coursework</td>
<td>85</td>
</tr>
<tr>
<td>Cultural Gap Between Foreign Teachers and students</td>
<td>75</td>
</tr>
<tr>
<td>Course Scheduling is Confusing/Random</td>
<td>69</td>
</tr>
<tr>
<td>Foreign Teachers' lack of responsibility</td>
<td>56</td>
</tr>
<tr>
<td>Chinese Class-groups split up in the foreign courses</td>
<td>53</td>
</tr>
<tr>
<td>English Textbooks</td>
<td>53</td>
</tr>
<tr>
<td>Foreign teachers not speaking/learning Chinese Language</td>
<td>50</td>
</tr>
<tr>
<td>Chinese Teachers' lack of specialized knowledge</td>
<td>34</td>
</tr>
<tr>
<td>Too many students in one classroom</td>
<td>32</td>
</tr>
<tr>
<td>Foreign teachers not willing to talk to students after class</td>
<td>22</td>
</tr>
<tr>
<td>Leaders of Teams do most of the work on projects</td>
<td>16</td>
</tr>
<tr>
<td>Required to Speak English</td>
<td>15</td>
</tr>
<tr>
<td>Student Practicums</td>
<td>8</td>
</tr>
<tr>
<td>Foreign Teachers do not speak a consistent dialect of English</td>
<td>6</td>
</tr>
<tr>
<td>Presentations</td>
<td>5</td>
</tr>
<tr>
<td>Others (less than ten) students listing each factor</td>
<td>7</td>
</tr>
</tbody>
</table>

\textit{n}=268

Note: Question Three, What factors are associated with your dissatisfaction with this program?

\textsuperscript{136} Studying at \textit{Tianjin} and \textit{Yunnan} partner universities.
us the situation. At the end of the course, he gave random marks to all teams, without any explanation. The average grades of our class were around C or D. So we think the grade for us was unfair.

I pressed Ms Fei for her suggestions to solve the problem:

In the current feedback system, students can only give evaluations to professors at the end of the courses. In my point of view, the program should improve the feedback system to collect feedback immediately and solve the problems as they arise.

The factor of “being split up for foreign courses” deserves more attention here also. In those situations, two or more groups (A, B, C, etc.) of students were combined into one “foreign” course. For example, one section of my course might have consisted of group A, along with half of group B. The next section of my course consisted of half of group B and all of group C, and so on. The original groupings (A, B, etc.) shared the same Chinese course-schedule. When the parent-country professors gave teamwork assignments, it was extremely difficult for students to find common times when they were not in class meetings. In courses where “retake” students were enrolled it was even more difficult, because some of those students had already finished coursework (but for the retake course) and were working full-time jobs.

5.3.6.5 Student Challenges

I separated challenges because the students did so during the first interviews I held. Afterward, I began explicitly asking students about challenges. Question Seven, What are the greatest challenges you face in this program? Responses are listed in Table 5.4.
Table 5.4.

Selected Challenges listed by NCPI Students

<table>
<thead>
<tr>
<th>Challenge</th>
<th>Percentage of Students listing the Challenge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaking English</td>
<td>71</td>
</tr>
<tr>
<td>No Time to Complete Foreign Teachers' Assignments</td>
<td>69</td>
</tr>
<tr>
<td>English Listening</td>
<td>59</td>
</tr>
<tr>
<td>English Textbooks</td>
<td>55</td>
</tr>
<tr>
<td>English Writing</td>
<td>34</td>
</tr>
<tr>
<td>Classmates (Team Members) with Limited English abilities</td>
<td>33</td>
</tr>
<tr>
<td>Understanding Foreign instructors expectations</td>
<td>26</td>
</tr>
<tr>
<td>Student Practicums (finding placement)</td>
<td>25</td>
</tr>
<tr>
<td>Cultural Understanding</td>
<td>24</td>
</tr>
<tr>
<td>Team projects (because students wait on team leaders to do everything)</td>
<td>18</td>
</tr>
<tr>
<td>Getting an “A” in the coursework</td>
<td>17</td>
</tr>
<tr>
<td>Research Papers</td>
<td>12</td>
</tr>
<tr>
<td>Presentations</td>
<td>12</td>
</tr>
<tr>
<td>Thinking Differences between Chinese and Westerners</td>
<td>10</td>
</tr>
<tr>
<td>Others (less than ten students listing each challenge)</td>
<td>5</td>
</tr>
</tbody>
</table>

n=268

Note: Question Seven, What are the greatest challenges you face in this program?

137 Studying at Tianjin and Yunnan partner universities.
One interesting variable here is that students perceive they have no time to complete foreign teachers assignments. This was the most often listed challenge by Tianjin students and fourth most often listed challenge by Yunnan Students. The Dean at the Tianjin campus also said students do not have time to do foreign teachers' assignments. Foreign teachers courses are scheduled last, which is one reason we frequently wind up teaching early mornings, having the middle of the days free and then teach again late at nights. When I asked for a more “friendly” schedule, the administrators on both campuses told me that was impossible. NCPI officials do not notify partner campuses they will have a foreign teacher, until all the Chinese teachers have their teaching schedules. The students know that their Chinese courses are priority. In Tianjin once, I allowed a class-meeting to run over approximately 10 minutes (we were late starting due to equipment failure) so a team could finish its presentation. The Dean and the Chinese teacher (for which class the students were late) came and ended the presentation, forcing the students to leave. The dean and instructor both, warned me and expected me never to let that happen again; I did not.

Having this “second class” view of foreign instructors and classes has an effect on how the students perceive the importance of the coursework. The students did not say, “We have no time to complete assignments.” They said, “We have no time to complete foreign teachers’ assignments.” Of the students I failed, every one of those did not turn in the required assignments. To a student, each one expected to receive an “extra assignment” that would allow them to at least pass the class. This seems to be a case where the “official” attitude permeates students' mindsets.
5.3.6.6 Perceived Value of the TNE Program

Question Eight, What are your impressions of this program with respect to “value for the money?” (Appendix IV/IVB) yielded interesting responses. The students were able to project into the future and linked value of the program with their prospects after graduation. Students were pleased given the future benefit that a TNE degree promised. Students generally felt that the fees were too expensive, but reconciled that with learning from foreign teachers and learning new ways of doing things. Students spent upwards of 150,000 RMB\(^{138}\) over four years in the TNE program. This figure is more, by a factor of four, than students attending a State university in China pay. Particularly enlightening was Mr. Li's response:

I don't know, if I got a nice job, it's a value...but..you know, some students think this program is a lie.

I responded, “A lie? What do you mean by that? Can you give me an example? Mr. Li Continued:

13,000RMB is not cheap...and some students are not good at English, if they got an "F" in some class, they need to pay about 2000RMB\(^{139}\) to restudy this class...and at the very end, they could not get the degree\(^{140}\), they could not find a job, but over four years they paid about 150,000RMB, so they think this program is a lie.

After Mr. Li finished, I asked him how he came up with such a figure. That amount was

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\(^{138}\) $ 22,000 USD.

\(^{139}\) This figure is not true for the student's first retake class. First-time retake students pay 1,500RMB. Second-time retake students pay 2,000RMB. I verified this with the Yunnan administration.

\(^{140}\) Mr. Li was referring to the Northeast policy that states if a student fails the same class twice, s/he may not graduate.
about 90,000$^{141}$RMB more than the tuition fees. Mr. Li got a pencil and paper out and calculated the expenses. The expenses were not typical of all TNE students, but most IBS students in Yunnan agreed that the calculations, reproduced in Table 5.5, were representative.

$^{141}$ $13,200 USD.
### Table 5.5.


<table>
<thead>
<tr>
<th>Item</th>
<th>Cost (Chinese Yuan Renminbi)</th>
<th>Equivalent U.S. Dollars</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tuition</strong></td>
<td>13,000</td>
<td>900</td>
</tr>
<tr>
<td><strong>Dormitory</strong></td>
<td>1,200</td>
<td>175</td>
</tr>
<tr>
<td><strong>Books</strong></td>
<td>600</td>
<td>90</td>
</tr>
<tr>
<td>Food, Clothing, Toilettries, Cigarettes, Alcohol</td>
<td>9,000</td>
<td>1,320</td>
</tr>
<tr>
<td>Travel from home to school (six times a year(^{142}))</td>
<td>4,800</td>
<td>700</td>
</tr>
<tr>
<td><strong>Laptop Computer</strong></td>
<td>6,000</td>
<td>880</td>
</tr>
<tr>
<td>Student Trip (either to Shanghai or Thailand)</td>
<td>4,000</td>
<td>585</td>
</tr>
<tr>
<td>Retake Class Fees(^{143})</td>
<td>3,000</td>
<td>440</td>
</tr>
<tr>
<td>CET4(^{144}) Training (required level four to graduate)</td>
<td>2,200</td>
<td>320</td>
</tr>
<tr>
<td>TOEFL(^{145}) or IELTS(^{146}) Training(^{147})</td>
<td>3,000</td>
<td>440</td>
</tr>
<tr>
<td>Vacation Travel (once a year)</td>
<td>2,000</td>
<td>290</td>
</tr>
<tr>
<td>Off-campus Apartment(^{148})</td>
<td>2,250</td>
<td>330</td>
</tr>
<tr>
<td><strong>Total Annual Expenses</strong></td>
<td>51,050(^{149, 150})</td>
<td>7,740</td>
</tr>
</tbody>
</table>

**Note:** One U.S. dollar equals 6.8264 CNY

\(^{142}\) Mr. Li is from Yunnan province, he flies from Kunming to his hometown, on the border of the Tibetan Autonomous Region.

\(^{143}\) Not every student fails a class, but Mr. Li believed the average student did.

\(^{144}\) Chinese English Test.

\(^{145}\) Test of English as a Foreign Language.

\(^{146}\) International English Language Testing System.

\(^{147}\) For students that want to study overseas, one of these tests is required.

\(^{148}\) Mr. Li claimed that most students would do this if their parents would pay. Some students had both a dormitory room and an off-campus apartment that the parents knew nothing about.

\(^{149}\) 6,000 for the laptop computer would not repeat, thus the last three years would amount to roughly 45,000 each.

\(^{150}\) At Kunming University of Science and Technology I taught a research class. Students surveyed others on campus and found an average expense-per-student of 37,600 Renminbi, over the entire four years. Male students spent significantly more due to cigarettes and alcohol.
5.3.6.7 Student Perceptions of the TNE Program

When students got a chance to talk about anything they wanted to, regarding the TNE project, they loved it. They saw participation in the project as a way to achieve a goal: to get rich. When students listed their values, most often the primary value is “getting rich.” On the surface that might seem shallow, but looking deeper, students want to “get rich” in order to provide prosperity to their country and their family. The TNE project is a means for achieving those ideals.

One of the most often mentioned advantages was the NCPI Director. Students admired him greatly. They understood the business model, and taught me how it worked through presentations. Students hoped to have ideas as successful in their futures. Students understood what their parents were paying for and some sacrificing for. They were privileged to learn in a program that the NCPI director conceived of and controlled. Students believed that attaining goals was in their reach, because of this man and his program. Students were cognizant of learning how to do business from someone that was obviously successful and were impressed by his Guan Xi.

The TNE program students' living conditions are better than average Chinese university students experience. Students liked having hot water in their dormitories. They liked living in a room with painted walls and only three to five roommates. They were able to personalize their living spaces.

Students also saw some imperfections in the project. After all, the project is new. Rapid growth sometimes comes with a cost, and students saw the TNE program as an evolutionary
process. They were sure that the program would, some day, “be perfect.”

5.3.6.8 Student Interviews: Summary

Students were pleased with several factors in the program. Most students listed having foreign teachers as the number one element of satisfaction. This was the first chance for many students to sit in a class taught by a non-Chinese. Additionally, many students felt that the program offered them a chance to improve their English language skills. Several students took this even further and established English clubs on campus. Opportunities for practicing teamwork were valued by many of the students. Traditionally, the practice of teamwork in courses had been overlooked in China. Several students enjoyed the exposure to cultures that were significantly different from their own. Students claimed that they felt as if they were visiting abroad when attending a foreigner's class-meeting. There were however some components that precipitated dissatisfaction.

The most often mentioned factor of dissatisfaction was the accelerated coursework. Some courses (consisting of 45 lecture-hours) were completed in barely four weeks. Some instructors told me they had done a course in two weeks; I taught several “retake” courses over two-week periods each. Students complained about the cultural gap between foreign teachers and Chinese students. Some lecturers had never been to China before taking these posts, and many had not studied Chinese culture or language. Students also felt that there were too many students in one classroom in the foreign courses. On average there were an additional 20-30 students in the foreign courses. Several students complained about course scheduling. Often students do not know they will take the course until the foreign instructor arrives on campus. Several students
cited late or absent foreign teachers as an indication of low personal responsibility. Apart from dissatisfaction, students faced several challenges after enrolling in this TNE program.

The major challenge most often listed by students was being required to speak English in the foreigner's courses. Several students had not yet passed CET-4 and the TNE courses were too advanced for some students' levels. Another major obstacle for students was the English textbooks. Students felt there was too much to read and comprehend in the allotment of time. Listening to foreigners give lectures in English was also a hindrance to many of the students. Instructors came from a variety of backgrounds and locales and brought varied dialects with them. Finally, time was perceived as an impediment. Oftentimes students were taking three foreign courses at a time alongside the regular Chinese-course load. Completing assignments for the TNE courses was not possible for many students.

Students at IBS, financially, were not representative of the overall Yunnan student population. Based on a survey of expenditures, IBS students spent more (by a factor of three) in two years than the average student in Yunnan province spent over four years. Tuition fees at IBS were five times more than the Yunnan provincial average. Students in Tianjin did not display the same sort of wealth; some parents worked two jobs to give their kid a better chance. Several students saw this as a “second chance” because they could not enter the “regular Chinese university”. Others were earning their degrees as they worked.

Caution must be taken not to infer that survey results are “the norm” of all students. Roughly 20% of the students I taught understood almost nothing when I spoke. It would be naive to expect that their views were included in the survey results; I did not interview any of
those students my first term. I interviewed a purposive sample which came from students I had taught.

5.4.0 Researcher’s Perspectives on the NCPI Program

I was surprised at the English levels of my students. Looking back, perhaps I was biased because for the first two years in China, I had been teaching English majors and students that were paying to improve their English skills. My initial perception at IBS was that too many students were not learning enough through lectures.

5.4.1 Administrative Overload

Two weeks into the course I created a Website for the students to submit written assignments to me. I gave students an overview of paragraph structure and form. I asked each student to write one paragraph summarizing the unit we had just finished. Following the paragraph prompt, I had a series of questions each student should have answered. Later I hired a Chinese assistant, so students could submit answers in Chinese.

1. What was the most important thing you learned from the unit we just covered?
2. What was the least important thing you learned from the unit we just covered?
3. How will the key concepts of (generally, four or five were listed) aid you in your future, professionally and personally?
4. Which of the key concepts are most useful in Chinese society and culture?
   A) Why?
5. Which of the key concepts are not useful in Chinese society and culture?
A) Why not?

6. What was most confusing from the unit we just covered?
7. Do you have any other questions or comments?

Reviewing these questions gave me an opportunity to create special “in-between” presentations in which I reviewed student concerns. If the “comments or questions” were private, I responded via email. If I thought the class sections would benefit from discussions, I asked the students' permissions to bring up their topics. Generally students felt a sense of honor when I gave them (verbal, public) credit for the discussions that ensued in the classroom. I began to depend more on the Chinese assistant. My assistant did not attend lectures. I was aided only during tests and lesson preparation at first; later on grading assignments were delegated. I was able to explain troublesome concepts to students using Chinese language presentation slides. The Web-based system also alleviated my problem of paperwork. After two weeks, I had accumulated over 1,800 note cards and sheets of paper. From that point, I faced a new and even greater challenge: how to evaluate over 600 students in a reasonable amount of time while ensuring that learning occurred. I have since allowed students to speak Chinese during presentations. If students prefer to speak Chinese, they must submit their work, translated into English (along with the original Chinese) to me, two days before the presentation. That decision was seen as radical by some of my colleagues. The administrators in New York had mixed feelings, few were pleased, some were concerned. The Chinese partner universities, NCPI, and the students were elated. I was satisfied with student performances.

151 In a faculty meeting with NY administrators one colleague stated: “If my students cannot speak English, they fail. Simple.” I responded, “but we are not English teachers.” A different colleague retorted, “Oh yes we are; we are basically glorified English teachers.”
5.4.2 Difficulties Assessing Student Performance

I created such a Web-based system also, to administer exams that were graded immediately, automatically. The grades were stored in tables of the database file. Examinations pose many problems to the foreign teacher in China; I put examinations on line, reserved computer laboratories, and tested the students. I make no claim that the on line tests were more secure than paper-based examinations. They were effective and greatly improved my efficiency. Recently I have tested students at a set time, from wherever they may obtain Internet access.

For in-class coursework, I began assigning (problem-solving) cases to teams of students. There were cases included in the textbook, but I supplemented those with cases that I took from other textbooks, downloaded from Websites, and real-world experiences from my career. After the first round of presentations, I gave the students a lecture on public speaking and presentations. My presentation guidelines were based on Western culture. Chinese presentations differ greatly from my idea of a quality presentation. I base my assumptions on methods promoted by numerous “speakers' clubs” based in the U.S. A Chinese public speech might consist of the speaker sitting and reading a prepared document. I did not allow reading after the first round of presentations. I was able to sit in the back of the classroom and observe, recording grades on a portable computer, as the students presented.

No reading. Not reading while speaking English. That was (and is) probably the most difficult assignment (based on performance) for over half of the students at IBS. After explicitly stating that reading during a presentation was not acceptable, I told students they would earn

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\footnote{I had my assistant type a brief memo explaining what I wanted, and I presented that memo in Chinese, on a presentation slide. The memo explained notes were allowed during presentations.}
failing marks for not following my guidelines. Several failed.

Students that did not read, did not always present according to my understanding of a presentation. Over half of the students that would speak English (without reading) were reminiscent of robots. Chinese students are astonishing when recalling memorized\textsuperscript{153} information.

Students began approaching me with problems after I announced the final examination\textsuperscript{154} schedule. Students were concerned that their team would receive low marks because teammates could not speak English. Some students were from third countries, and could not speak English. Many Chinese students could not speak English. Chinese speakers evaluated the students in the final mock-job-interviews. I rated the students on appearance, preparation, and behavior.

5.4.3 Understanding Chinese Student Behavior

When students fail courses at Chinese universities they are allowed to “sit” in extra examinations or compacted course simulations as a way to pass the courses. The students are acclimated to this; it is embedded in the collective student culture that they will always have the chances to do those “little somethings extra” after failed courses, to pull their grades up to acceptable standards of passing. The students pay for these opportunities; the Chinese instructors profit from these scenarios by earning extra income. This poses ethical dilemmas for the Western instructor.

\textsuperscript{153} Much has already been written on this topic; much of it negative criticism. I taught an English class and experienced one student reciting (in English) four pages of an essay, verbatim, without ever looking at her notes; I was astounded. She did not know the meanings of some words, yet she said the words. Even some Chinese students are critical of the rote-memorization methodology upon which Chinese education is based.

\textsuperscript{154} Mock job interviews.
Chinese students at IBS approach class-meetings from a different cultural context than I do. First, there is a level of respect, near reverence, given to teachers that is unequaled in my experience anywhere else\textsuperscript{155}. I stated explicitly in the course syllabus that behavior was part of the grade. For the first three weeks of class-meetings there were no problems at all. Perhaps students were uncomfortable in new situations. However, there were some exceptions.

If I asked a student to stop something or do something, it happened immediately. But I began to need to ask with an increasing frequency for students to stop talking when I was speaking. I sent students home\textsuperscript{156} and would not allow them to return to our classroom-meetings until we had a conference with the Chinese student advisor.

After students adjusted to my personality they seemed to become more at ease. Once that happened, students began to be more forthcoming with their comments about the course and its contents via the online form. After their comments were addressed via email or by the special “mini lectures” in which I addressed the issues, they began to be more active verbally in the classroom. There was still minimal eye contact, but that is well-known, general Asian cultural behavior.

During the final examination\textsuperscript{157} meetings, students met with me in teams of eight or less.

\textsuperscript{155} At least that is the presentation of selves by most Chinese students. How many of them actually revere their teachers is debatable, but the shared culture of students that I have taught in China is the same across SES levels and regions. I have tutored students in Russia, Thailand and in Japan and representative of various countries in the U.S.. While they were respectful, nothing matched what I experienced and continue to experience in China.

\textsuperscript{156} The first time for such an occurrence, I was unprepared. I had never had any sort of issue that required more than asking a student (not to do X) before, in China. When I sent the first student at IBS out of my classroom I had no idea what would happen next. I was surprised to find the student waiting outside, sitting on the hallway stairs, waiting for me. Immediately the student apologized profusely and promised never to repeat the behavior. I still held the advisor-meeting and that student was never a problem again. Later students would either do the same thing or go to their dormitories and send me an apologetic email right away. It did not always work out that way. Occasionally I have been asked by the administration to “overlook” certain problematic students with strong Guan Xi.

\textsuperscript{157} The mock interviews were structured job interviews. The students had already prepared team resumes and had
Most teams prepared well and some teams went further than was required or expected. One team of students wore matching suits while another team actually purchased matching uniforms. One team brought along musical instruments and offered to play for us at the end of the interview. They reasoned that music was a team-building method and wanted to show how they could make it work in practice. Other creative students made professional name cards and brought a team portfolio that had been professionally printed.

Overall I was pleased at their approach to learning how to behave at professional job interviews. Of course there were exceptions. For example, one team walked in with a hastily prepared “team roster” as a cover sheet for the team resume copies. The roster had been hand-written in ink on a piece of notebook paper, torn from a spiral-bound notebook. The edges were still rough. Two additional notebook pages had been attached to the back of each resume, stapled. I had explicitly told students never to use staples in a resume or CV. Each extra page was a hand written “resume” for two students that had stopped attending class meetings after the first examination. They reasoned that if they attended the final exams, which were worth 40% of the final mark, that they might pass the course. That was unacceptable, the two students failed the course.

I have since taught each of those team members another course and they each, to a person, claim to have learned a valuable lesson from the experience. The team actually treated me to dinner after our series of meetings.

Most other exceptions were due to nervous anxiety rather than ill preparation. Teams have been versed in preparation of letters of application. I set up a job-information Website of a fictitious company. My assistant fielded the questions and students emailed letters to her. She scheduled the interviews for 45 minute blocks. The students were aware that three Chinese HR professionals would be attending and providing feedback to them at the end of each scheduled interview.
provided memorable answers. For instance, one young woman responded to my question of how she handled stress by tilting her head sideways, then upward, obviously thinking over her answer then exclaimed with a broad smile, “I drink!” I asked, “What do you drink, water, some special drink, what? She laughed and replied “alcohol, of course!”

5.4.4 Challenges of Retake Coursework

My first retake course (of three) was an HR course. I was approached by the administration at a partner campus and asked if I could teach a course to students that had all failed it the first time. I was asked to teach the course on December 2nd; the course was to begin as soon as possible and I had to end it before December 31st. There were several issues, primarily I had little time. I was already teaching through December 31st and had taken on 26 teaching hours per week in the regular schedule. Another issue, students had no time; several of the students were enrolled in my other courses (a few as retake students) and I knew they already had jobs. I anticipated, correctly, that most of the retake course would consist of working adults.

Both other retake courses were also scheduled late, requiring extra teaching hours to complete. Some students could not attend every class due to work obligations. In one instance, we met all day on Saturday and Sunday over three weekends, in order to complete the course and allow students to attend.

For the most part, the students were happy to have another chance to graduate. However there were some students that simply should not have been enrolled. For example, two students in a class, one Laotian and one Vietnamese, could not speak any English, but they could pay
tuition. Two of the Chinese students had parents that were “friends” of the NCPI director; I was asked to “pay special attention to them” by the administration. Those two spoke and understood little English. I met with each student individually, with a translator, explaining what they needed to do to pass the course. They did as well as they could have, given the circumstances.

Other students had been forced to stop attending courses due to unfortunate family circumstances. There were no withdrawal procedures for such situations. When students do not attend, most instructors record an “F” as their grade. No explanations are given in the original courses to the instructors. The students seem to accept this as “fate.”

Some students were not convinced they could remember anything, and cheated. One young woman, (in that particular classroom, the back-wall blackboard was replaced by a large mirror prior to the examination) was the last student in the room at the end of the first examination period. When she finished her exam, she brought me her paper, smiling. I stopped her and told her to “look at the back of the room.” It was as if she never noticed the mirror until that moment. She started to cry, I simply put a finger over my lips and shook my head. The student never returned to my course-meetings.

5.4.5 Dealing with the Unexpected

At the beginning of the term, a schedule of courses (Appendix X) was provided that indicated the course would run until July 13th. Correspondingly, I planned coursework until July 6th, reserving the last week for examinations. In June, roughly two weeks before the coursework was to end, the administration at Yunnan informed me that I could not hold classes for the first two weeks in July, since students would be busy with final examinations in their
Chinese courses. I had to end my courses in a week's time and administer final examinations, or stay late, after July 13th. Students were asked if they preferred to have a super-compressed end to the course, or return for examinations beginning July 14th. Over half of the students had already booked tickets home; returning late was not an option. We were forced to end the course with approximately three weeks crammed into one.

Neither the administration at Yunnan nor at Tianjin mentions this conflict of coursework/examinations in advance. I began a practice of telling new teachers I met about the possibilities of such things happening, and that preparation could never be too extensive.

5.6.0 Perceptions of NCPI Instructors

During my tenure with NCPI, I met several instructors. Most information here is based on my observations in formal and informal settings but also includes some student perceptions of the teachers. Chinese Nationals would not consent to formal interviews. There were however, occasions in which we discussed the program and the students.

5.6.1 Host Country Nationals, Chinese Teachers

Chinese Teacher One was a competent administrator and a student advocate. At IBS, several of the Chinese National instructors had earned degrees overseas. Chinese Teacher One had earned a Master's degree in the United Kingdom. The experience of living and studying overseas had altered his teaching method; other instructors that had studied overseas transformed similarly. I was introduced to him just before my first CM course meeting; he was to be my translator. He had a full course-load of his own, but my classes had been rearranged to
accommodate his presence. The true first-year students enrolled in the CM course had not reached the minimum English levels; they needed a translator. As the report has already mentioned, we agreed to discontinue those translations after a short time.

Chinese Teacher One was disciplined, determined, and creative. His “administrative role” was directing the Center for Experiential Education. After we became friends, he and I began collaborating on ideas for getting the students to have more practicum-experience opportunities. I would find foreign (not mainland Chinese) organizations on the Web that were located in Yunnan Province and he would contact their local representatives. On numerous occasions he successfully instigated commitments from Non-Governmental Organizations (NGOs – the Chinese equivalent of a non-profit organization). One foreign colleague (Marketing and Leadership instructor, also from the U.S.) had worked with Chinese Teacher One to arrange student practicums with five-star hotels in Kunming\textsuperscript{158}. Many students thought highly of Chinese Teacher One\textsuperscript{159}.

At the heart of the NCPI student experience are the experiential practicums. Students are required to have three such experiences before they are awarded their degrees. These three practicums must be with three separate and different organizations. One should be a student club, another should be with an NGO, finally, involvement with a true for-profit business is required. These practicums normally occur during the summers while classes are not in session. Chinese Teacher One developed a database of contacts; he was administratively, the program's best. Chinese Teacher One is currently writing a book on Career Management, along with 11

\textsuperscript{158} The potential seemed unlimited for creating opportunities for students.

\textsuperscript{159} Later, in another term, I taught Strategic Management courses at IBS. I would ask students to list strengths and weaknesses of IBS; he was listed as a strength by most teams of students.
Chinese Teacher Two was quiet yet commanded attention and respect at the same time\textsuperscript{161}. I attended several workshops with her, and was able to engage in a few discussions. I observed a course meeting of hers on one occasion. Each of these two Chinese instructors had tremendous respect for one another and were consistently (unofficially, through activities in my Strategic Management course) rated among the best by the students enrolled in my course. When I asked students what made them so special, students would answer:

First, they know what they are teaching. Second, they studied overseas and have a newer teaching methodology; the classes are fun!

In addition to the aforementioned instructors, there were other Chinese National instructors that I did not have occasion to become acquainted with. I learned of them strictly through word-of-mouth from Chinese teachers One and Two, and from students' characterizations of them via assignments in the various courses (CM, Strategy and Human Resources Management). A majority of the Chinese National instructors were seen as weaknesses from students' perspectives.

Students would comment (when queried about why the Chinese teachers were listed as weaknesses) that “they knew nothing of the course content.” Upon further questioning (namely me asking for examples and evidence to support these claims) students told me of a common

\textsuperscript{160}NCPI's Director/President has been instrumental in convincing the MOE to institute a mandatory Career Management course at Chinese universities. The authors want their book to be published in order to take advantage of the new market created by this new requirement.

\textsuperscript{161}She was another “strength” that students generally mentioned in my later Strategic Management courses. Besides her and Teacher One, no Chinese Nationals were mentioned as “strengths” when doing a SWOT analysis on the organization.
occurrence:

I asked Teacher X a question, she told me, “Look it up after this meeting; this was not my major so I’m not familiar with the topic well enough to address your questions.” (Student presentation, Fall term, 2007).

and another frequent student claim was:

Teacher W always sits behind the desk; we cannot see him. He shows Power Point presentations and reads. The first class-meeting he told us, “My major was English. I was hired to teach here because I can speak English. I did not know I would teach this subject and I know nothing about it. You will have to answer your own questions or ask another teacher.” (Student presentation, Fall term, 2007).

I observed other Chinese teachers on the Yunnan campus; the students descriptions of the Chinese Nationals' delivery style was accurate. To be fair, this presentation style is not unusual for mainland Chinese teachers, based on my experiences elsewhere at other universities in China. Chinese Teachers One and Two had adopted the “foreign teacher” style which the majority of my students seemed to prefer. I did not hear firsthand, an NCPI teacher say to a student that s/he did not know the content of a course.\footnote{I also heard students make similar claims at the Tianjin campus, my second term working for NCPI.}
5.6.2 Parent Country Nationals, U.S. Instructors

Most foreign instructors were seen as competent by the students. Interestingly, Chinese students do not expect foreign teachers to be fluent in Chinese, but they expect them to be learning. The teachers that do attempt/learn to speak and understand the local language are seen as more approachable, but are not necessarily seen as any more competent, insofar as teaching.\(^{163}\)

Students defined competence in an instructor as the ability to answer questions on course content, responsibility (showing up for class) and availability after the course meetings. Mainland Chinese students expect their foreign instructors to be entertaining, to know something about Chinese culture, to be competent, and to help them with their English (regardless of the current course content). Instructors who did not meet or exceed those expectations were typically named as weaknesses in student presentations in my courses. Conversely, students would openly name teachers they saw as strengths of the program.

Chinese students do not consider such behavior as a breach of etiquette, nor do they feel that it might be an indiscretion to “name names” in the presence of their classmates or other foreign teachers. The students in my courses would openly share their opinions (with me and their classmates) about all of the foreign teachers.\(^{164}\)\(^{165}\) Colleagues that I had chances to speak

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\(^{163}\) Foreigners who speak, understand, read, and write the local language may gain a deeper understanding of the culture by virtue of being able to make use of resources not available in any other language.

\(^{164}\) They would include me, by name. I assumed that students did this in other courses taught by other teachers.

\(^{165}\) Based on my experience people in China do not waste energy telling conflicting stories. If they have something negative to say and it is necessary, they will say it. It might not be direct, but it will be stated. If there is no need, they will keep silent. They will not flatter others “behind the others’ backs”. You may safely wager that you will be flattered if you have something seen as useful, but you won't be flattered to anyone else unless the receiver controls you. There is simply no reason to think that the perceptions the students presented me with were fabrications for my benefit nor for their benefit. I believe that the students thought, telling me truths would make a difference; they were aware that I was doing research on the program.
with were generally more forthcoming (when speaking about the good and bad points of the program) in social settings in which several NCPI instructors gathered. When I administered interviews or questionnaires, I was surprised that instructors' responses were, more often than not, positive toward the program. Those same colleagues might have spoken negatively of the program in social, “unofficial” settings.

Some instructors told me that NCPI found their profiles on job sites and contacted them. One instructor felt that he could utilize his career strengths in this position and eventually wanted to learn enough Chinese language to apply those skills to the finance and investment fields. Some were satisfied with the idea of teaching for an “American college that is accredited.” Other instructors found the administrative support “adequate, maintaining clear directives.”

A few instructors found it dissatisfying that the NCPI administration is not more “travel friendly” for instructors that “willingly” teach at all the Chinese partner institution. Some were disappointed in the lack of cultural training by NCPI, which they felt was necessary and should have been offered. Instructors stressed that Chinese language skills would make a better teacher in China. Foreign teachers thought students come from much too large of a range; many students should not have been admitted into the program.

Most teachers were satisfied that the equipment and classrooms are sufficient. The school provides the classroom, chalk or writing board, a computer and a digital projector. Most classrooms are equipped with sound systems and adequate ventilation systems. All of the instructors I met thought the classrooms were too full of students.

Some were less critical of the administrative support. Most had also discontinued use of
translators, they thought the students only listened to translators, and not to the instructors. Many were concerned with academic integrity of the program and were struggling to outwit the students. Several foreign instructors first experiences teaching were with NCPI. One summarized his teaching experiences at NCPI:

I call it meatball teaching. What do I mean by that? I mean it is like making meatballs for a spaghetti. You take a little bit of this, a little bit of that, wad it up and throw it in the oven or in the sauce. How it tastes depends on who is eating it. I give 'em the same ingredients every time. There is no other way to do it, I mean, the levels of the students are so vastly different. How do they [NCPI] expect us to do anything on individual levels when they lump all these kids\textsuperscript{166} together? At least I'm consistent in my approach.

He “meatballs” his way through a heavy load of courses and believes that is what makes him invaluable to the organization (NCPI). “My evaluations are crap, I just churn out the grades for 'em baby” he says.

I met one instructor that had an MBA but had never taught before; he taught leadership in the TNE program. He was a firm believer in “academic capitalism.” He made extra money by failing a large number of students, and offering “re-sit” opportunities to students.

Another instructor earned his Ph.D. from a university on an island country in southeast

\textsuperscript{166} He referred to the different English proficiency levels of the students he'd taught.
Asia (incidentally, that institution hosted a TNE program, for which he later taught). He'd never been to China before responding to a *Chronicle* advertisement and being hired by NCPI. He taught one semester on an assignment with me and never returned, presumably to return to his life on the island. He taught Leadership and was big on involvement, getting the students to participate and do lots of role-play presentations. He gave too many assignments and graded his tests too hard.\footnote{According to student characterizations.}

Some instructors were candid about their distaste for the NCPI program. The number of students in a classroom was too great. Taking attendance is generally ignored by the second week of the courses, the monitor's records serve attendance purposes for most instructors. Several complained about the *Yunnan* accommodations.

In *Yunnan*, the instructor dorm-room was in the building with international students. The living space was too small and instructors were unable to prepare their own meals. Course schedules often conflicted with times when the cafeterias on campus were open, so the meal-card that the school provided was useless. There were no “non-smoking” rooms in the building. On numerous occasions instructors were unable to get back into the dormitory. The building that housed the foreign teachers was locked at 11:30 PM according to the posted hours. On several occasions it was already locked at 11:00 PM. Once, I got locked in between course-meetings.

Most instructors were dissatisfied with the limited English skills that students brought to the classrooms. One told me:

I cannot believe the English skills-level of these kids! Half of them have no clue what I'm saying and the other half don't care! How can
we evaluate students like these? If I gave an honest-to-goodness grade I'd have to fail a majority! I don't think I can handle this for very long, I have to be honest.

One instructor said he was saddened that “such untrained individuals are put in charge of such an enormous responsibility”. He thought (class and teaching) scheduling created headaches at each partner location. He believed that local administrators were afraid that “once we leave their campuses, they won't get another foreigner for a long time. They've tried to get me to teach over my contracted hours pretty much everywhere I've been.”

Instructors agree on how they are evaluated; we need to keep the students happy. The only evaluation forms are turned in by students, so those are the only people that we should satisfy. No other person evaluates us.

5.6.3 Instructor Summary

I met instructors that were in financial binds back home, and came to China, either to escape the obligations, or to scrape by. Many instructors had never been to China before, and knew nothing about Chinese culture. Most spoke limited or no Chinese. Four of the instructors I met were searching for romance; the job paid the bills while they searched. One instructor used a background in theater and dance to bring “excitement” into the classroom; the students thought it was a waste of their time. Some foreign instructors adapted the Chinese “way of teaching” wherein they simply sat and read presentation slides to the classroom. Very few Chinese instructors adapted their teaching styles to a “Western” way. Teachers I spoke to never agreed on attendance-taking policies; some ditched it altogether, believing it was next to
impossible. Others gave examinations at the start of each course-meeting and did not allow any
student to enter late as a way of taking attendance; most used the monitor records, obviously
incorrect forgeries. Several teachers adapted the “meatball” style, abandoning the notion of
students as individuals. Many teachers required that their students speak English to pass the
courses, despite recognizing that many students were severely limited in terms of English skills.

5.7.0 Perceptions of NCPI Administrators in New York

The NC Provost was hired by Northeast College from a small Midwestern college in
Oklahoma. She arranged to “get my perspectives on the program” in a one to one meeting.
During the meeting, she told me about how her job at the small Midwestern school had been to
“clean up the NCPI Director's messes.” She claimed that the NCPI director was dismissed from
the Midwestern school, and that he had “messed up everything in every conceivable way.” She
was unaware of the connection at NC until she was hired. She laughed when she told me:

When I read that we had a China presence, and that I would be
responsible for it, I was thrilled and excited. When I saw the name
of the person I was to be working with, I could not help but do a
double-take. Was this the same person? I quickly discovered that
it was indeed. The person that I had been cleaning up after for so
many years, that I had not yet met, was about to become my
partner.

The provost is typical of the NC New York administration, in that she candidly places
blame on the NCPI Director for the current state of the NCPI operations and programs.
“He has no administrative skills whatsoever, if anybody knows this, I know it.”

I read selected field notes to her and she was not surprised when I shared my perceptions with her.

“Yes, this is troubling, but not surprising. We've been trying to correct these issues for some time now.”

The Provost shared her concerns that instructors’ teaching loads and student course loads might be too great to retain accreditation. Something had to be done about it, and she was thankful that I'd verified that it was still unchanged; she expressed her sincere intentions to address these problems. She told me of how NC had tried to exert some control over what was occurring and how the NCPI Director had thwarted each and every attempt:

I'm sure you have talked with Roger168, right? We tried to put him in charge; that is why he held your interview. In the beginning we were not finding any instructors for our programs. The NCPI Director and his entourage were making the initial contacts, setting up interviews, and then nothing would happen. Potential instructors began calling us in New York, asking where we were in the hiring process. Once we started keeping a tally, we realized that over 30 instructors had just slipped through our fingers. NCPI simply never followed up with them. It would be time for courses to start and we would have no instructors. This is why we are in the shape we are in now, why you have a group of third-year

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168 He was the original Associate VP that interviewed me – and I had emailed him several times afterward regarding issues that the Provost and I were discussing.
students taking your first-year course. We just did not have the instructors to meet the needs for the numbers of students.

Out of necessity, NCPI started a team-teaching scheme. NCPI would hire two instructors, instructor A and instructor B, to teach the same course at the same time. The course was divided into three parts. Instructor A would teach the first-third of the course, Instructor B would teach the second-third of the course and the NCPI Director would fly in to do the last-third of the course. This would all happen at the same time; students (as you have described to me, with limited English skills) would be expected to handle three parts of a course at the same time, over a two week period, in addition to their already-heavy Chinese course-load. Many of the students failed the courses taught in this manner. That led to major problems since half of the students needed only that particular course to graduate, and had been waiting for it to be offered. Now you know why you have some “retakes” in your classroom, as well as graduating students.

I asked, “And now Roger is in charge of everything?”

Well, Roger came to China and he was to be in charge of interviewing and hiring. The NCPI Director simply bullied him into submission. Roger has lived in China before, his wife is Chinese, he knows a bit about the culture and can speak some
Mandarin; we thought it would be a good fit for him to work with NCPI in China. What we found out is that the NCPI Director is a control freak that actually knows nothing about administration. Everything Roger did was scrutinized by the program coordinators in the NCPI Office. He had to justify every action, the same action several times. He finally got so frustrated he asked to be brought back to New York. He still interviews potential instructors and passes on the names of candidates he likes to the Fujian office in China. We keep tabs on when he does this, and now, we ask for a weekly report as a follow-up. We are just beginning to see enough instructors to meet the needs here.

What it boils down to though, is this. We have to find a way to “relieve” the NCPI Director of some of his duties, while making it look as if it was his idea. He wants total control and basically gets it through our contracted arrangement. We have been looking at possibly finding another broker to continue our China presence.

When I shared this story with two other instructors I was working with, they confirmed that they too had heard the “Roger story” and that both the Board Member and the Provost along with NC President blamed the NCPI Director for the ills of the program. One of the instructors I spoke to believed that NC in New York was in dire financial condition, thus had to sign a contract that relinquished most of the control to NCPI.
Incidentally, the NCPI offices had just announced a move to Shanghai; the Director's son is a lawyer there and NC Provost had indicated to me that NC was fearful that he was “grooming his son to take over NCPI.” This set of circumstances sent a signal to NC in New York that they were about to lose even more control over operations in China.

NCPI Instructors had received an email message (Appendix Nine, Exhibit Nine) from NC in New York that the NYTeam was planning a trip to China. The message was sent to all instructors in the NCPI program on all four campuses. NYTeam was planning to visit four cities in China, and attend classes of each instructor, or at least have meetings with us. They planned to do this in one week's time.

We three were discussing how, logistically, this was simply impossible and was a reflection of the unrealistic expectations that NC seemed to hold about nearly everything to do with this transnational initiative. We talked about what this visit might mean, and were excited to be able to meet with the NYTeam. What we were unaware of, was how this planned trip had sent shudders through the NCPI organization. As an illustration of the control the NCPI office has over the program, this report turns to a situation that was playing itself out, as we three sat talking.

5.7.1 Perceptions of Control over the NCPI Program

All NCPI instructors received the email (Appendix IX, Exhibit Ten). The email references the member of the NC Board of Directors, the other half of “the girls” of NC.

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169 The email was from the Board Member that frequently visited China with the Provost, as a team.
170 The NYTeam consisted of the Provost and the Board Member.
171 At the end of her email, she referenced a “new” title, one that we thought, indicated a power shift from China to New York.
That email was in response to the email, which we three instructors had been discussing in Beijing, (Appendix IX, Exhibit Nine) sent by the Board Member.

The person that sent the email serves on the Board of Directors at Northeast College in New York. She had met with me privately on two separate occasions. Both times, she was completely up front with me that NCPI did not want her meeting with any instructors on her own. During our initial meeting (in which I shared my field notes with her, and indicated that I was shifting to a single-case study for my dissertation research project); she warmed up to me greatly. She asked for my field notes via email; I shared those with her. I remarked to several of my colleagues that I thought she was the sole individual that had quality and sustainability of the program as a key concerns. I had no doubt in my mind that she was genuine.

When I had first met with her, she did not have the title referenced (in her email) nor was there any announcement that I was aware of, recognizing that title. That email was the first time I had known her as anything other than a member of the Board of Directors at Northeast College. She had been as willing as the Provost was, to express her concerns with the “mismanagement of the NCPI Director and his staff” in Fujian. I thought that my research would begin to make a difference because of what she led me to believe.

When I looked over her email for the first time, two things struck me as different. First was that she openly asked instructors for materials and planned to schedule meetings with us. The second was the addition of her title (Director of China Programs) to the email. I put those two things together and surmised that Northeast College was asserting itself; control was about to be transferred. Several times before she and the Provost had indicated to me that NC New York accreditation was on the line if NCPI continued to operate, status quo. It was exciting to
5.7.2 Perceptions of Secrecy in the NCPI Program

Instructors received no further communication from the Board Member or the Provost after those two emails. On the day after the scheduled arrival in China, I sent an email to the NCPI Director's assistant, asking if a schedule had been created, for which campus would be visited first, and what dates we might expect the NC representatives in Tianjin. I was scheduled to teach a class from 2-4 PM that afternoon and another from 6:30-9:00 that evening. I checked my email on the way out the door of my apartment heading to the classroom. I received a brief note from the NCPI assistant that stated simply, “The New York contingency should be arriving to the Tianjin campus shortly.”

I headed to the classroom building and I noticed a van with dark windows pulling into the front gate of the University. I recognized the driver (the front windows were not as darkly tinted as the sides) as the person that had brought me from the airport upon arrival in Tianjin. I thought to myself, “now I just wonder if I could be so fortunate...” so I stood outside the classroom building and waited for the van to pull around. When it stopped, the New York contingency started climbing out of the van.

The looks I received were priceless. The Provost looked at me with a combination of shock and horror. The Registrar (whom I'd never met in person but had corresponded with via email several times\textsuperscript{172}) looked to the Provost as if wondering what she should do. The member of the Board (and newly appointed director) was the last one out of the van. She looked at me

\textsuperscript{172} Some of which concerned potential FERPA violations; we never reached a solution for those problems. In China, student information is posted publicly.
with a surprised expression, smiled and gave me a hug. While we hugged she said simply, “I'm so glad we bumped into you; we are on a tremendously tight schedule.”

Before I could answer, The Provost whispered, “and a tighter leash; don't let them see you talking to us.” She nodded at “them”; two of the favorite Program Coordinators from the offices (now located) in Shanghai who were struggling with equipment and hadn't noticed me. I approached the two Program Coordinators and pretended that I had seen them first; that worked perfectly\textsuperscript{173}. The NYTeam whispered to me on the way into the building to meet them at their hotel lounge at a certain time. I ended my class at 8:00 that night in order to meet with them.

That night, the Provost, new Director, and I sat and discussed my situation. Over half of the students in the cohort I was teaching understood me when I spoke English. The NCPI Offices had changed my syllabus between the time I submitted it and when the students received it. The major change had been to modify the textbook requirement for the course. Rather than the text that NCPI and NC had agreed on (and that all NCPI instructors had been using) The NCPI Director's new Career Management book was a requirement. I hadn't known that until I arrived to the first class meeting. None of the students had the text I had planned to teach the subject from; they had been required to purchase the new book.

NYTeam wanted my perception of the new book. I thought it was an overview of cognitive and social development, more suitable for an introductory psychology or educational psychology course. There were very few citations (though I recognized the content as being from work I had studied throughout my student experiences.) I shared that I was not relying heavily on the book to teach the course; I had taken a few bits and pieces from several chapters

\textsuperscript{173} Later I told my colleagues that had met me in Beijing that I felt as if I was in a James Bond movie; my heart was pounding and I felt as if this were some sort of espionage setting.
and incorporated that into my course content. The team from NC shared with me that this book should not be used at all; it had not passed any of the rigorous tests and approval processes that NC required for its course offerings. The Provost's comment was, “Ive seen it also; I told our President it was a blatant rip-off”. I let the NYTeam know that I had already communicated with other CM instructors via email that were using the book in a similar fashion as I was.

I asked about the recent emails and the secrecy that shrouded our meeting. They told me that after the email (Appendix IX—Exhibit Nine) of March 20, the NCPI Director had called the NC President in New York and threatened to “pull the plug” on the entire NC operations. He was furious that NC had requested information directly from instructors; this was an explicit violation of the contractual agreement. The President had admonished the Provost for her lack of control over her staff. She had been forced, by the NC President, to send out the corrective email (Appendix IX—Exhibit Ten) of March 22. That explained why the lawyer-son had been copied; it was the first time I had seen his name on any emails.

That was the last time I heard from the “new Director/Board member.” Eventually her “director” position was filled by a new hire that has visited China one time over a one-year period. There is little doubt who controls the China programs that initiate from Northeast College.

The New York administration of Northeast College has limited business experience. They struggle to present a team image. In reality, they know little about China or Chinese culture. Anecdotally, the school was in trouble financially when they entered into the agreement with the Director of NCPI. The financial rewards of the program outweigh their concerns over program quality and sustainability. Control has been relinquished in order to ensure a steady
stream of income. The benefits of this TNE arrangement are great, for a small school with limited resources back home.

5.8.0 Toward a Model for TNE

Figure 5.2 presents transnational education in China as a series of projects that achieves several goals. The goals of each project are financial, and some projects plan strategically. One project, in the United States, is looking for more funding to help achieve a vision in education, in its home country. That project seeks funding. Under WTO guidelines, the project may promote its educational product overseas. Meanwhile, wheels are turning on other projects. The researcher as a participant, observed several of those projects in action.

The MOE project operates within the political dimension, and is working toward educating China's future; education is a tool for economic progress. The MOE project needs, and asks, for assistance. This is in the form of a formal request, through the WTO. The two projects, one from China and one from the U.S., cross paths, but not directly. Chinese regulations do not allow the State university to negotiate directly with foreign schools that wish to sell education to China.

The MOE grants a license to a Chinese State University. The State university then grants approval to another Chinese organization, commonly termed an International Business School (IBS). The IBS has authority to negotiate the import of education into China. A third entrepreneurial project, recognizes its role in bringing the Chinese and U.S. projects together and applies for approval from the MOE. The Chinese MOE grants approval to the Agent. The
third, negotiating party termed “Agent” by the WTO, forms a bridge between the Chinese and American projects and charges a toll. The bridge is the only way the two projects meet to communicate under Chinese law. The Agent serves a critical role in the provision of Transnational Education in China. That Agent shapes the TNE program through an array of politics, power, and people that make up Guanxi.

After the Agent and the U.S. project reach an agreement, the Agent markets the prestige of the U.S. school to the IBS. In this study, the primary marketing strategy was experiential education. Guanxi potentially connects the Agent to the MOE, the State university and the IBS.

Parents of college-aged students that have been unable to enter State Universities due to low Entrance Examination scores learn of the IBS and its offering of a joint-degree from the U.S and China. If their children can graduate with a college degrees, joint degrees from a foreign country, the families will gain face in society; this is their second chance. Parents want competitive advantages for their children. A foreign degree, with the prestige it carries in China, provides such a competitive advantage.

The Agent works with the IBS to establish a TNE program. The IBS provides the Chinese curriculum and Chinese teachers to the TNE program. The Agent provides curriculum from the U.S. school and hires foreign teachers for the TNE program. Parents pay tuition fees to the IBS and send their students to the TNE program. The TNE grants joint-degrees to the students that pass its courses.

The TNE project earns profit while meeting Chinese Parents' goals that include prestigious education for their children. Parents in China spare little costs when their children
are involved; they will pay premium prices to give their kids competitive advantages. Those students face the pressures of successfully navigating their own projects, in order to meet family goals. The savvy Agent understands that the Parents and Children are his “keys” to profit.

The TNE program meets financial goals for itself and the Chinese university. The Agent meets its and the U.S. project's goals. Education is a sold and bought commodity. Figure 5.2 presents a graphical view of the series of projects.

Loss of control, both from the U.S. Side and the Chinese side present barriers to operation. However, that loss of control limits liability on each side. The Agent, by hiring U.S. instructors directly, limits liability for the U.S. project. The TNE project, via its hiring of Chinese instructors directly, limits the liability for the Chinese education project.

There is no robust quality system in place, but the TNE project in China does reflect quality standards as outlined by The Commission’s (International Association of Universities (IAU), Association of Universities and Colleges of Canada (AUCC), American Council on Education (ACE), and Council for Higher Education Accreditation (CHEA)) joint statement in at least one dimension. Student feedback is rated highly. When students are not pleased, the Agent takes that information and acts on it. Instructors are reassigned or dismissed primarily based on student feedback.

The TNE program itself does not rely on Instructor feedback. Instructors are private contractors that are expected to satisfy the students, thus satisfying the parents. Eaton (2004, page 5) stressed the concern for higher education's “commitment to the public good and serving the public interest.” By satisfying the parents, and giving students tools to attain their goals, the
Sino-U.S. Transnational Education “Buying” Tertiary Education.
TNE program does address Chinese public interest. Coincidental quality was observed, but within the array of projects, TNE is not monitored for quality.

The model does not do justice to Guanxi, an extremely difficult concept to grasp, as Figure 5.2 shows. Westerners may think that Guanxi operates as quality connections or “old boys' networks” do in the West; it is more complex. Guanxi deserves a separate study, outside the scope of this report. For a literature review, readers are advised to see Ying (2002). Guanxi may stem from relationships, yet all relationships do not produce Guanxi. A relationship does not guarantee the right to call someone at midnight asking for something; Guanxi justifies such behavior. Guan Xi includes favors now and favors later, it also includes the concept of face, which is similar to the Western “face” concept. It can be family or business related. It is generally used as a tactic instead of a strategy. Where tactical favors are involved, corruption generally follows. In theory, the Chinese Communist Party (CCP) Secretary monitors and stops corruption. Regardless, corruption is an integral part of the Chinese education system and the TNE program.
CHAPTER SIX

FINDINGS, CONCLUSION, AND RECOMMENDATIONS

6.1.0 Findings

Four key findings emerged from this study of an American TNE program in China.

(1) Chinese government policies appear to foster “academic capitalism” and to encourage “buying” higher education programs from developed countries; in turn institutions such as Northeast College appear willing to “sell” their educational program;

(2) the TNE program lacks transparency and accountability measures that characterize the vast majority of U.S. colleges and universities;

(3) the primary goal for this TNE program is profit ($10 million gross in 2008),—at best, student learning is a secondary goal; and

(4) the Director of NCPI relied on the Chinese cultural concepts of guanxi (a complex network of interpersonal connections, in which favors or service for others are reciprocated) to establish the program and “face” (sense of worth and perceived status) to market the program to students and their parents.

Each finding is addressed below.
6.1.1 *Chinese government policies appear to foster “academic capitalism” and to encourage “buying” higher educations programs from developed countries; in turn institutions such as Northeast College appear willing to “sell” their educational program.*

Despite its economic dominance, China is a developing country. China sees education as the means for further economic development. Importing education from a developed country is an objective. There are clear goals, and China favors education programs which bring business management education into its borders. “Buying” education allows China to educate more of its people; an educational product from a developed country is credible.

Some U.S. institutions “sell” education. Revenue generated via transnational activities helps U.S. institutions recoup some of the monies lost during economic downturns back at home. State funding has decreased, TNE replaces some of those lost funds as well. The United States enjoys a high, respected reputation for its education system. Developing countries, such as China, represent a growing market for education from the U.S. Academic capitalism (Slaughter and Leslie, 1997) is evident. However, the product that the U.S. “sells” and the product that China “buys” might not be the same; in this study the educational product was altered by the TNE program and subjected to an inconsistent range of teaching styles and content interpretation.

6.1.2 *The TNE program lacks transparency and accountability measures that characterize the vast majority of U.S. colleges and universities.*

Administrators in the TNE projects would not consent to interviews. Why all the
secrecy? The U.S. college in this study did not want the liability of hiring instructors to work overseas. What is so risky about a university hiring its own faculty to teach overseas? The U.S. college sent B-level administrators to observe teaching practices. What did they observe, and more importantly, what did they report?

An Agent is contracted to hire instructors to avoid responsibility and liability. The Chinese State universities did not want the liability of its own administrators and instructors working with TNE students, so they contract with an International Business School (IBS) in order to avoid responsibility.

No administrator observed in this study, had any formal program-evaluation training. There were few stated goals or objectives to evaluate. Clever students pointed out, when doing HR case studies and strategic analyses of the TNE program: “someone should be held accountable for TNE, but no one wants to be.” There is a troubling lack of transparency and accountability in this TNE program. Student tracking is non-existent; the outcomes are not measured. The evaluation of this TNE program is nearly non-existent, other than in terms of profit and keeping students happy.

6.1.3 The primary goal for this TNE program is profit ($10 million gross in 2008),—at best, student learning is a secondary goal.

Annual income generated (from this TNE program's tuition fees) approaches 10 million U.S. dollars. Over 4,500 students pay tuition fees to the TNE program. Both the U.S. school and the State university lose control, but they justify that with profits. Textbooks approved by the U.S. and Chinese State schools are replaced by the TNE program.
Students' education takes a back seat to profit in a TNE program. The faculty manual of the TNE program in this study leads instructors to believe that students are entering the program with IELTS Band 5 scores. Realistically, some students enter with Band 4 scores, most lower. There are not many Chinese students that graduate high school with an IELTS 5 score; I've seen one from over 3,000 students. Students are accepted into the program based on ability to pay, little else matters.

Tension between the instructors and program officials exists. Instructors notice the discrepancies between what is written and what happens. The discrepancies are noted, and communicated to program officials. Officials are pleased with the instructors, and make promises to address the problems. Nothing changes. Program officials blame each other for problems, there is no unified team within this TNE program. Instructors begin to view TNE as a profit-making venture, nothing more. Some instructors leave after that realization. A few instructors earn profits for themselves by writing required textbooks for the courses. Is this ethical? In China, yes.

Tension also exists between instructors and students due to cultural and language differences. The TNE programs observed in this study do nothing to train instructors about Chinese culture or language. Why not? Is it too expensive? Remember, Ten million dollars. I know many foreign English teachers in China that have better cultural understandings than the average instructor observed in this TNE study. Students head into their coursework expecting their instructors' culture to match Hollywood's; that is the extent of most students' exposure to U.S. culture. The TNE project officials offer nothing to temper students' expectations. Why not, too expensive? What instructors and students find is that communication is virtually impossible.
The money, the financial gains, are real benefits from TNE. What about the other benefits, are the benefits to the students real? A student that graduates from a TNE program earns a joint-degree. The MOE recognizes the joint-degree in China, although on one campus in this TNE program the joint-degree in only recognized at the Provincial level. In China, with a degree from a foreign school, students will have competitive advantages. However, many of the top students in the program want to go overseas. The joint-degree is not recognized in the U.S. Students earn 30 credits, that are acceptable for transfer to a U.S. educational institution. Many of the students did not understand this until they graduated. It boils down to whether or not an overseas educational institution will recognize a joint-degree from China. Regardless, the money is already in the bank.

6.1.4 The Director of NCPI relied on the Chinese cultural concepts of guanxi (a complex network of interpersonal connections, in which favors or service for others are reciprocated) to establish the program and “face” (sense of worth and perceived status) to market the program to students and their parents.

The students receive foreign joint-degrees; their parents earn respect from that, which translates into increasing face in communities and society. Parents expect the foreign joint-degree from the U.S. to be of a higher quality than a Chinese degree. Otherwise, they would pay lower tuition and send their kids to inferior Chinese schools.

This is not to say that parents and students do not care about learning, quite the opposite. The parents expect a better product and they are willing to pay for it. Students see the benefits of a foreign joint-degree in terms of future competitive advantage. Most students are excited to
learn new ways of thinking and doing.

The Agent understands and recognizes how the parents and students feel, and what they believe. He uses Guan Xi to help establish the TNE program. The Agent then uses the parents' naiveté and the cultural pressure of “face” to market the program.

Northeast College, from the U.S., is also concerned about “face”. Their TNE program Website, marketing materials and faculty manual all state that only students with a Band 5 IELTS score are admitted to the program. In China, that is an exceptional score. In reality, most of the students are unable to learn due to extremely low English knowledge, skills, and abilities.

Academic integrity is also an issue. The U.S. school and the foreign instructors expect Chinese students to adhere to Western standards. The educational systems are far too different to believe this is possible. Chinese students must pass ten courses from foreign instructors to succeed. Cultural learning has prepared Chinese students to help less able students pass. Guan Xi plays a large role here, as students want to ensure quality connections after graduation. The pressure to help a classmate save face is much greater than the fear of failing. U.S. TNE administrators, with little knowledge of Chinese culture, do not comprehend this.

6.2.0 Conclusion

This research project identified and reported on three sociocultural dimensions of a U.S. transnational education initiative operating in China. The Student perspective lent insight into the negative and positive effects of a TNE program on Chinese students. Economically, we are faced with consequences of buying, selling, and trading education in a global market. Politically,
China maintains control of the program via a complex web of interconnectedness, or as the Chinese themselves refer to it, *Guan Xi*. The intriguing interplay of the students, money and politics allowed for the construction of a model TNE program in China, as it is imported from the United States of America.

China buys education. There are clear goals, and China favors education programs which bring business management education into its borders. The U.S. sells education. Revenue generated via transnational activities helps U.S. colleges and universities recoup some of the monies lost during economic downturns back at home. A joint venture in China can satisfy each of those two needs at the most basic level, and, extend benefits to various stakeholders. Forward-looking individuals and organizations are active players in this lucrative and still-growing market. A successful program can generate generous income, but at what cost?

China imports education on its own terms. Partnering institutions may lose a significant amount of control over operations. Even local Chinese partnering university officials are subjected to third-party negotiators’ course schedules, textbooks, fees and salary schedules. The TNE Agent may employ foreign teaching personnel at a significantly lower cost, but also selects those teachers. Agents may be individuals with significant networks. There are ties with government at formal and informal levels.

There was not a formal pursuit of quality, for the sake of quality, in the TNE program. Input at the teacher level seems haphazard. This results in a pool of instructors that use questionable methods for teaching. Generally, instructors are pursuing other primary goals in China, and the teaching is of secondary importance. Teachers are not formally evaluated by the
administration, on any level. Input at the student level is largely based on a perceived failure of the Chinese University Entrance Examination. Students are not otherwise screened before being accepted into the program; in fact, a large number of the students are unqualified for entrance based on the TNE program's written requirements. Textbooks are recommended by the exporter but the negotiating agent has the right to override those recommendations. Administrators and instructors of the program are able to publish textbooks, in China, that are required for the students. Coincidental quality exists on various levels, and seems random, raising questions about the legitimacy of the TNE program.

6.3.0 Recommendations

The following sections present nine recommendations that emerged from this study of a transnational education program in China.

6.3.1 Undertake Further Research

The United States should follow the leads of Australia and the United Kingdom. Both governments have commissioned research into TNE. The impact of TNE is not uniform nor is it understood. Evidence suggests that the impact will intensify, as TNE continues to grow, particularly in developing countries such as China. There is no student tracking, and no information on participation or graduation. There is no monitoring of effectiveness or efficiency. There are illegitimate providers along with legitimate providers of TNE from the United States. Bogus providers must be eradicated; the reputation of the U.S. educational system is at stake. Has this risk been evaluated; is it worth taking?
6.3.2 Improve Information to Consumers

There are significant implications in terms of consumer protection regarding TNE, as programs are largely unregulated. Government and higher education institutions should disseminate transparent information to potential students about what to look for when considering education provided by a transnational provider. Information should include the status of the institution; its accreditation and national/international recognition of the program. Undoubtedly, there is a necessary responsibility to raise awareness of TNE. Continued growth of TNE is inevitable, the pace will depend on responses to TNE. Consumers must be able to distinguish the good from the bad TNE programs. Students deserve quality courses and value for their parents' money.

6.3.3 Utilize existing Quality Assurance Organizations

TNE is not monitored for quality. TNE is considered non-official higher education in China, thus the control lies outside State control. The TNE program observed in this study also did not have an internal QA system. TNE programs should be subject to the same scrutiny as official higher education. Existing QA organizations could be made aware of and trained to monitor TNE. If State agencies do not exist, they may be created. There should be a way to balance external accountability with institutional freedom, without taking away from the education. All TNE programs should be required to provide written learning outcomes and levels of achievement. This may not be easy, but something is better than nothing.

Currently, the TNE Agent has total executive power. No monitoring agency scrutinizes
the Agent's behavior. There must be some accountability measures that TNE Agents are held to; the quality assurance agencies could be responsible for that.

6.3.4 Require Human Resources Training and Certification for TNE Agents

Recruitment is haphazard. Interviewing is useless as it is currently practiced. The selection of instructors is not methodologically sound. Reference checks should be mandatory before hiring. There is no HR strategy or forecasting. There are no job analyses or job descriptions. Orientation and training are non-existent. Work schedules are subject to pressing needs, rather than being analyzed for effectiveness and efficiency. There are no available statistics on turnover or retention. Performance appraisals and pay schedules, along with benefits, could serve as motivation. TNE negotiating agents should be held accountable for instructors' behavior. Human Resources training and some sort of certification should be mandatory for all TNE negotiating agents.

6.3.5 Annual Evaluation of Instructors

Keeping students happy is not enough. Instructors should be evaluated on specific work dimensions rather than a single overall or global measure. Instructors should be required to provide teaching philosophies and those should be scrutinized. If training is necessary, either train or find other suitable instructors. Instructors should be given job descriptions and held to those via formal, annual evaluations. Objectives and goals should be clearly stated and attainable. Outcomes-based performance appraisals must be implemented and evaluated for effectiveness. Many organizations now use 360° feedback systems, where the employee receives
upward, peer, and downward feedback; this system would incorporate the current student evaluations. Instructors should also do self-evaluations, based on their teaching philosophies and critical self-reflection.

6.3.6 Provide Benefits and Services to TNE Instructors

Foreign instructors are private contractors, in this particular study, according to the Laws of the State of California. There are no benefits; the absence of benefits decreases motivation. It is difficult to find enough instructors for this TNE program, benefits serve as a marketing tool for recruitment. TNE programs should set objectives and strategies for benefits, involve employees when selecting benefits and communicate the benefits to the instructors and potential instructors. Benefits and services offered as part of the rewards could reinforce loyal service to the TNE program as the employer.

6.3.7 Culture and Language Training

Cultural differences between nations might influence the effectiveness of TNE policies and practices. There must be some awareness of these differences to ensure that TNE is congruent with the cultural orientation of the students. A foreign culture can cause TNE instructors to go through a predictable reaction to unfamiliar surroundings, culture shock. Dealing with the frustrations of culture shock can be lessened with language training and preparation for what to expect in the foreign culture. TNE Instructors ought to be competent in the language of their students and there must be some degree of cultural awareness. Preparing the host country personnel who will be working with the expatriate TNE instructor is relevant.
also. Expatriates must have good relationships with host country nationals in order to succeed. Language and cultural training improves the odds for success on any overseas assignment. TNE negotiating agents should be required to offer cultural and language training to TNE administrators, instructors and students.

6.3.8 Reduction of English Requirements for TNE courses

The TNE program observed in this study has unrealistic expectations of the Chinese students. The students themselves thought English was one of the most challenging aspects of the TNE program. TNE programs should focus on imparting the knowledge of the materials being studied and not overburden students with English rules. If we are serious about exporting education, we should include learner-centered aspects. Learner-centered courses should focus on tasks and problems, in order to develop skills. English requirements should be reduced, or eliminated. Students should have realistic chances to learn the material of the program, and not be burdened with English. Forcing students to speak English in a transnational education program smacks of cultural hegemony.

6.3.9 Maintain a List of Approved Exporting Institutions

TNE is a manifestation of the globalization process and we must adjust to its realities. The varieties of institutions and types of transnational education are considerable. Import and export of TNE should be encouraged as means to expand access to education and increase choice. TNE should be focused on rapidly developing nations, where demand exceeds provision. Appropriate authorities of States must maintain data on the extent of TNE being
imported and exported. The Chinese Ministry of Education keeps a list of approved TNE programs for the import of education. The United States should take the lead, and be the first country to require approval before exporting education. Developing countries, such as China, could use that list to ensure they import a quality educational product.

6.4.0 Final Comments

When I discussed my research findings, and the TNE model, with my Chinese family, My Chinese mother-in-law (Mama) said immediately, and with conviction, “This is not education, this is economics!” She is nearly right, transnational education favors business more than it resembles traditional notions of education. My Chinese father-in-law (Baba) said simply, “you did a good job, we Chinese people need to know this, I agree with your recommendations.”

Given those sentiments, TNE is neither inherently negative nor inherently positive. TNE is now a fact of life. It should not be destroyed, but it should not be ignored either. International and national organizations should adopt a balanced attitude towards transnational education. There is tension between national educational systems and TNE, seen as another internationalization method (Kokosalakis, 1998; Vlasceanu, 1999; Altbach, 2002; Scott, 1998). Rapid growth and lack of transparency only increase the tensions. Degree mills do not help reduce those tensions. Protectionism is not the answer.

TNE represents the direct impact of trade liberalization, with a commercial approach and an income generation (Knight, 2002). Estimated world-wide value of TNE is over $30B U.S. (WTO, 1998, OCED, 2002). There are close to one million students (in Asia alone) studying in foreign programs without leaving their home countries (McBurnie and Ziguras, 2007). TNE is
experiencing rapid growth and there is no reason to believe that growth will decline. Predictions indicate continued demand. There is a shift toward a focus on quality, in China, based on recent actions by the MOE. Providers must ensure they maintain a quality program to ensure success.

TNE has both positive and negative impacts on stakeholders; from students taking their first TNE course in China, to the president of a U.S. college thousands of miles away. The impacts reach everyone around the globe. The positives of TNE should be identified, and encouraged, in both the internal and external dimensions. The negatives of transnational education must be discovered, and eliminated.
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Appendices
Appendix I

Pre-notification letter

Dear Sir, Madam (use name, specific title, etc. in actual letters.)

I am conducting a study of educational programs that higher education institutions from the U.S. are currently operating in the People’s Republic of China. As ________________ at ________________ (state position and affiliation), I am inviting you to participate in this study. The study has been approved by the Washington State University Institutional Review Board (Approval # 9716) and is a requirement of my Ph.D. study.

Within approximately 10 days, you will receive a questionnaire about your experiences developing and implementing the ________________ program at _________________. The questionnaire will take approximately 10 minutes to complete. This questionnaire is also posted online at http://tne.nixhome.com should you wish to complete it immediately upon receipt of this letter. Your username is (*&^&*&) and the password for entering the site is (&$&%$&$)

Your responses to the questionnaire will not be reported with reference to your institution. All responses will remain confidential, and the data will be destroyed upon completion of the study.

I hope you will participate in this important study of U.S.-based transnational education (TNE) programs that operate in China, and I encourage you to respond within a few days after receiving the questionnaire. If you would like an executive summary of the study results, please let me know at jvnix@nixhome.com.

I am available to answer any questions you might have about the study. I can be reached via telephone at 662-570-4824 (SKYPE); China Mobile: 86 138-881-44175.

Respectfully,

J. Vincent Nix
Appendix II

Site-selection Questionnaire

1. How long has your institution been operating in China?
   a. Less than five years
   b. Five or more years

2. How long do you plan to maintain operations in China?
   a. Five years or less
   b. Between five and 10 years
   c. More than 10 years

3. Is your institution accredited by an outside agency?
   a. Yes, we maintain outside accreditation
   b. No, we are self-accrediting

4. If you are accredited, is the accrediting agency based in the U.S?
   a. Yes
   b. No

5. What is the primary language of instruction at your institution?
   a. Chinese
   b. English

6. Do you have instructors from the United States teaching courses?
   a. Yes
   b. No

7. If you have U.S. citizens teaching, what (estimated) percentage of total instructors are U.S. citizens? __________%
Appendix III

Initial Interview Questions

1. How was the U.S. TNE program in China developed, and how has it evolved over time?

2. To what extent were new programs and structures developed in order to launch a TNE program?

3. To what extent have partners (Chinese/U.S.) had to modify existing programs and structures to launch a TNE program?

4. Who were the key players in negotiations with the Chinese government once the decision was made to “open business” in China?

5. Who are the key players in the day-to-day operations of the U.S. TNE program?

6. How much contact has been maintained with Chinese officials once operations began?

7. In what ways do the partnering institutions collaborate?

8. How often are the U.S. TNE programs in China reviewed and/or evaluated?

9. Which stakeholders (e.g., students, faculty, administrators, and officials) are included in reviews and/or evaluations of programs?

10. What procedures or processes, if any, do Chinese authorities use to review and/or evaluate U.S. TNE programs?

11. What procedures or processes, if any, do U.S. higher education administrators use to review and/or evaluate U.S. TNE programs?

12. Is there a plan to track graduates’ employment (or in the case of educational institutions that have operated for a considerable length of time), are graduates’ employment rates tracked?
Appendix IV

Student Interview Questions

1. How did you learn about this program?

2. Why did you choose to apply for admission to this program?

3. What factors are associated with your satisfaction with this program?

4. What factors are associated with your dissatisfaction with this program?

5. What are some advantages of this program over a traditional Chinese university's program?

6. What are some disadvantages of this program when compared to a traditional Chinese university's program?

7. What are the greatest challenges you face in this program?

8. What are your impressions of this program with respect to “value for the money”?

9. What is your father's occupation/job title?

10. What is your mother's occupation/job title?

11. Do you come from a city, county or village?

12. What is the approximate population of your hometown?

13. Are you an only child in your family?

14. Who was/were your primary caregiver(s) when you were a small child? (e.g., mother, father, other)?

15. Please feel free to offer any other comments that my questions did not allow you to make!
Student Interview Questions (Chinese Translation)

1. 您是如何认识这个项目的？

2. 您为何选择进入该项目学习？

3. 该项目哪些方面让您满意？

4. 项目的哪些方面让您不满意？

5. 此项目比起中国传统大学教育有何优势？

6. 此项目比起中国传统大学教育有何劣势？

7. 在此项目中，您面临的最大挑战是什么？

8. 您觉得此项目“物有所值”吗？请解释原因。

9. 您父亲的职业是什么？

10. 您母亲的职业是什么？

11. 您来自城市、县城还是乡村？

12. 您家乡的人口大概是多少？

13. 您是您家里唯一的孩子吗？

14. 您小时候主要是谁照顾您？

15. 请提出您的意见或建议以及我在调查中没有提及的问题。
Appendix V

Instructor Interview Questions

1. How did you learn about this (NCPI) program?

2. What prompted you to apply to teach at this program?

3. What factors are associated with your satisfaction or dissatisfaction with the program?

4. What criteria are used to evaluate your performance?

5. What are your general impressions of the students enrolled in your courses?

6. What are your general impressions of the materials/equipment provided to you for teaching?

7. What are your general impressions of the administrators of the program?

8. What are the greatest challenges you face working for this program?

9. Is English your mother tongue?

10. Do you speak Mandarin Chinese?

11. Have you used translators in your courses? If so, please give your general opinions on their levels of effectiveness.

12. Please feel free to make any other comments or observations that my questions did not address!
Appendix VI

Administrator Interview Questions

1. How did you learn about the program?

2. How were you hired at the program (i.e. appointed?, interviewed and hired?, transferred from another job?, other?)?

3. What are your perceptions of the program?

4. What factors are associated with your satisfaction or dissatisfaction of the program?

5. What criteria are used to evaluate your performance?

6. What criteria do you use to evaluate the instructors in this program?

7. How are students selected for admission to the program?

8. How are students evaluated in this program?

9. Are there policies or procedures that may hinder the efficiency and or effectiveness of your work?

10. Please make any other observations or comments you want to make that my questions did not address!
Appendix VI B

Administrator Interview Questions (Chinese Translation)

1. 您是如何认识这个项目的？

2. 您是如何进入此项目工作的？（如：指派？会见和雇佣？调动？其他？）

3. 您对这个项目如何理解？

4. 项目的哪些方面让您满意或是让您不满意？

5. 用于评价衡量您工作业绩的标准是什么？

6. 您衡量该项目教师好坏的标准是什么？

7. 该项目是如何选择学生或者选择怎样的学生进入项目进行学习？

8. 学生是如何评价此项目？

9. 有无任何政策、规章或是规定影响了您的工作效率？请具体说明是什么政策或是规章、规定。

10. 请提出您的意见或建议以及我在调查中没有提及的问题。
Appendix VII

Informed Consent

I invite you to participate in this study on transnational education. The following information is being collected for research purposes only. These data are being collected for research that will be used to satisfy requirements for the Ph.D. in Education. The study has been approved by the Washington State University Institutional Review Board (Approval # 9716) and is a requirement of my Ph.D. study at the University. You have the right to refuse to answer any questions henceforward, or to opt out from completing this questionnaire at any time should you wish to do so. If you have questions about your rights as a participant please contact the WSU IRB at irb@wsu.edu.

Respectfully,

Jerry Vincent Nix
Appendix VIII

Instructor Contract

OVERSEAS INSTRUCTOR AGREEMENT

Between

NORTHEAST CHINA PROGRAMS INTERNATIONAL, INC.

and

INSTRUCTOR

THIS OVERSEAS INSTRUCTOR AGREEMENT (the “Agreement”) is entered into by and between NORTHEAST CHINA PROGRAMS INTERNATIONAL, INC. (“NCPI”) and Prof. Name (the “Instructor”) as of (date).

RECITALS:

Northeast College (NC), Northeast City, N.Y. USA (“Northeast” or “Northeast College”) wishes to offer undergraduate Bachelor of Science Degrees in Management Science (BSM) in the People’s Republic of China (the “Northeast China Programs”).

Pursuant to a Cooperation Agreement entered into between Northeast and NCPI, NCPI functions as Northeast's sole representative for the Northeast China Programs, and is responsible for providing all the administrative support services in furtherance of the Northeast China Programs, including but not limited to retention of instructors to teach the Northeast China Programs, subject to approval of Northeast. All issues relating to teaching and academic affairs
shall be deferred to and approved by Northeast College.

NCPI wishes to engage the services of the Instructor as an independent contractor to provide teaching services as more fully described below at partner universities located in China that have agreed to work with Northeast in the offering of Northeast China Programs (“Chinese Partner University”).

The Instructor is willing to provide teaching instruction services to students enrolled in the Northeast China Programs at the Chinese Partner University according to the terms and conditions set forth herein.

NOW, THEREFORE, in consideration of the foregoing recitals and the mutual promises hereinafter set forth, the parties agree as follows:

I. Engagement

1. NCPI hereby engages the Instructor to provide and the Instructor hereby agrees to provide teaching instruction at the Chinese Partner University assigned by NCPI as further described below in furtherance of the Northeast China Programs.

2. Instructor shall provide the service during the period from March 1, YEAR to July 30, YEAR on a full-time basis to teach eight classes. Each month of service shall include instruction of two (2) classes in total of 90 lecture hours.

3. The Instructor may hold a “F” visa when he or she arrives at China, provided, however, that if the Instructor stays in China for more than six months, the Instructor will need to apply for and the Foreign Affairs Office of the Chinese Partner University to which the Instructor is assigned will assist the Instructor in applying for a “Z” Visa, namely, the working visa for the
convenience of working in China. If necessary, some local police stations may require the Instructor to leave the country for some time while the “Z” visa is processed. The Instructors shall be also required to take a physical examination in the International Healthcare Travel Center Laboratory designated by NCPI in order to get the Health Examination Certificate. After acquiring the Foreign Expert Certificate and the Health Examination Certificate, the Instructor will be granted a “Z” visa. The Instructor is required to provide documentation of his or her medical examination and medical insurance to the foreign affairs office of the assigned Chinese Partner University. If the Instructor has medical insurance in his or her home country, documented proof of that medical insurance is required. If the Instructor chooses to purchase the medical insurance in China, the Instructor is responsible for those costs.

II. Payment to the Instructor

1) The Instructor’s instruction fee shall be USD 1,550.- for forty-five (45) lecture hours for each class. The total payment will be USD 1,550.- times the agreed teaching classes.

2) The instructor will receive net USD1,550- x 2 classes monthly paid by the Asia office of NCPI in which the Instructor is an independent contractor and whereby the Instructor agrees to be responsible for paying his or her own related income tax.

The Instructor will receive an extra USD 100.- per teaching class as allowance for travel, visa processing fee as long as he or she satisfactorily completes all agreed teaching assignments. The allowance will be paid at the end of the service term when all the final grades have been satisfactorily submitted to the NCPI Asia Office, the Northeast Registrar’s office, as directed by NCPI and the Dean’s office of Chinese Partner University, as directed by NCPI.
3. The Instructor will receive payment for services rendered herein via the Asia Office of NCPI by USD check or wire transfer in regular intervals. The USD check will be mailed via certified mail without additional charge, but if the Instructor requests to receive payment via wire transfer, the Instructor shall be assessed a USD 40 wiring fee for each such transaction which amount shall be deducted from each payment owed to Instructor.

4. The instruction fee as provided in the Agreement is the sole compensation to be received by the Instructor for services under this Agreement. The relationship of Instructor to NCPI is that of an independent contractor, and nothing herein shall be construed as creating any other relationship. Instructor acknowledges that other than serving as an independent contractor to NCPI for purposes of providing instruction to the Northeast China Programs, it has no relationship with Northeast nor any other relationship with NCPI. Instructor, in accordance with his or her status as an independent contractor with NCPI, covenants and agrees that he or she will conduct him or herself consistent with such status, that he or she will not hold him or herself out as, or claim to be an employee of NCPI or Northeast, and will not make any claim, demand or application for any right or privilege as an employee of NCPI or Northeast, including but not limited to workers’ compensation coverage, unemployment insurance benefits, social security coverage or any other similar benefit that either NCPI or Northeast provides to its employees. Instructor shall at all times be responsible for following all relevant tax laws and regulations in the appropriate jurisdiction(s), including appropriate Form 1099s for USA tax reporting to the IRS. Instructor shall at all times be solely liable for the payment of all federal, state or local income taxes or other tax and related liabilities incurred as a result of services furnished under
III. Instructor’s Duties and Responsibilities

1. The Instructor shall observe the laws, decrees and relevant regulations enacted by the Chinese government and Chinese Partner University during the entire instruction period for programs and courses that are the subject of this Agreement. Upon request, Instructor may be obligated to enter into a separate agreement with a Chinese Partner University with respect to the foregoing as a condition to providing services hereunder.

1. The Instructor shall respect the moral standards, culture, customs, politics and religion in the People’s Republic of China and shall abide by all rules, laws and regulations of the country in which he or she is teaching. Furthermore, he or she shall be required to follow the rules and regulations for residing and living at any properties belonging to or affiliated with the Chinese Partner University. The Instructor shall be required to obtain written authorization from the Chinese Partner University and NCPI before bringing any guests or non-family members to his or her residence at the Chinese Partner University after normal visiting hours. NCPI reserves all rights to immediately terminate this Agreement upon notification from the Chinese Partner University that this Section III.2. has been violated in any manner. NCPI’s Chinese Partner Universities, NCPI and Northeast shall not be responsible in any manner for any violation of such rules, laws and regulations as stated in this Section III.2. by the Instructor.

2. The Instructor shall complete the tasks agreed by all parties and guarantee the quality of his or her work. The Instructor understands that, once this Agreement is entered into by the parties hereto, and an instruction schedule has been agreed upon by the parties and is finalized, the
Instructor will not be able to request a change to said instruction schedule. If the Instructor does not abide by the agreed-upon schedule and causes a change in the schedule, any resulting damages caused by such a schedule change shall be the liability and responsibility of the Instructor. The Instructor shall not be responsible for damages arising out of or related to acts of God, riot, war, insurrection, kidnapping, and accidents that are outside the control of the Instructor.

3. Both parties agree to work in good faith to accommodate personal tragedies and critical emergencies, and at the same time complete the services in furtherance of the Northeast China Programs. In the event services are interrupted due to a personal tragedy and emergency and an arrangement is agreed to by both parties, the compensation owed to Instructor will be calculated based on the teaching hours that the Instructor has finished at the time the Instructor leaves.

4. The Instructor shall observe NCPI’s work system and regulations concerning administration of foreign experts and shall accept NCPI’s arrangement, direction, supervision and evaluation in regard to her or his work.

5. Without NCPI’s consent, the Instructor shall not render services elsewhere or hold concurrently a post unrelated to the work agreed upon with NCPI. Any Instructor that teaches in Northeast China Programs shall strictly abide by the following non-interference rules as set forth in this Section III.6. At any time during the instruction period for any Northeast China Program that is the subject of this Agreement, such Instructor shall not engage in (a) any activities, communications or negotiations with anyone with regard to the marketing, recruiting, promoting of Northeast China Programs and Northeast programs offered in Northeast City, New York, and
(b) any activities, communications, negotiations or behavior which in any manner involves the promotion, sales or distribution to any student or other faculty member of the Northeast China Programs of any business or product for which the Instructor would receive any form of compensation or benefit whether monetary or otherwise. Such communications or activities shall be considered a breach of the Instructor’s role with respect to teaching for a Northeast China Program under this Agreement and such Instructor’s duties shall be terminated by NCPI effective immediately.

6. The Instructor shall be compensated directly by NCPI, pursuant to the approved schedule of dates for teaching under this Agreement. This Agreement is strictly between NCPI and the Instructor. Any and all administrative, scheduling and financial issues relating to the Instructor’s participation in Northeast China Programs as discussed in this Agreement shall be handled by NCPI, in order for the Instructor to teach and receive compensation.

7. It is the Instructor’s responsibility to keep a VALID passport at all times for traveling outside of the home countries. The Instructor hereby acknowledges that according to the most recent regulations of the Chinese Consulate, a traveler must have a passport valid for one year or more in order to receive a visa for traveling to China.

8. The Instructor must fulfill the actual 45 instruction hours per course. The Instructor shall be responsible for completing 90 instruction hours per month.

9. NCPI will provide the Instructor with the name of the textbook(s) to be used. The Instructor shall submit the teaching syllabus to NCPI at least two (2) weeks prior to the first day of instruction. The syllabus (or syllabi) shall be forwarded to NCPI for arrangement and
management purposes. This will provide students with more time to prepare for lectures.

10. The Instructor shall use the textbooks that are pre-selected by NCPI and approved by Northeast.

11. The Instructor shall maintain attendance sheets and student performance records (quiz, midterm, papers, and final) and submit them to NCPI with the final grade sheet. An instructor evaluation form shall be distributed to and completed by students at the end of each course in such form as approved by NCPI and each completed evaluation shall be submitted to NCPI and to Northeast upon NCPI’s direction. The Instructor shall provide final grade reports for all students to NCPI within two (2) weeks after the instruction has been completed.

12. Other than as provided in Section II of this Agreement, the Instructor is responsible for arranging and paying for her or his own international roundtrip flights. NCPI is responsible for arranging and paying for the Instructor’s domestic flights within China for teaching. The Instructor is responsible for applying and paying for her or his own initial China visa. The tourist (L) visa is not applicable for those who want to teach in China. Based on the current regulations in China, the “F” visa is required for teaching within a three-six (3-6) months period. If every teaching period is over three – six (3-6) months then the F visa should be altered to a Z visa. Chinese Partner Universities will assist in change to z visa (work visa). The Instructor is responsible for applying for the F or Z visa and paying any applicable processing costs or fees.

13. The Instructor shall be responsible for all personal and family expenses including meals, travel, leisure or other endeavors in China during the instruction period pursuant to this Agreement. NCPI shall not be responsible for any of the Instructor’s personal expenses.
14. The Instructor is responsible for her or his lodging expenses if he or she does not wish to stay in accommodations arranged by NCPI.

16. The Instructor shall be responsible for his or her own insurance of any type (health, travel and life insurance) during the term of this Agreement including from the beginning destination of the Instructor’s travel outside of China through his or her stay in China during the instruction period and through his or her return trip from China to his or her final destination outside of China (the “Contract Program Instruction Period”). NCPI shall not be responsible for providing any form of insurance for the Instructor during the Contract Program Instruction Period and while the Instructor is in the country where the contract program is offered. The Instructor agrees to release and waive all legal claims against NCPI for injuries and damages suffered during the Contract Program Instruction Period pursuant to the Release and Waiver of Liability attached hereto as Exhibit A.

17. It is expected that all Instructors will adhere to a high standard of academic performance and shall at all times serve NCPI to best of his or her ability and in a manner satisfactory to NCPI.

18. Should the Instructor need more information, it is his or her responsibility to contact the NCPI representative Ms. Borden at borden@ms68.hinet.net or call NCPI Fujian Office at (86) (21) 6219-0121. The Instructor shall always contact NCPI directly for all administrative issues.

IV. NCPI’s Duties and Responsibilities

1. NCPI shall provide an introduction for the Instructor to NCPI’s work system and the
regulations concerning administration of foreign experts in China.

2. NCPI shall conduct direction, supervision and evaluation of the Instructor’s work.

3. NCPI shall have sole and exclusive authority to handle all scheduling of Northeast China Programs.

1. NCPI does not budget extra compensation for the Instructor. Instructor shall be solely responsible for her or his personal expenses, including, but not limited to, expenses for meals, personal travel, over-weight luggage, and extra teaching materials such as DVDs, etc. incurred by the Instructor while offering instructions as part of Northeast China Programs.

2. NCPI shall help to arrange in-country flight tickets to all the teaching sites and the housing on campus.

V. Completion of Teaching Assignment

The Instructor’s failure to perform her or his duties to its completion under this Agreement, without reasonable prior notification to and receipt of approval from NCPI, shall be considered a breach of this Agreement. In such event, NCPI reserves the right to withhold any amount of the Instructor’s fees that has not been paid to him or her under Section II. above. Further, NCPI shall be entitled to any damages suffered due to the Instructor’s failure to complete his or her instruction duties under this Agreement. NCPI’s failure to perform its duties under this Agreement shall be considered a breach of this Agreement.

VI. Revision, Cancellation and Termination of the Contract

1. This Agreement can be revised, canceled, or terminated upon the mutual written consent of
the parties hereto.

2. NCPI has the right to terminate the Agreement with written notice to the Instructor under the following conditions:

2.1 The Instructor does not fulfill his or her obligations according to the terms stipulated hereto and fails to correct such noncompliance within a reasonable time after NCPI has notified the Instructor about it.

3. The Instructor has the right to terminate the Agreement with a written notice to NCPI under the following conditions:

3.1 NCPI has not provided the Instructor with necessary working and living arrangements as stipulated in the Agreement.

3.2 NCPI has not paid the Instructor pursuant to the Agreement.

VII. Attorney’s Fees

In the event that any dispute among the parties to this Agreement should result in litigation, the prevailing party in such dispute shall be entitled to recover from the losing party all fees, costs and expenses of enforcing any right of such prevailing party under or with respect to this Agreement, including without limitation, such reasonable fees and expenses of attorneys, which shall include, without limitation, all fees, costs and expenses of appeals.

VIII. Governing Law

This Agreement shall be governed by and construed in accordance with the laws of the State of California.
IX. Assignment

This Agreement contemplates personal performance by the Instructor and may not be assigned by the Instructor without written consent of NCPI. Any purported assignment by Instructor in violation of this Article IX shall be void. Notwithstanding the foregoing, the parties hereto expressly acknowledge that simultaneously with the execution of this Agreement, NCPI may assign all of its rights and obligations hereunder to NCPI (Fujian) who shall succeed to and perform all of NCPI’s obligations hereunder. In the event of such assignment, NCPI shall so notify the Instructor.

X. Confidentiality

During and after the term of this Agreement, any confidential information concerning NCPI, Northeast, the Northeast China Programs and information regarding students participating in the Northeast China Programs that is disclosed to or discovered by Instructor in the course of Instructor’s engagement under this Agreement and that is not otherwise public knowledge, shall remain confidential and shall not be used or disclosed by Instructor for any purpose except as necessary in the performance of Instructor’s duties under this Agreement or is required by law.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement as of the date provided below.

1. Instructor for NCPI / Northeast China Programs

Signature

Prof. Name
2. Representative of NCPI International, Inc.

By:  
Date:  

Signature of the NCPI Representative

3. Chinese Partner University

By:  
Date:  

Signature of the representative of Chinese Partner University
Appendix IX

Email Correspondence

Exhibit One.

Sent: Tuesday, January 30, 2007 1:30 PM

Subject: Greeting (Prof. Jerry Nix)

Dear Prof. Nix,

Since you are one of our qualified lecturers and have been passed to teach 7 courses for Northeast China Programs. If you would like be invited to teach for us next semester, there is an immediate opening for your consideration.

Hereby, we are also providing you the current recruiting information for you to get to know the whole process in our programs. Any concerns, please feel free to contact us.

Thanks and look forward to hearing from you soon.
Dear Prof. Nix:

Thanks for your prompt reply.

We can arrange the courses for you according to your time of availability.

Now we would like to assign below teaching schedule for you.

Yunnan, Kunming,

2007/03/05-2007/7/13

FP290-I career management, totally 9 classes

Please let us know your comment on this, if the teaching load is too heavy for you, we can adjust.

Thanks!
Exhibit Three.

Sent: Tuesday, January 30, 2007 3:38 PM

Subject: Re: Greeting (Prof. Jerry Nix)

It starts from the 5th, March and finishes at the beginning of July, around 18 weeks.

There are 45 teaching periods for each class, one teaching period equals 45 mins.

So your weekly teaching load will be:

45 X 9 / 18 = 22.5 teaching periods, about 17 hrs

If it is too much for you, another option is to teach 5 classes during 18 weeks, 45 X 5 / 18 =12.5
teaching periods, about 10 hrs

The lecture fee is $1250 USD for each class, but if you can teach 9 classes, you will get extra
$500 USD bonus.

Thanks!
Hi Vincent,

I am now providing you the agreement and waiver for your signature if agreeable for your concerns. Any questions, please feel free to contact me.

Thanks!
Exhibit Five.

To: jvnix@nixhome.com

Subject: Course Schedule!

Date: Thu, 1 Mar 2007 10:16:08 +0800 (CST)

Dear Mr. Nix,

I am Sally Yao, a teacher of [Yunnan partner], and I am in charge of affairs of Northeast teachers.

Please contact me after you arrive Kunming on sallyyibs@yahoo.com, 0871-xxxx xxx (Office), or 138xx xxx xxx (Mobile). Or you can contact Dan Pai, Director of Teaching Administration office on danpai2986@hotmail.com, 0871-xxxx xxx (O), or 135xxx xxx xxx (M).

I attached the course schedule for you, please read it carefully. If any problem, please let us know.

Kind Regards

Sally
Hi Vince,

How about around 10am, is it ok?

Dan Pai will meet you at 3209, Administration Building, International Business School. If you cannot find the place, you can call me.

Sally
Hi Vince,

Send Grade 2004’s student name lists to you first, and I am still working on Grade 2006’s.

Enjoy your day!

Sally
Hi,

Everyone in our NY community students, faculty, administration, trustees, alumni have expressed concern since the earthquake. President Slick has communicated with us all and kept us up to date. Dr. President and Dr. Provost have talked with NCPI Director and offered our community's condolences and any support that we might be able to give. I've talked with Ms Borden1 and offered the same. They've told us that they will let us know if there's anything they feel we can do.

Best regards,
Dear Colleagues,

On behalf of the President and the Provost, I welcome you to the Spring semester of the Northeast College China Programs. As the NC President says in his letter in the Northeast College China Faculty Handbook, "It is our goal to provide a superior educational experience." We are counting on each of you to help us meet that goal.

Many of you have already begun your teaching while others will join later in the semester. For everyone, the semester will undoubtedly hold both excitement and challenges. That’s China.

Our Provost; our Registrar, the Coordinator of Northeast College China Student Services; and I will be visiting each partner university from March 27 - April 4. We look forward to seeing those of you who are currently teaching. During our visits, the Provost and the Registrar will meet with the administration and our support personnel on each campus. I will meet with faculty and attend classes and the Provost will do the same as her schedule permits. I will contact each of you individually to arrange for our meetings. You can always reach me via email and my mobile phone in China is: xxx xxx xxxxx..

In preparation for our trip I am asking each of you to email me three things:

1. A copy of your teaching syllabus

I would like to see the syllabus before I visit your class. In addition, the College needs to keep
syllabi (sic) on file in New York (as well as with NCPI in China) as part of its accreditation review.

2. Your current teaching schedule

3. The number of students in each section you are currently teaching

Attached is the Northeast College China Programs Faculty Handbook. Those of you who taught last semester may already have the handbook. We review the handbook once/year so there have been no changes since last semester. Please review the handbook and contact me if you have any questions.

We all look forward to a successful semester and to seeing you in the near future.

Thanks for all you are doing for Northeast College China Programs.

Best regards,

Director, Northeast College China Programs
March 22, 2008

Dear Colleagues,

A few days ago you received a letter from a member of the NC Board, who works with the Northeast College China program under my direction, welcoming you to our program. She made several requests for information. The NCPI Director and I have spoken about these requests and about the arrangements for such communications as spelled out in the current contract between Northeast College and NCPI. The NCPI Director, who serves as the Vice President for Academic Programs Abroad, for NC in New York, notes that asking you to communicate with several different offices causes confusion regarding the roles of the individuals, who by contractual agreement, are in charge of the program.

Therefore, I would like to ask you as the Provost of Northern College to please send all requested information through the NCP offices in Shanghai to the NCPI Director's assistant. Her e-mail address is xxxx. She works under the direction of the director of the Northeast College China Program Asia and handles all faculty contractual matters as well as the scheduling of your teaching assignments. She will also collect all information that the Northeast College office here in New York requests.

I will be leaving for China on Monday, March 24. I have requested that the campuses now arrange time for me to visit with you, if it can be worked out with your schedules. Thank you for your commitments to our program and to the success of our students.
Sincerely,

Provost and Vice President for Academic Affairs

Northeast College
Cc: NC President
NCPI Director
NCPI Director's Son
Chair Northeast College Board of Trustees
Appendix X

First Teaching Schedule at Yunnan Partner

International Business School
Subject Schedule

Lecturer: Dr. Jerry Nix
Subject: Career Management (FP290-1)
Time: 5th March to 13th July 2007
Grade: 2004, 2006

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<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
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<td>Group C Classroom 601</td>
<td>Group D Classroom 601</td>
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<tr>
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<td>Group C Classroom 602</td>
<td>Group D Classroom 602</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

分组说明：Group A: 2006511 (学号1---16号)+ 2006512A= 65人
Group B: 2006511 (学号17---34号)+ 2006512B= 65人
Group C: 2006513 65人
Group D: 2006511 (学号35---54号)+ 2006514= 65人
Group E: 2006511 (学号55---70号)+ 2006515= 65人
Appendix XI

NCPI Teacher Evaluation Form (Page One)

China Programs
Student Evaluation of Faculty

Chinese Partner University: _______________________________
Instructor: __________________ Course: __________________
Teaching Period: ______ Admission Year of Students: _____________

The following is a list of items relative to your instructor / course. Read them carefully and then circle the number under each statement that best describes your evaluation regarding the item. A rating is the most desirable rating and rating of 1 is the least desirable. These forms will be held in the strictest of confidence. After completion of the course, the instructor will be furnished with a composite rating based upon all evolutions.

1. Interest in the Subject Taught
   5 ________ 4 ________ 3 ________ 2 ________ 1 ________
   Always Interested    Mildly Interested     Uninterested

2. Knowledge of Subject Taught
   5 ________ 4 ________ 3 ________ 2 ________ 1 ________
   Well Informed          Average             Inadequately informed

3. Preparation of Subject Material
   5 ________ 4 ________ 3 ________ 2 ________ 1 ________
   Always prepared     Occasionally prepared     Seldom prepared

4. Presentation of Material
   5 ________ 4 ________ 3 ________ 2 ________ 1 ________
   Interested              Average             Dull

5. Attitude Toward Different Views
   5 ________ 4 ________ 3 ________ 2 ________ 1 ________
   Welcome different     Occasionally brisk      Intolerant—does not allow contributions
   Viewpoints            but usually tolerant

6. Attitude Toward Students
   5 ________ 4 ________ 3 ________ 2 ________ 1 ________
   Always courteous     Usually considerate     Inconsiderate and rude at times
   and considerate      but finds it difficult
   at times
Appendix XI

NCPI Teacher Evaluation Form (Page Two)

7. Approachability Outside Class
   5. __________ 4. __________ 3. __________ 2. __________ 1. __________
   Welcomes contact  Tolerates contact  Does not wish to
   Outside of class   be bothered

8. General Estimate of Teacher
   5. __________ 4. __________ 3. __________ 2. __________ 1. __________
   Excellent       Average       Poor

9. General Estimate of Course
   5. __________ 4. __________ 3. __________ 2. __________ 1. __________
   Excellent       Average       Poor

10. How much interaction did you have with the instructor outside of class?
    5. __________ 4. __________ 3. __________ 2. __________ 1. __________
    Frequent       Occasional    Never

What were the strongest aspects of the course?
____________________________________________________________________
____________________________________________________________________

What were the weakest aspects of the course?
____________________________________________________________________
____________________________________________________________________

In your opinion, what are the teacher’s best characteristics?
____________________________________________________________________
____________________________________________________________________

How do you feel this teacher could IMPROVE his/her effectiveness?
____________________________________________________________________
____________________________________________________________________

Additional Comments:
____________________________________________________________________