FROM THE U.S. TO CHINA: A NATIONAL SURVEY OF HIGHER EDUCATION FACULTY PERCEPTIONS OF SINO-U.S. EDUCATIONAL PARTNERSHIPS

By

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

DOCTOR OF PHILOSOPHY

WASHINGTON STATE UNIVERSITY
College of Education

August 2007

To the Faculty of Washington State University:

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YONGSHENG V. SUN find it satisfactory and recommend that it be accepted.

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Chair

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ACKNOWLEDGMENTS

The researcher is forever indebted to his parents and his beautiful family for their love, faith, and support. A work of this magnitude could not have been completed without the encouragement, help, and support of many people and friends along the way.

He is grateful to Dr. Forrest Parkay, Chair of his doctoral committee, for his expertise, guidance, persistence, and thoughtfulness in the whole process of writing this dissertation. The researcher also wants to thank Dr. Eric Anctil and Dr. Willie Heggins, who served on his committee, for their encouragement, advice, and support. The researcher wants to give special thanks to all his friends and his extended family for their unwavering support for all these years.

This study could not have been completed either without the support and collaboration of the friendly staff from the Center for Teaching, Learning and Technology, Social and Economic Sciences Research Center at WSU, and Institutional Research at CBC. The researcher is especially thankful to Dr. Joe Montgomery and Ms. Amanda Wysocki for their expertise and assistance.

The researcher extends his gratitude to the leaders and faculty at WSU and CBC for the experience and honor as a WSU Doctoral Fellow, and CBC Outstanding Faculty Awards and sabbatical recipient. Thank you!

Finally, his most heartfelt thanks go to his dear wife Sharon for her love, support, encouragement and endurance during these schooling years.

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ABSTRACT

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Increasingly, U.S. institutions of higher education are developing partnerships with China to "globalize" their programs. This study investigated faculty perceptions of Sino-U.S. educational partnerships through an ethnocentric lens. A total of 1,800 randomly selected faculty representing 20 higher education institutions were asked to complete an on-line survey. Subsequently, 464 completed surveys were obtained, for a response rate of 26 percent. Data were analyzed using one-way analysis of variance (ANOVA), *t*-test, and Pearson Product Moment Correlation. Follow-up post hoc Student-Newman-Keuls (SNK) tests were also computed for in-depth analysis where necessary.

Forty-five percent of respondents were female and 54.2 percent male. More than half of the respondents (63.8 percent) was from social science and humanities and arts. One hundred forty (30.3 percent) were from land-grant universities; 210 (45.5 percent) from liberal arts colleges and universities; and 112 (24.2 percent) from community colleges.

More than 93 percent of respondents are aware of today's world realities and ready to participate in exchanges with China. Faculty who are more ethnocentric tend not to agree that today's faculty should play a major role in the processes of internationalization and should participate in professional development and exchange programs with China.

The results of this study have implications for higher education policies and programs in four areas: (1) internationalizing the curriculum, (2) professional development for faculty, (3) recruitment of faculty and students from China, and (4) financial support for international engagement with China.

Four recommendations for future research are suggested:

1. More studies of faculty perceptions of Sino-U.S. educational exchanges and partnerships should be conducted and the results compared to the findings of this study.

2. Research should be initiated to further expand and improve the procedures and methodologies used in this study in the area of Sino-U.S. educational exchanges and partnerships.

3. Similar studies should be conducted to determine the perceptions of U.S. higher education administrators, staff, policymakers, and government agency personnel regarding Sino-U.S. educational exchanges and partnerships.

4. A similar study should be conducted to explore the perceptions of U.S. college and university students regarding Sino-U.S. educational exchanges and partnerships.

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CHAPTER ONE

INTRODUCTION

The world is changing fast and becoming more interdependent. People live in an ever more inter-connected world, and a global culture is developing. The world is at a stage where new realities require people to understand the interconnectedness of world systems as well as different values and points of view. (Tye, 2002; Lomborg, 2004; Friedman, 2005). One of the most prominent phenomena of the century, and a good example to illustrate today's changing world, is the rise of China (Zheng, 2005). One area that many people find necessary and challenging to understand is China (Mahbubani, 2005).

For more than a century, Americans have dreamed about China as a seemingly endless market for goods and merchandise. Today, companies in the U.S. as well as throughout the industrialized world are reaping the benefits of Chinese growth by selling products to the Chinese markets and moving factories into China to capitalize on her competitiveness as a manufacturing platform. Since Deng Xiaoping introduced the "Open-Door Policy" in the late 1970s, China's gross domestic product (GDP) rose on average 9.5% each year since 1980 according to Chinese official statistics, and many western economists argue that it was actually more than 10% a year. Consequently, China more than quadrupled its proportion of global output in nominal dollars between 1980 and 2003 (Raskin & Lindenbaum, 2004). In terms of purchasing power, the leap in China's relative importance has been even more dramatic. According to Raskin & Lindenbaum (2004), if we factor in real purchasing power within China, it increases the effective size of the Chinese economy more than fourfold. At purchasing power parity,

the Chinese GDP actually grew from 3.2% of global output in 1980 to 12.6% in 2003. By this measure, China has surpassed Japan, Germany, France, Britain, Italy, and Canada to become the second-largest economy in the world. China also boasts the world's largest reserves of foreign currency and has recently surpassed the U.S. as the largest recipient of foreign direct investment.

While many people may have heard about the "peaceful rise of China" or the "Chinese Century," most Americans don't realize the extent to which China's future and that of the U.S. are intimately linked. Elloitt (2005) put it this way:

> It isn't just down vests—or toys or shoes—that bind the U.S. and China together. China holds billions of dollars of U.S. debt; its companies increasingly compete with U.S. ones for vital resources like oil; its geopolitical behavior will affect the outcome of issues of key importance to U.S. policy makers, like the North Korea's nuclear arms capacity. Although their political cultures are radically different, in many ways and many areas both countries essentially want the same things…for each side, finding—and maintaining—common ground will require understanding what's truly happening on the other side of the globe. (pp. 30-32)

In a report published by the RAND National Defense Research Institute, Gompert, D, Godement, F., Medeiros, E., & Mulvenon J. (2005) state:

> Beyond economics, China is a permanent member of the UN Security Council, possesses intercontinental-range nuclear weapons, and has become gradually more active in a host of regional and multilateral organizations. Since 9/11, China has emerged as far more active in addressing transnational security issues such as counterterrorism and counternarcotics. By most measures, China has emerged as a major player in global politics and its influence will steadily rise in the coming years…. Chinese and American interests overlap from Korea to Southeast Asia to the Persian Gulf, and these are enduring, not fleeting, interests…Apart from the specific circumstances that suggest value in cooperation with the U.S., the Chinese undoubtedly understand that sustainable growth will both require and foster growing economic interdependence between China and America. The two economies are quite complementary:

America the source of new technology and insatiable consumer demand,
and China an engine of production with a seemingly inexhaustible labor
supply. (pp. 1-10)

Coping with realities and new challenges, many U.S. officials, lawmakers and

educators have called for increased "engagement" with China, and increased contacts and

exchanges in political, cultural, and educational arenas. It is widely believed that

intellectual and educational exchanges between nations contribute to increased awareness

of intercultural similarities and differences, and thus contribute to mutual understanding

and increase the opportunities for peaceful coexistence and bilateral cooperation (Hines,

2001; Wiley, 2001; American Council on Education [ACE], 2001; Boulding, 1988). As

former President Jimmy Carter (2005) pointed out, "It is in America's best interests to

understand one another and to find as much common ground as possible" (p. 5).

In the past two decades, many U.S. institutions of higher education have formed

partnerships or established exchange programs with Chinese institutions. In the past

decade, many U.S. colleges and universities have set up shop, from single academic

programs to entire campuses in China. Some are in for the above mentioned goals, and to

give U.S. faculty and students more international experience; some are in to capture a

share of the huge market for pure commercial profit (Bollag, 2006; Mooney, 2006).

Purpose of the Study

Within the above mentioned context, the purpose of this study was to explore

higher education faculty perceptions of Sino-U.S. educational exchanges and partnerships

through an ethnocentric lens. Specifically, what are the perceptions of selected higher

education faculty members regarding the interconnectedness and interdependence of

today's world? What are the relationships between these perceptions and ethnocentrism? And, what are their attitudes about educational exchanges and partnerships with China?

Significance of the Study

More and more institutions of higher education in the U.S. are involved in global education and are becoming interested in establishing partnerships and exchange programs with China. There have been studies of student perceptions of international education (Engberg, 2001; Kim & Goldstein, 2005), but little research has been done on nationwide faculty perceptions of Sino-U.S. international exchanges and partnerships. Faculty involvement and support are crucial to campus internationalization. Faculty members have the most direct contact with students, and they are the ones who create the curriculum. They are the change agents. Since few students participate in education abroad and international extracurricular activities, the classroom remains the primary means to expose students to international issues, events, politics, and cultures (Green and Siaya, 2005). It is important to find out where the faculty stands on these issues, their awareness, understanding of the world's realities, and the need for international partnerships and exchanges with China.

According to a *USA TODAY*/Gallup Poll in April, 2006, Americans, anxious about the cost of the Iraq war and the impact of a more competitive global economy, are getting increasingly more wary of engagement in the world. Forty-six percent of those surveyed said that the U.S. should "mind its own business internationally and let other countries get along as best they can on their own" (Page and Jackson, 2006, p. A-1). The proposed study would determine if selected faculty members have similar attitudes toward isolationism and ethnocentrism. This study would be beneficial to global

education practitioners and administrators in their drive for change in these areas. It would also be useful for the Chinese education policy-makers to understand where U.S. faculty stands with respect to Sino-U.S. educational exchanges.

Research Questions

Within the context described in the preceding sections, the following research questions provided the focus for this study. For questions 1 and 2, a sub-question was posed.

1. To what extent do the beliefs and actions of higher education faculty reflect an understanding of, and appreciation for, the interconnectedness and interdependence of the world?

   Sub-Question: What are the relationships, if any, among these beliefs and actions and selected variables (gender, age, faculty rank, discipline, and institutional type)?

2. To what extent do higher education faculty believe it is important to learn about Chinese culture and to develop educational partnerships and exchanges with China?

   Sub-Question: What are the relationships, if any, among these beliefs and selected variables (gender, age, faculty rank, discipline, and institutional type)?

3. What are the relationships, if any, between higher education faculty members' scores on an ethnocentrism scale and attitudes toward Sino-U.S. educational partnerships?

Overview of Research Methodology

For the purpose of this study, descriptive research methods were used to analyze the data (Gay and Airasian, 2003). This study included the development of an online survey questionnaire for collecting data to assess higher education faculty's perceptions of international educational partnerships and exchange programs with China (Dillman, 2000; Salant & Dillman, 1994). The population of this study consisted of 20 colleges and universities (land-grant universities, liberal arts colleges/universities, and community colleges) across the U.S., representing the West, the Midwest, the Northeast and the South. The on-line questionnaire was posted on the World Wide Web using CTLSilhouette in collaboration with the Center for Teaching, Learning and Technology (CTLT) at Washington State University (WSU). Survey respondents used computers to complete the questionnaire at remote locations, and those faculties who did not respond within two weeks received a follow-up phone call/email. Data were collected from each respondent who completed the questionnaire, and analyzed by using the Statistical Products and Service Solutions (SPSS) for social sciences. Descriptive statistics and figures from SPSS were used to present the findings.

CHAPTER TWO

REVIEW OF THE LITERATURE

The review of the literature for this study will focus on the following areas: (1) International/global education in the U.S., (2) internationalization of China and Chinese higher education, (3) Sino-U.S. educational partnerships and exchanges, and (4) ethnocentrism.

International/Global Education in the U.S.

Whether we realize it or not, many of the daily things we do and many of the interactions we have each day are international or global in some way. Just take a look at the things around us. We will find shoes made in China, computer chips made in Taiwan, computer mice made in Thailand, monitors made in Korea, and cars made in Japan and Germany. In past decades, people have seen an increasing integration of economics, political systems, communications, and culture across national boundaries. As we know, international trade, investment, the exchange of ideas, and travel are not new developments, but what is different and worth noting is the speed at which everything has been happening in today's world. The world's once largely separated, local and regional economies have been progressively replaced with a single global economy (Anderson 1973; Rourke and Boyer, 2005). The era in which human history was in large measure a collection of relatively isolated regional histories has ended, and an era of global history has begun. People now live in a global borderless village (Ohmae, 1999), a flat world (Friedman, 2005) in which they are linked like never before and a global culture is

developing (Lomborg, 2004). No person can be an island in today's interdependent global society, and no nation can exist in isolation (Gutek, 1993; Albrow, 1996).

Changes in the world called for changes in the social foundations of American education (Parkay, 2006; Sun, 1994). In order to meet the changes and challenges, global education has been promoted by many people in the U.S. They argue that to deal with the impending social changes, American education should be modified to at least include global education within its existing curricula (Anderson, 1968; Anderson, 1991; Merryfield, 2001; Anderson 1992; Tye, 1991; Tye & Tye, 1992; Sun, 1994).

What is global education? Global education is quite multifaceted and is a social movement. There is still a lack of an agreed upon definition of global education, but people generally agree that global education portrays humankind as inhabiting a global village. Global educators look for commonalities rather than differences among earth's peoples and countries. They tend to see a world of growing interdependency, interconnectedness, and emerging forces. They believe that the role of the nation state is diminishing and that a transnational global society is emerging (Gutek, 1993).

According to Tye (1991), global education involves learning about those problems and issues that cut across national boundaries and about the interconnectedness of systems- ecological, cultural, political, economic, environmental, and technological. Global education involves perspective taking-- seeing things through the eyes and minds of others-- and it means the realization that while individuals and groups may view life differently, they also have common needs and wants.

As the U.S. gradually emerged as a global leader, especially after World War II, there was a tremendous need for Americans to become better educated about other

languages and cultures if the U.S. was to maintain its position as a major world power. The U.S. was desperately short of the needed expertise in foreign languages and world area knowledge. But it was not until the launching of the Soviet satellite Sputnik in 1957, and all that it signified, did the U.S. government finally realized the federal government's responsibility to promote international and global programs and studies which are vital to the national interest of the U.S. In 1958, the National Defense Education Act (NDEA) was created. As Hines (2001) pointed out, the NDEA heralded a major U.S. commitment to devoting new attention to the world beyond its borders--first to teach more of the uncommonly taught foreign languages, and then to learn in depth about the histories, societies, cultures, and political systems of the key foreign countries as well as of the "third world" nations.

The NDEA established four different programs: (1) the creation of language and area centers. (2) fellowships to students for language study, (3) support for research and studies project such as language surveys, and language teaching development, and (4) language institutes to train language teachers and program administrators. Three years after establishing these programs at American institutions of higher education, the U.S. Congress passed the Mutual Educational and Culture Exchange Act of 1961, also know as the "Fulbright-Hays Act" to provide for training programs overseas (Wiley, 2001). The Fulbright-Hays Act grew out of the conviction that intellectual, educational, and cultural exchanges between nations contributes to increased awareness of cross cultural and intercultural similarities and differences, which contributes to mutual understanding and increases the possibilities for peaceful resolution of conflict (Hines, 2001).

In the mid-1960s, Congress passed the International Education Act (IEA). Although it was never funded, the IEA still had an impact on the NDEA Title VI Higher Education Act (HEA) in that it helped to redefine and refocus the federal role in higher education in the U.S. "The most important of these ideas, incorporated in federal role in subsequent realizations of the Title VI Act, were that national resource centers need not confine themselves to regionally defined international issues; The international activities of professional schools could also receive federal funding along with the social sciences and humanities, and general undergraduate education could also be targeted for international training" (O'Meara, Mehlinger & Newman, 2001, p.15). Therefore, Title VI programs are continuously being amended to reflect evolving educational needs and the changing world.

It is also worth mentioning that in the 1980s, the U.S. experienced a decade of educational criticism, reactions, and reforms (Gutek, 1993; Cawelti, 1993). One of the most important documents of the reform era of the 1980s was *A Nation at Risk*, a report of the Commission on Excellence in Education appointed by then US secretary of Education Terrel Bell, which was published in 1983. "It was a highly ideological document that urged restoring the academic vitality of American education"(Gutek, 1993, p.86). The report recognized that the world is one global village; that U.S. citizens live among determined, well-educated and strongly motivated competitors. We compete with them for international standing and markets. America's position in the world may once have been reasonably secure with only a few exceptionally well-trained people, but it is no longer the case (Stevenson & Stigler, 1992).

After the Cold War ended, congress again reexamined and reaffirmed the continuing relevance of the Title VI programs. New mandates were added to the foreign area studies programs and in creating new Title VI programs. In 1998 reauthorization of Title VI, congress recast and redefined the U.S. interests that the programs were now to address the growing effect of globalization, congress wrote in its "Findings":

- The security, stability, and economic vitality of the US in a complex global era depend upon American experts and citizens knowledgeable about world regions, and international affairs, as well as a strong research base in these areas.

- Advances in communications technology and the growth of regional and global problems make knowledge of other countries and the ability to communicate in other languages more essential to the promotion of mutual understanding and cooperation among nations and their peoples (Wiley, 2001).

Overall, Title VI has gone through a gradual reformulation over the past decades, and has played a major role in building American international expertise for the changing world we live in. I also want to note that in January 2006, citing anti-terrorist war and also for diplomatic purposes, the Bush administration proposed the National Security Language Initiatives. This Initiative, and the proposal to send ten thousand students overseas every year, in my opinion, follows the same line of international education.

Unlike higher education in China, the United States has a unique and distinct perspective of higher education: the experience should not only prepare students for a career but also prepare students for life. It has no central system of higher education regulated by the federal government; therefore university and college philosophies, settings, emphasis, and policies vary in significant ways (Goodchild, Lovell, Hines &

Gill, 1997). Such diversity can be demonstrated by looking at the U.S. community colleges, liberal arts colleges/universities, and land-grant universities.

Community Colleges and International/Global Education

American community colleges, also known as junior colleges, are very unique. They were created in the early twentieth century as a result of the nation's expanding higher education and industries. They exist as "feeders" to four year universities, and to meet community needs. The community colleges in the U.S. are very comprehensive, because Americans want the nation's compulsory schooling to continue for a greater number of years for the American young people, and allow individual options to choose majors to remain open for as long as each person's motivations and budget allow (Cohen and Brawer, 2003). Today, there are 1186 community colleges in the U.S. and they play a very important role in the U.S. higher education. They make up 42 percent of all higher education institutions, and enroll 45 percent of higher education students in the U.S.

Due to the large numbers of students community colleges serve, and the crucial role they play in providing quality education and preparing students for the workforce, their ability to prepare students who are globally competitive is vital to the nation (Blocker and Richardson, 1965). In fact, community colleges are an integral part of the internationalization of the U.S. higher education. According to Green and Siaya (2005), while community colleges are traditionally focused on serving their local communities, the local communities have become increasingly global and international, as community businesses expand operations overseas, immigration flows increases the ethnic diversity of towns, and worker mobility of diverse ethnic groups is an expected reality. Multicultural education in today's world is international and global education. The

unique mission, student population, and the combination of student goals and interests pose special challenges for international/global education at community colleges. The 1996 report of a national conversation by the American Council on International Intercultural Education concluded that if community college educators care about the communities they serve, global education has to be an imperative instead of an option. International/global education at community colleges can be categorized and looked at in six dimensions (Green and Siaya, 2005):

1. Articulated commitment. Articulated commitment is the extent to which an institution has written statements or established policies supporting internationalization and global education. It includes the college's mission statement, strategic plan, formal assessments, highlighted international education in recruitment literature, guidelines for faculty promotions, and policies to enable students to study abroad without delaying their graduation.

2. Academic offerings. Academic offerings are about the availability of for-credit, undergraduate academic offerings with an international focus. They include foreign language learning, internationalized general education requirements and course offerings, study abroad, and other programs offered abroad for credit for undergraduate students.

3. Organizational infrastructure. Organizational infrastructure is about the resources institutions provide to support and promote internationalization on campus. They include physical facilities like dedicated international office space, human resources like standing campus-wide task forces or committees and international education office staff, and communications and technological support through

email, newsletter, web pages, or other communication means. These resources can promote international/global education by organizing, publicizing, and supporting new internationalization goals and initiatives.

4. External funding. This dimension is about the effort the colleges put forth to actively seek external funding specifically earmarked for international/global education programs and activities and the extent to which they receive external federal, state, or private funding specifically dedicated to advancing internationalization.

5. Institutional investment in faculty. Faculty involvement is crucial to international/global education. Faculty members have the most frequent and direct contacts with students, and they are the ones who create the curriculum. Faculty workshops and professional development opportunities need to be made available to faculty members to help them increase their international skills and knowledge and internationalized their courses.

6. Student programs. Students learn about international events, cultures, and issues through the various extracurricular activities that are offered on or off campus, and through their contact with international students. Student programs are key to such student learning. This dimension includes the amount of earmarked funds for regular, ongoing international activities, international festivals and events on campus, and the existence of programs aimed at socially integrating U.S. and international students on campus.

Liberal Arts Colleges/Universities and International/Global Education

American liberal arts colleges/universities are very unique in the U.S. higher education system. It is estimated that there are about 215 liberal arts colleges in the U.S. However, there are no official criteria for classifying a liberal arts college, and the distinction between liberal arts colleges and small universities has become blurred. Most liberal arts colleges and universities are private, residential, and expensive. However, there are also a number of state-supported colleges that operate on the liberal arts college models.

Liberal arts is a shortened form for the term "liberal arts and sciences" which has come to mean studies that are intended to provide a well-rounded academic education of general knowledge and intellectual skills. Generally, liberal arts colleges enroll fewer students than other colleges and universities. They usually require their students to take a substantial number of courses in topics unrelated to their vocational goals for broader educational depth and breadth. This distinguishes liberal arts colleges from specialty colleges, which offer focused, single-discipline programs. Liberal arts colleges also emphasize on interactive instruction rather than research, and the full-time professors teach most of the courses rather than the teaching assistants.

Even though liberal arts colleges are relatively small in size, they offer a broad base of academic coursework in the humanities, social sciences, and sciences which are mostly focused on helping the students obtain a bachelor's degree. Several colleges offer small post graduate programs. Following completion of their undergraduate studies, graduates of liberal arts colleges/universities often further their education and training by going on to graduate schools or professional schools. The broad range of subjects offered

by liberal arts colleges/universities can be essential for acceptance or to earn a professional degree from other colleges and universities, therefore many "bridging" or "outreach" programs usually exist in liberal arts colleges/universities (Green & Purser, 2000).

Traditionally, internationalization at liberal arts colleges/universities is characterized by on campus international festivals and events, study abroad and international student programs, faculty and student exchange programs, institutional partnerships, and workshops for faculty to internationalize their courses. Even though small in size, many liberal arts colleges/universities offer a surprisingly wide range of international activities. Faculty interested in foreign affairs or areas, and with overseas experience can be found in many departments at liberal arts colleges/universities. International dimension are usually visible in the political science and the sociology-anthropology departments. The close-knit layouts of the comparatively smaller liberal arts colleges/universities, in which the buildings are grouped around on the smaller campus, usually make their enrollment of foreign students seem out of proportion to their numbers (EWA, 1965). This also allows the foreign students to integrate better with their American counterparts. In order to build on their strength rather than follow academic factions into new areas, liberal arts colleges/universities are usually inclined to deepen, instead of widen their activities in their pursuit of internationalization of campuses and programs,

Land-Grant Universities and International/Global Education

American land-grant universities, also known as land-grant colleges or institutions, are those higher education institutions that were designed by the U.S.

Congress to receive the benefits of the Morrill Acts of 1862 and 1890. The Morrill Act supported these institutions of higher education by granting federally-controlled land to the states where the universities were going to be located. The mission of these institutions is to teach agriculture, military tactics, and the mechanic arts, not to the exclusion of classical studies, so that members of the working classes might obtain a practical college education. The mission of the land-grant universities was later expanded by the Smith-Lever Act of 1914 to include cooperative extensions—the sending of agents into rural areas to help bring the results of agricultural research to the end users. Today, there are seventy-seven land-grant institutions of higher education across the U.S.

The land-grant universities and community colleges in the U.S. have been considered by educational experts and analysts as two greatest U.S. institutional innovations in the nineteenth and the twentieth centuries. Together, the two systems serve the most college students in the U.S. public institutions of higher education (Green & Purser, 2000). Both systems have similar missions to serve and meet local community and regional needs. Both systems are well-known for their outreach and extension programs which are now more and more intertwined with global needs and international markets.

In most cases, land-grant universities have deliberately built upon their international programs and international activities as a means of moving the institution up to major university status. In many cases, they have successfully lifted themselves from provincial colleges with an agricultural orientation to universities of national statue and worldwide recognition. International education/global education at land-grant universities is similar to that at community colleges, liberal arts colleges/universities. However, due

to their larger sizes, land-grant universities usually have problems more complex and programs more varied in the international filed (Green & Purser, 2000). The implementations of international/global education measurements also usually have to do with the university presidents' vision and commitment, the support of a group of dedicated and international-minded faculty, as well as a deliberate strategy and a long-range plan to internationalize the institution (EWA, 1965). Each year, hundreds of faculty members, researchers, or representatives go abroad as consultants, research workers, teachers, and trainers in foreign countries either on individual study projects or departmental programs of broader significance. The international dimension of land-grant universities usually includes the conventional activities supported by grants from the Ford Foundation, the Carnegie Foundation, and other private organizations, as well as the unconventional activities supported by the federal NDEA Title VI moneys, and initiatives (Hines, 2001). Those activities include setting up of their international programs, overseas special program operations, foreign language centers and area study programs, as well as pulling the university structure together to improve the general international campus environment and curricula.

No one has yet tabulated fully the extent to which U.S. higher educations are involved in international/global education. There are just too many, and the variations from one type of school to another, from one individual institution to another, greatly complicate the task. Since community colleges, liberal arts colleges/universities, and land-grant universities are known for "reaching out" and develop external partnerships, it would be interesting to find out their faculties' perceptions on international education and their attitudes regarding international education partnerships.

Internationalization of China and Chinese Higher Education

To understand the international education in China today, it is helpful to take a look at the historical antecedents of international education in Chinese history. China boasts the world's longest living civilization in human history. Her unique culture, civilization and sophisticated systems, however, also led to a sense of complacency, which resulted in China's self-imposed isolation (Fairbank, 1998). China's higher education also evolved according to its own logic and mentality, and it disregarded anything that was non-Chinese. However, by the end of the eighteenth century, sinocentrism changed into xenophobia after the two Sino-British "Opium Wars" when western powers awakened China with their aggressions accompanied by their superior weaponry and technology. China was soon reduced to a semi-colony with its territory carved up into pieces of "spheres of influence" by foreign imperialist powers.

Realizing how weak and backward China had become, reforms were called for in higher education to learn from the west in an effort to strengthen China. It is fair to say that China's search for modernization has been a defense response to the west (Fairbank, 1986). The reform-minded Chinese put higher education reform on a priority. They concluded that the traditional Chinese model of higher education was neither suitable nor sufficient for training professionals required by the changing world, and therefore needed to be changed or even discarded. Modern colleges and universities should be established (Yang, 2002). Emperor Guangxu adopted the plan proposed by Kang Youwei in 1898, and the plan was designed to amend and gradually replace the old Confucian scholarship with a more modern way of training officials (Gutek, 1993; Yang, 2002). A country-wide of "new schools", topped by colleges and universities, were established to teach modern

(western) and classical (Chinese) subjects. Students were also sent abroad to the U.S.,

Europe, and Japan to study the new systems, and foreign instructors were hired to teach

in China. The great reform of 1898 pushed China into a path of no return (Hayhoe 1992;

Yang, 2002). Reformers advocated learning from the west as one and the only way to

make China strong again. Yan Fu, one of the prominent reformers at the time, insisted

that learning form the west should not stop with technology, schooling or government, it

should also include the understanding of the spirit of western civilization (Yan, 1986).

As the imperialist threat to China's sovereignty and integrity intensified into the

beginning of the nineteenth century, and the Qing dynasty totally failed to rise to the

challenge, Chinese intellectuals realized that the Confucian culture and the traditional

political system were inadequate in dealing with the crisis and may all need to be rejected

(Gutek, 1993). A new tradition of democracy and science were needed for a new Chinese

republic (Shu, 1981).

The Republican Era, 1912-1949

As a consequence, a series of literacy revolution and social reforms took place

during the republican era of 1912-1949. Chinese education was one of the most important

elements in the overall social reform, and it involved debates over past traditions as well

as comparisons and contrasts between Chinese and Western educational theories,

systems, and practices (Ding, 2004). Chinese higher education went through tremendous

experimentation and growth. Great numbers of higher education institutions were

developed and almost immediately flourished. Efforts were made to establish colleges

and universities in the real sense of defining values of autonomy and academic freedom

(Peterson, Hayhoe, & Lu, 2004). Students and scholars who went overseas and were

educated in the US, Europe and Japan returned and, under the leadership of Cai yuanpei, Hushi, Jiang Menglin, and Tao Xingzhi, played a key role in the development of Chinese higher education during the New Culture Movement (Ding, 2004). These people also brought in distinguished scholars and intellectuals from aboard to give lectures in China, among those intellectuals John Dewey and Paul Monroe from the U.S.. During his more than two years of stay in China, Dewey especially left significant influence in Chinese education of the time and his ideas have greatly impacted the making of modern Chinese education (Yang, 2002; Ding, 2004).

Chinese educational thought gradually matured during the Republican era. Chinese institutions were linked up with various foreign institutions and influences, with the U.S. replacing Japan as the most favored source of influence. According to Hayhoe (1992), the Republican era saw the Chinese higher education develop into mature institutions and achieved a balance between its Chinese identity and its ability to link up to a world community of higher learning. Eventually, western values and cultures were absorbed and developed into two categories: (1) Sun Yat-sen's "Three Principles of the People" used by the Nationalist government headed by Chiang Kai-shek (now in Taiwan), and (2) Mao Zhedong and his comrades' Marxism and Leninism used by the Communist government (in Beijing).

The People's Republic of China, 1949-1970

It is worth mentioning that during the nationalist rule, international cooperation and exchange of ideas and education continued even with the Japanese invasion of China going on and later the Chinese civil war going on. However, after Mao Zhedong and his comrades established the People's Republic of China in 1949, China gradually became

isolationistic. The international collaboration and cooperation were marked by Russians replacing the departing Americans and Europeans. Some 700 Russian educators served in China's higher education system in the 1950s. The Chinese educational system was changed and modeled after the Soviet Union style based on Kairov's theories. School administration, teaching methods, textbooks, and classroom design all carried Russian signatures which tend to overemphasize on academicism instead of practical life (Ding, 2004; Peterson, Hayhoe, & Lu, 2004).

The "Opening Up" of China

After Mao Zedong's death, Deng Xiaoping and his pragmatists reversed Mao's policies in 1970s, and set China on a more open, more rational, economic-oriented path to modernization. One of the very first things Deng did was to restore the Chinese educational system (Reed, 1988). National college entrance exams were re-introduced and professional standards and expertise were made respectable again. Under Deng, China opened its doors wide to the west, and thousands of Chinese students and scholars from a wide range of disciplines swarm into the U.S., Europe, Canada, Australia, New Zealand, and Japan. Foreign students also came to study at Chinese colleges and universities. Huge numbers of foreign experts and scholars worked in China's institutions of higher learning. Chinese institutions established partnerships and exchange programs with their counterparts in many parts of the world. A flood of information and educational models from the west poured in and helped shape modern China in many ways. Deng's call that "education should face modernization, the world, and the future" set the tune, and education was deemed as the primary channel for communicating and mastering modern science and technology. As Chinese education went through many

changes and reforms, both the theoretical and practical ideas and experiences of Western countries were absorbed (Agelasto and Adamson, 1998).

So after more than a quarter of a century of the founding of the People's Republic of China (PRC), China is becoming much less isolationist and more international. The PRC's economic system changed from socialistic to state-capitalist. Under the guidance and regulations of the state, market mechanisms were institutionalized in the state sector, and a private sector was created. However, the political system remained unchanged since its founding in 1949. Since 1949, the guiding educational philosophies of the PRC have been heavily loaded with social-political values prescribed by party leaders. They include: (1) Marxism, (2) Leninism, and (3) Mao Zedong Thought (Chinese socialism) as guiding principles; the use of education to serve socialist modernization; and the integration of production with labor. Emphasis is also put on the moral, intellectual, and physical development of students which is called: (1) good in conduct, (2) good in learning, and (3) good in physical fitness (Law, 2000; Cheng, 2000; Peterson, Hayhoe, & Lu, 2004).

The educational system in the PRC comprises four major levels or stages: (1) pre-school education for children aged 3-5 in kindergartens; (2) primary education for children aged 6-11; (3) secondary school education for students aged 12-17. Public secondary schools also include junior (secondary) middle schools and senior (secondary) middle schools; and (4) higher education constituted by those for vocational college students, undergraduates, postgraduates and doctoral students (Chinese Embassy, 2005). In 1986, the PRC introduced a policy of nine years of compulsory basic education to cover the two levels of education for children aged 6 to 14. Post-compulsory education

comprises senior secondary and higher education. The senior secondary sector includes general senior secondary schools to prepare students for higher education, senior vocational schools, specialized secondary schools, and skilled worker schools to train different types of middle-level technicians and management personnel.

Despite different emphases in different periods, education has consistently been given two important nation-building tasks: economic and political. The first task is to train people with basic and professional knowledge and skills for economic modernization. Schools are expected to help eliminate illiteracy and enhance the technical and professional levels of the labor force across the nation. The second task is to promote among Chinese citizens the socialist national identity defined by the Chinese communist party. Special values are selected and promoted which include; (1) love of the motherland, (2) love of the people, (3) love of labor, (4) love of science, and (5) love of socialism (Liu, 1996; Peterson, Hayhoe & Lu, 2004).

After splitting with the former Soviet Union in the 1960s and opening up to the western countries in the late 1970s. The PRC emphasized English as an important medium of communication for the PRC in the development of economic relations with western countries and access to modern science and technology. To monitor the economic and political tasks of education, the PRC has established a school administration system marked by the integration of political and administrative powers. In general, every school is subordinate to its local education bureau and, at the same time, local party unit. The key issues of educational reform to facilitate China's modernization basically were presented as: "(1) the devolution of decision making to the school level; (2) the acknowledgement of schools as independent societal organizations with control

over enrollment decisions, the structure of curricula based on regional and local needs,

the setting of teachers' income and bonuses and the distribution of graduates; (3) the

reform of the finances system including the creation of an educational bank; and (4) the

acceptance of the principle that people come first as a basic principle in education

(Henze, 1992, p. 107)".

In response to social transformations since the 1980s, e.g., the global decline of

socialism marked by the changes in Eastern Europe and the collapse of the former Soviet

Union, increasingly more interdependence and globalization. The PRC modified its

strategies of manpower planning, funding and "deepened" its reform. The modification

initiated complicated education issues that reflected the complexity of social

transformation and national identity transition (Law, 2000). Among the most prominent,

they have diversified education financing and reintroduced private education. To support

the popularization of basic education and vocationalization of secondary education

quickly on a national scale, the PRC decentralized financing responsibility to lower units

of governance and end users of education services including students, parents, and

employers. This represented a change in the definition of education from a social welfare

totally financed by the government to a public service for which end users had to pay part

of the cost. In the 1990s, the PRC reinstated the official status of private schools. Schools

financed and operated mainly on their own funds outside of the state budget. It resulted

from the realization that the state was undertaking too many responsibilities and public

schools lacked the flexibility and autonomy to provide education according to the many

needs of the society. This was a fundamental reform since private schools were perceived

ideologically as a characteristic of education in capitalist societies and education was

perceived as part of national sovereignty, and schools should not be controlled by non-PRC citizens. The significance of private school is that they are indicative of how, as part of economic restructuring, market mechanism has been incorporated into the PRC school system. Private schools also test the limits of PRC tolerance in its ideological shift to capitalist modes of sponsorship and operation in education. We will have to see how everything plays out in China's continuing transition to a modern and a great power.

In general, since the Third Plenary Session of the Eleventh Central Committee of the Chinese Communist Party in 1978, the Chinese have concentrated on economic development and pursued the "Open door" policy. The release of the government document "Outline of the Reform and Development of China's Education" in 1993 strengthened the strategy of developing modern Chinese education to respond to the needs of social and economic development. In the transition from a planned economy to a market economy with "Chinese characteristics", Chinese schools gradually clarified their three main tasks: (1) forming human talent, (2) pursuing high-quality scientific research achievements, and (3) offering various kinds of services to society (Ding, 2004). To further its educational reform and economic opening, peace and development have been the theme of China, and the Chinese have been pursuing a "peaceful rise" to great power status (Zheng, 2005). China's pledge to a "peaceful rise" has also been backed up by its actions. According to Gompert, D, Godement, F., Medeiros, E., & Mulvenon J. (2005) in their report published by the RAND National Defense Research Institute, China has throughout the 1990s actively addressed its territorial disputes that have historically been the cause of great regional tension. "Since 1991, China has settled disputes with Laos, Russian, Vietnam, Kazakhstan, Kyrgyzstan, and Tajikistan. In each and every settlement,

China received 50 percent or less of the contested territory. In its long-standing dispute over the Pamir Mountains that Tajikistan inherited from the Soviet Union, China received only 1,000 of the 28,000 sq km under dispute." With its sense of sovereignty which was enhanced by past foreign encroachments, China is seeking to replace its victim mentality due to the "century of shame and humiliation" with a confidence born of two decades of miraculous economic development and growth (Gompert, D, Godement, F., Medeiros, E., & Mulvenon J., 2005). With its borders securer than ever, China is focusing on its economic and educational developments. The terms "globalization 国际化 guojihua" and

"adapting to international standards 与国际接轨 yuguojijiegui" have been widely used

by Chinese leaders in both economic and educational forums and practices. To sum it up, China has been implementing the strategy of "revitalizing the country through science and education" by a series of internal reforms and opening up to the outside world. The Chinese people are far better off now than they were perhaps two centuries ago (Mahbubani, 2005). With the belief that "education should be oriented towards the modernization drive, the world and the future", their education reforms will only deepen, and internationalization more commonplace in the foreseeable future.

Sino-U.S. Educational Partnerships and Exchanges

Global and international education is quite multifaceted and has many forms and approaches (Gutek, 1993). International exchanges and partnerships are among the various approaches of international education. In past decades, an increasing number of Chinese higher education institutions have established exchange programs and formed "joint-venture" partnerships with the U.S. institutions, and the numbers are growing as

we report. Since China opened up its doors in the 1970s, the world has been impressed by a more receptive and open 'Middle Kingdom (中国Zhongguo)", characterized by its international education policies.

In the past two decades, China has established educational cooperative and exchange relationships with 154 countries; sent 450,000 students abroad to study in more than 100 countries; received 347, 000 foreign students from 175 countries; sent out 1800 teachers to teach abroad and employed 40, 000 foreign educators (Chinese Embassy, 2006). The "Regulations of the PRC on Chinese-foreign cooperation in "Running schools" was passed by the State Council of PRC in 2003, encouraging Chinese-foreign cooperation in running schools to which high-quality foreign educational resources are introduced (Ministry of Education, 2006). The regulations allow a western style of school governance with the board of directors appointing and dismissing the president or the principle administrator. Teaching contents, curriculum structure, and teaching methodology are also given more autonomy compared to those of the state colleges and universities.

Currently, there are 554 Chinese institutions of higher education which admit international students and many of these schools have some form of foreign exchange or cooperative programs. To accommodate, manage, coordinate and all these international partnerships and exchanges, China established the Department of International Cooperation and exchanges under the Ministry of Education.

Educational exchanges and partnerships between the U.S. and China are organized in five different ways:

- Bilateral government education agreements. The U.S.-China Educational Agreement was signed in 1985. The agreement served as framework and guidance for all the educational activities between the two countries.

- Government cooperative programs. The China-U.S. Fulbright Program; the U.S.-China Friendship Volunteers Program; the U.S.-China E-Language Learning System (Chinese Embassy, 2006)

- Institutional exchanges. 89 cooperatively-run programs with the U.S. and Canada (Chinese Embassy, 2006).

- Cooperation with Multinational companies. Microsoft, Sun, IBS, Motorola funded educational projects in China.

- Exchange of students. China has 235, 000 students in U.S. and Canada.

Ethnocentrism

The word *ethnocentrism* comes from two Greek words: *ethnos*, which means nation, and *kentron,* which means center. This derivation therefore indicates that ethnocentrism occurs when a nation is seen as the center of the world. In actual usage, the concept is applied more broadly, and the focus of the term may also be applied to an ethnic group within a nation. The important part is that the group must see themselves as a very unique one and one to which they can claim strong emotional ties (Gudykunst and Kim, 1997; Neuliep & McCroskey, 1997).

Some social scientists and theorists believe that ethnocentrism is the tendency to see one's own group and culture as intrinsically superior to other groups and cultures. Others believe that ethnocentrism is the evaluation and judgment of others based on the perspective or influence derived from one's own cultural belief system (Levine and

Campbell, 1972). According to Sumner (1906), ethnocentrism is "the technical name for this view of things in which one's own group is the center of everything, and all others are scaled and rated with reference to it. Each group nourishes its own pride and vanity, boasts itself superior, exalts its own divinities and looks with contempt on outsiders. Each group thinks its own folkways the only right ones, and if it observes that other groups have other folkways, these excite its scorn" (p. 13). Ethnocentrism has since been used to refer to the tendency to view one's own group (in-group) more positively and superior than others (out-groups). All aspects of other cultures and values are scaled and rated within the concept that one's own culture and belief system is superior to all others. As Segall (1979) put it, ethnocentrism is the tendency for any people to put their own in-group in a position of centrality and worth while creating and reinforcing negative attitudes, stereotypes, and behaviors toward out-groups. Some theorists have also made the comparison that ethnocentrism is to a people as egocentrism is to a person.

Based on Sumner's (1907) concepts of in-group and out-group theory, Levine and Campbell (1972) further developed a listing of 23 facets of ethnocentrism that differentiate between attitudes and behaviors towards in-group versus out-group members.

Attitudes and behaviors toward in-group include:

1. Seeing selves as virtuous and superior
2. Seeing own standards of value and customs as universal, intrinsically true, original, and centrally human
3. Seeing selves as strong
4. Having sanctions against in-group theft
5. Having sanctions against in-group murder
6. Having cooperative relations with in-groups members

7. Obedience to in-group authorities
8. Willingness to remain an in-group member
9. Willingness to fight and die for in-group

Attitudes and behaviors toward out-group include:

1. Viewing out-groups as contemptible, immoral, and inferior
2. Viewing out-groups as weak
3. Distancing selves from out-groups members in social situations
4. Out-group hatred
5. Sanctions for out-group theft, or absence of sanctions against
6. Sanctions for out-group murder or absence of sanctions against out-group murder
7. Absence of cooperation with out-group members
8. Absence of obedience to out-group authorities
9. Absence of conversion to out-group membership
10. Absence of willingness to fight and die for out-group members in warfare
11. Virtue in killing out-group members in warfare
12. using of out-groups as bad examples in the training of children
13. blaming of out-groups for in-group troubles
14. distrusting and fearing of the out-groups

Studies of people's perceptions on cultural and international issues have been conducted using ethnocentrism scales (Sumner, 1906; Neuliep & McCroskey, 1997). Neuliep and McCroskey (1997) proposed a framework useful in analyzing people's awareness, attitudes, and perceptions through ethnocentrism scales. This study will use the United States Ethnocentrism (USE) scale they developed. The scale consists of 16 items, of which eight statements are positively worded and eight statements negatively worded. The statements are as follows:

1. Other countries should model themselves after the United States.

2. People in the United States have just about the best lifestyles of anywhere else.

3. Most people would be happier if they lived like people in the United States.

4. Most other countries are backward in comparison with the United States.

5. Countries are smart to look up to the United States.

6. Life in the United States is much better than most other places.

7. The United States should be the role model of the world.

8. A lot of other countries are primitive compared to the United States.

9. People in the United States could learn a lot from people of other countries.

10. The United States is a poor example of how to run a country.

11. The United States is a poor role model for other countries.

12. Countries really should not use the United States as a role model.

13. Lifestyles in other countries are just as valid as in the United States.

14. I enjoy learning about the customs and values of other countries.

15. Although different, most countries have equally valid value systems.

16. The United States would be better if it were more like other countries.

Based on LeVine and Campbell's (1972) study, Neuliep and McCroskey (1997) assert that ethnocentric people "see themselves as virtuous and superior, see their own standards of value as universal and intrinsically true, and their customs as original and centrally human. On the contrary, out-groups are seen as contemptible, immoral, inferior, and weak. Simultaneously, ethnocentric groups compete with and are not obedient to out-group members and are unwilling to convert to their group" (p. 386). Since superiority of one's own group and culture naturally and logically implies inferiority of other groups and cultures, there is less credibility, willingness, familiarity, and attractiveness on learning from any other groups and cultures except one's own. The development of their

framework is based on the belief that while ethnocentrism may form the basis for patriotism, nationalism, and the willingness to sacrifice for one's central group, the tendency for people to see their own way as the only right way can be dangerous and may lead to complacency. In not looking past their own culture, people see little importance in understanding and learning other cultures (Varner and Beamer, 1995).

How should we measure people's perceptions toward out-groups in the context of ethnocentrism then? Brewer and Campbell (1976) revealed in their ethnocentrism case study in East Africa that we should really look at inter-group attraction and perception from a broader range. The theoretical perspective of their study of ethnocentrism treated ethnocentrism as a multidimensional concept with aspects referring to individual cognition and emotion, cultural ideology and shared stereotypes, and collective action. To account for their findings regarding intergroup perceptions, Brewer and Campbell (1976) conceptualized three ethnocentrism perception dimensions: 1) trust/conflict (credibility), 2) attraction/repulsion (attractiveness), and 3) admiration/disrespect (willingness). In other words, to adequately depict the patterns of perceptions by an in-group to an out-group required these three dimensional conceptual space (Segall, 1979). It can be said that ethnocentrism is an orientation that has a very important impact on people's communication behavior, especially when the context of that communication involves other people with diverse cultural, ethnic, religious, regional, national, or international backgrounds (Neuliep and McCroskey, 1997).

CHAPTER THREE

METHODOLOGY

This chapter will discuss the research methods for the study. Specifically, it will discuss the conceptual framework for the study, purpose of the study and research questions, design of the study, population sample, instrumentation, data collection procedures, and method of data analysis.

Conceptual Framework for the Study

Studies of people's perceptions on cultural and international issues have been conducted using ethnocentrism scales (Sumner, 1906; Neuliep & McCroskey, 1997). Neuliep and McCroskey (1997) proposed a framework useful in analyzing people's awareness, attitudes, and perceptions through ethnocentrism scales, and provides the framework that guides this study. Based on LeVine and Campbell's (1972) theories and on their own conceptualization of ethnocentrism, Neuliep and McCroskey (1997) assert that ethnocentric people "see themselves as virtuous and superior, see their own standards of value as universal and intrinsically true, and their customs as original and centrally human. On the contrary, out-groups are seen as contemptible, immoral, inferior, and weak. Simultaneously, ethnocentric groups compete with and are not obedient to out-group members and are unwilling to convert to their group" (p. 386). Since superiority of one's own group and culture naturally and logically implies inferiority of other groups and cultures, there is less credibility, willingness, and attractiveness on learning from any other groups and cultures except one's own. The development of their framework is based on the belief that while ethnocentrism may form the basis for patriotism,

nationalism, and the willingness to sacrifice for one's central group, the tendency for

people to see their own way as the only right way can be dangerous and may lead to

complacency. In not looking past their own culture, people see little importance in

understanding and learning other cultures (Varner and Beamer, 1995).

Neuliep and McCroskey's framework provides a good way to approach and

measure people's perceptions toward out-groups in the context of ethnocentrism. Since

we should really look at inter-group attraction and perception from a broader range,

ethnocentrism should be treated as a multidimensional concept with aspects referring to

individual cognition and emotion, cultural ideology and shared stereotypes, and collective

action (Brewer and Campbell, 1976). In measuring higher education faculty's

perceptions, Neuliep and McCroskey's framework can be conceptualized into three

ethnocentrism perception dimensions: 1) credibility/benefits, 2) attractiveness, and 3)

familiarity.

These three dimensions can be explained by much of the theories originated from

the work of Brewer and Campbell (1976). The process of differentiating in-group and

out-groups on an evaluative credibility dimension is perpetuated by individual members

of the social group in accord with the principle of cognitive congruity. That is, a

consequence of self regard is that anything associated with the self must be perceived as

good or the individual suffers the psychological distress of cognitive inconsistency.

Therefore, anything dissociated from the self must be regarded as bad to avoid

inconsistency. Another psychological mechanism that account for perpetuation of

contrast in perception of in-group and out-group is the enhancement of self-esteem. This

is to say that since conscious self-esteem is usually based on a comparative evaluation of

the self-group with other groups, the distortions of information about the self group often involves distortions of information about other groups. One theory of ethnocentrism predicts that in-groups that are high in self-regard usually would be showing undifferentiated negative attitudes toward out-groups while less ethnocentrically biased groups would be generally more positive and discriminating in their ratings of out-groups. However, enhancement of self-regard and self-esteem may not necessarily be achieved at the cost of negative attitude toward an out-group. The phenomenon of enhancement of contrast and evaluation of trust and credibility of out-groups play an important role in this process. Brewer and Campbell (1976) report that positive imagery of respondents relative to their own nation is accompanied by a similar, though less extreme, tendency toward net favorability in out-group ratings if the out-groups are somewhat trustworthy, and their evaluation credible. Differential preference for the in-group can be attained through enhancement of attraction toward the in-group without any concomitant decrease in favorability toward out-groups.

Geographical distance that affects the opportunity for contact and conflict between groups also provide a potential source of variation in inter-group relations and perception. Familiarity promotes either by opportunity for extensive interaction or by knowledge of similarity which creates the potential for ease of interaction and perception. Familiarity provides the basis for satisfying interpersonal relations both by serving the need for predictability in inter-group relations and by satisfying the principles of common interest perception which lead to admiration rather than disrespect. Brewer and Campbell (1976) state that familiarity with out-groups is predicted to be negatively related to ethnocentrism to the extent that it is associated with extensive positive, equal-status

interaction between members of different groups. Groups which are low on ethnocentrism tend to be more open to intergroup contact, and contact in turn promotes liking and decreased ethnocentrism. At the same time, limited contacts and interaction can also provide opportunities for selective observations that reinforce negative stereotypes. More extensive contact with out-groups is usually associated with low ethnocentrism since more extensive contact promote more accurate intergroup perception and reduced perceived dissimilarity.

According to Brewer and Campbell (1976), groups which are low in ethnocentrism should provoke less hostility among out-groups and, the objects of friendly relations or attractions should manifest less hostile ethnocentrism in return. They claim in-group attraction toward out-groups covaries strongly with factors associated with opportunity for intergroup contact, especially with cultural-linguistic similarity and geographic proximity. The individual respondent's understanding of psychological distances among groups appears to be an integration of cultural and geographic distances. The resulting mutual attraction ratings among ethnic groups tend to fall into clusters that are either all positive, negative, or neutral.

It can be said that ethnocentrism is an orientation that has a very important impact on people's communication behavior, especially when the context of that communication involves other people with diverse cultural, ethnic, religious, regional, national, or international backgrounds (Neuliep and McCroskey, 1997).

The research questions of this study that were developed to measure selected higher education faculty's perceptions through the ethnocentric lens are based on Neuliep and McCroskey's ethnocentrism theoretical framework which includes the inter-group

credibility, attractiveness and familiarity perception dimensions. They formed the basis of the knowledge base of this study. The research instrument of this study was also designed by integrating one of the 5 point ethnocentrism scales that was developed by Neuliep and McCroskey (1997).

Purpose of the Study and Research Questions

As previously mentioned, the purpose of this study was to explore higher education faculty perceptions of Sino-U.S. educational exchanges and partnerships through the ethnocentric lens—specifically, to what extent do selected higher education faculty members perceive today's interconnected and interdependent world? How ethnocentric, if any, are they? What are their attitudes towards educational exchanges and partnerships with China? Within this context, the following research questions provided the focus for this study.

1. To what extent do the beliefs and actions of higher education faculty reflect an understanding of, and appreciation for, the interconnectedness and interdependence of the world?

   Sub-Question: What are the relationships, if any, among these beliefs and actions and selected variables (gender, age, faculty rank, discipline, and institutional type)?

2. To what extent do higher education faculty believe it is important to learn about Chinese culture and to develop educational partnerships and exchanges with China?

   Sub-Question: What are the relationships, if any, among these beliefs and selected variables (gender, age, faculty rank, discipline, and institutional type)?

3. What are the relationships, if any, between higher education faculty members'

    scores on an ethnocentrism scale and attitudes toward Sino-U.S. educational

    partnerships?

Design of the Study

A descriptive research approach was used to assess faculty perceptions. This

approach has been validated as a means of gathering data and information for studying

people's attitudes, awareness, and perceptions since descriptive research determines and

reports the way things are (Gay and Airasian, 2003). A four-part survey questionnaire

was developed and posted online in collaboration with the CTLT at WSU ((Dillman,

2000; Salant & Dillman, 1994). Descriptive research methods were selected to analyze

the data collected (Creswell, 2003).

The survey questionnaire was composed of items related to the higher education

faculty's perceptions on international educational partnerships and exchange programs

with China. The questionnaire consisted of four sections. Respondents recorded direct

responses to demographic and open-ended questions; or recorded responses to a series of

items by checking on a five-point Likert scale. The data were analyzed and the results

summarized. Recommendations were developed based on the findings.

Population Sample

With reference to the newly-revised Carnegie Basic Classification of Institutions

of Higher Education, a total of 20 universities and colleges across the nation were

selected. It included 5 doctoral-granting universities, 5 master's colleges and universities,

5 baccalaureate colleges, and 5 associate's colleges. The population samples represented

the West, the Midwest, the Northeast and the South regions of the U.S. respectively according to the U.S. Census Regions and Divisions. Purposeful and random selections of institutions and faculties took place for this study (Dillman, 2000; Salant & Dillman, 1994). The 2005-2006 general catalogues and website class schedules of the 20 colleges and universities selected for the research were used for finding faculty names. The total number of faculty names found in the catalogues and the websites by the researcher was the population pool of the study.

All names were written on pieces of paper with each paper bearing one name. Names were cast in 20 different boxes, each box representing one participating institution. 90 names were randomly selected from each box (Dillman, 2000; Salant & Dillman, 1994; Henry, 1990; Smith, 1975; Sudman, 1976), that is, every element or name had an equal chance of being selected from each box as the sample of that box or institution to participate in the survey. A total of 1,800 randomly selected faculty representing 20 higher education institutions in the U.S. were invited to participate in the on-line survey. To increase the sampling validity of the study, and encourages a better questionnaire return rate, an email was sent to each faculty member one week before they took the survey informing the incoming invitation. Another email with a code to access the on-line survey was sent to each faculty member a week later inviting them to participate in the survey. 2 weeks later, another email was sent out to those faculties who did not respond or complete the survey, reminding them to get on line to complete the questionnaire.

Instrumentation

Based on the purpose of the study, the readings and the review of literature, an on-line questionnaire (see Appendix A) was developed and used to enable each respondent to provide data regarding the extent of higher education faculty's perceptions toward international educational partnerships and exchange programs with China ((Dillman, 2000; Salant & Dillman, 1994). The questionnaire was comprised of four sections: (1) faculty attitude items to rate on a five-point Likert scale, (2) the Ethnocentrism scale, (3) demographic information about the participants, and (4) open-ended follow up questions.

The questionnaire sought data and information related to the research questions, and took respondents approximately 12-15 minutes to complete.

Section I used a five-point Likert scale to record the extent to which respondents rate the magnitude of the questions and statements focused around the research questions.

Section II asked respondents to take the U.S. Ethnocentrism (USE) scale developed by James Neuliep from St. Norbert College and James McCroskey from West Virginia University (adapted with permission). Respondents responded to the 16 scale items in Section II by checking the appropriate five-point scale from strongly agree to strongly disagree to indicate the degree to which the items on the scale apply to them. Among the 16 items, 8 were worded positively, and 8 negatively. According to Neuliep and McCroskey', the reliability for the scale, including all 16 items, was .92 as determined by Cronbach's alpha.

Section III sought some demographic information about the participants, their ranks, and institutions.

Section IV included open-ended questions that asked respondents: (1) to identify any other questions related to international education, and (2) any questions about educational exchange programs and partnerships with China. The researcher composed a list of concerns that faculty members had which were used for recommendations.

Data Collection Procedures

To ensure the quality and clarity of individual items on the survey questionnaire, the researcher shared the questionnaire and got valuable input from the 2006 WSU Doctoral Fellows and the staff at the WSU Social and Economic Sciences Research Center (SESRC). The researcher reexamined the content to increase the instrument's reliability based on their suggestions. The Chair and members of the researcher's dissertation committee at WSU again reviewed the questionnaire to determine its appropriateness. Ambiguous, unclear and inappropriate items as determined by the Chair and committee members were reworded or deleted. To ensure that human subjects were treated appropriately, free from embarrassment, stress, or harm from unexpected negative effects, a consent form and human subject form was completed and forwarded to the Office of Grant and Research Development at WSU to receive approval for this study. The form sought exempt status, due to the fact that the study involved no deception, vulnerable population, sensitive information and unethical treatment of subjects.

Once the higher education faculty members were randomly selected, an email was sent to them. The email included a brief invitation to participate in the study, and a code, which was used to access the instrument. Once the online survey was completed, the completed data were entered into SPSS and were analyzed.

Method of Data Analysis

As previously mentioned, a descriptive research study was developed and implemented for the purpose of this study. The online survey questionnaire was posted on the World Wide Web using CTLSilhouette in collaboration with the CTLT at WSU ((Dillman, 2000; Salant & Dillman, 1994). Survey respondents used computers to complete the questionnaire at remote locations, and those faculties who did not respond within two weeks received a follow-up phone call or email ((Dillman, 2000). Data were collected from each respondent who completed the questionnaire, and were coded. Coded data were then transferred and analyzed by using SPSS. Descriptive statistics and figures from SPSS were used to present the findings (Morgan, Griego & Gloeckner, 2001).

CHAPTER FOUR

RESULTS

This chapter presents the results of a national survey of higher education faculty, which focused on faculty perceptions of Sino-U.S. educational exchanges and partnerships. Descriptive statistics, tables, and figures supplement text descriptions of the related data collected. This chapter is divided into four sections. The first section presents information regarding the response rate for the study; the second section presents demographic data for the respondents; the third section presents the results for the three research questions that guided the study; the fourth section presents the results for the two open-ended questions.

A total of 20 universities and colleges across the nation were selected, representing the West, the Midwest, the Northeast, and the South according to the U.S. Census Regions and Divisions. A total of 1,800 faculty from these institutions of higher education were randomly selected and then invited to participate in the on-line survey. The survey was completed by a total of 464 (26%) faculty during January-February 2007. The remaining faculty did not respond and participate in the on-line survey even after repeated reminders. Data collected from the on-line survey were initially analyzed and recorded in Microsoft Windows Excel 2003, and then imported from Microsoft Windows Excel to SPSS Version 15.0 where they were recoded, analyzed, and grouped to answer the research questions. The frequencies program, one-way analysis of variance (ANOVA) program, t-test, and Pearson Product Moment Correlation were used to analyze the data. Follow-up post hoc Student-Newman-Keuls (SNK) tests were also computed for in-depth analysis where necessary.

Demographics

As Table 1 shows, faculty members nationwide who participated in this study are almost evenly divided by gender: 212 (45.8%) were female and 251 (54.2%) were male. The majority of them (86.9%) were over 40 years old, and 180 (39%) identify themselves as full professors; more than half of the faculty (63.8%) are from social science and humanities and arts. Among the faculty who participated in the survey, 140 (30.3%) were from land-grant universities (doctoral-granting universities); 210 (45.5%) were from liberal arts colleges and universities (master's and baccalaureate colleges and universities), and 112 (24.2%) were from community colleges (associate colleges).

Table 1

Demographic Data for Respondents

Variables		Frequency	Percent
Gender	Female	212	45.8%
	Male	251	54.2%
	Total	**463**	**100%**
Age	20 - 30	15	3.2%
	31 - 40	92	19.9%
	41- 50	121	26.1%
	51 - 60	167	36.1%
	61 - 70	62	13.4%
	70+	6	1.3%
	Total	**463**	**100%**
Rank	Assistant professor	89	19.3%
	Associate professor	91	19.7%
	Full professor	180	39%
	Instructor	78	16.9%
	Other	24	5.2%
	Total	**462**	**100%**
Discipline	Natural sciences	68	14.9%
	Applied sciences	52	11.4%
	Social sciences	173	37.9%
	Math and computer science	45	9.9%
	Humanities and arts	118	25.9%
	Total	**456**	**100%**
Institution	Community College	112	24.2%
	Land-grant University	140	30.3%
	Liberal Arts College/University	210	45.5%
	Total	**462**	**100%**

Research Question 1

To what extent do the beliefs and actions of higher education faculty reflect an understanding of, and appreciation for, the interconnectedness and interdependence of the world?

Research question 1 is answered by items 1, 6, 8, 9, and 10 in the survey. As Table 2 shows, 432 (93.7%) faculty "agree" or "strongly agree" that "Today's world is interconnected and interdependent." 317 (69.1%) "strongly agree" or "agree" that "Today's faculty should play a major role in the process of internationalization." Such high percentages indicate high levels of agreement of beliefs among faculty members regarding the interconnectedness and interdependence of the world and faculty roles in the process of international education.

Table 2

Faculty Beliefs Regarding the Interconnectedness and Interdependence of the World

Item		Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Total
Today's world is interconnected and interdependent.	Frequency	8	7	14	106	326	461
	Percent	1.7%	1.5%	3%	23%	70.7%	100%
Today's faculty should play a major role in the processes of internationalization.	Frequency	6	30	106	173	144	459
	Percent	1.3%	6.5%	23.1%	37.7%	31.4%	100%

Table 3 shows that the majority of the faculty who participated in the survey have considerable international connections and exposure at work or in their private life. 286 (61.6%) of the faculty often or very often read articles from an international source; 334

(72.0%) of the faculty often or very often have an international experience at work or in their private life; 253 (54.7%) often or very often communicate by phone, email, or letter with colleagues or friends in or from other countries.

Table 3

Faculty's International Connections and Exposure

Item		Never	Seldom	Sometimes	Often	Very often	Total
Read articles from an international source (journal, newspaper, or book).	Frequency	15	72	91	125	161	464
	Percent	3.2%	15.5%	19.6%	26.9%	34.7%	100%
Have an international experience (things that are non-American) at work or in your private life.	Frequency	14	47	69	139	195	464
	Percent	3%	10.1%	14.9%	30%	42%	100%
Communicate by phone, email, or letter with colleagues or friends in or from other countries.	Frequency	43	85	82	97	156	463
	Percent	9.3%	18.4%	17.7%	21%	33.7%	100%

Sub-Question

What are the relationships, if any, among these beliefs and actions and selected variables (gender, age, faculty rank, discipline, and institutional type)?

An analysis of the variance by gender and discipline reveals no significant difference in variance on any of the items. An equal variance *t*-test is computed and still no significant relations are found between gender, discipline, and these faculty beliefs and actions. However, as Table 4 shows, age is found to be significantly, positively related to the statement "Today's faculty should play a major role in the processes of

internationalization" (r=.209, p=.001). A correlation is significant at the 0.01 level (2-tailed) or lower, and p here is less than 0.01. Further data analyses indicate that the older the faculty members, the stronger they tend to believe that "today's faculty should play a major role in the process of internationalization." A correlation coefficient is calculated comparing faculty age and their perceptions, and the correlations are not significant for the remaining items (p is greater than 0.01).

Table 4

Correlations between Faculty Age and Their Perceptions

Items	Pearson Correlation (r)	Sig. (2-tailed) (p)	N
Age	1		463
1. Today's world is interconnected and Interdependent.	.094	0.044	460
6. Today's faculty should play a major role in the processes of internationalization	.209*	0.001	458
8. Read articles from an international source (journal, newspaper, or book).	0.052	0.267	463
9. Have an international experience (things that are non-American) at work or in your private life	0.043	0.358	463
10. Communicate by phone, email, or letter with colleagues or friends in or from other countries.	0.072	0.123	462

* Correlation is significant at the 0.01 level (2-tailed).

As Table 5 indicates, significant differences are found between institution types and faculty's experience in reading articles from an international source (F=8.85, p=0.00), in having an international experience at work or in their private life (F=7.62, p=0.00), and in communicating by phone, email, or letter with colleagues or friends in or from other countries (F=13.6, p=0.00).

Data analysis from ANOVA and SNK indicate that faculty from land-grant universities read more articles from an international source (Mean=3.97) than those faculty from liberal arts colleges/universities (Mean=3.8) and community colleges (Mean=3.37), with faculty from community colleges ranking the lowest in this category;

Data analysis from ANOVA and SNK reveal that faculty from land-grant universities tend to have more international experience at work or in their private life (Mean=4.26) than those from liberal arts colleges/universities (Mean=3.94) and community colleges (Mean=3.72), with faculty from community colleges ranking the lowest in this category.

Data analysis from ANOVA and SNK indicate that faculty from land-grant universities tend to communicate more by phone, email, or letter with colleagues or friends in or from other countries (Mean=3.91) than those from liberal arts colleges/universities (Mean=3.52) and community colleges (Mean=3.03), with faculty from community colleges ranking the lowest in this category. This is probably due to the fact that land-grant universities are more cosmopolitan, more research-oriented, and more comprehensive.

Table 5

Relationships between Institution Type and Faculty Perceptions

Items	Institution Type	Means*	N	df	F	Sig. (p)
1. Today's world is interconnected and interdependent.	Community College	4.51	Between Groups	2	1.16	0.313
	Land-grant University	4.66	Within Groups	456		
	Liberal Arts College/University	4.6	Total	458		
6. Today's faculty should play a major role in the processes of internationalization.	Community College	3.9	Between Groups	2	0.13	0.876
	Land-grant University	3.95	Within Groups	454		
	Liberal Arts College/University	3.9	Total	456		
8. Read articles from an international source (journal, newspaper, or book).	Community College	3.37	Between Groups	2	8.85	.000
	Land-grant University	3.97	Within Groups	459		
	Liberal Arts College/University	3.8	Total	461		
9. Have an international experience (things that are non-American) at work or in your private life.	Community College	3.72	Between Groups	2	7.62	0.00
	Land-grant University	4.26	Within Groups	459		
	Liberal Arts College/University	3.94	Total	461		
10. Communicate by phone, email, or letter with colleagues or friends in or from other countries.	Community College	3.03	Between Groups	2	13.6	.000
	Land-grant University	3.91	Within Groups	458		
	Liberal Arts College/University	3.52	Total	460		

* 1= "strongly disagree", 5= "strongly agree".

Significant differences are also found among faculty ranks and faculty's experience in communicating by phone, email, or letter with colleagues or friends in or from other countries (F=3.880, p=0.004). As Table 6 indicates (Alpha=0.05), full professors (Mean=3.60) and associate professors (Mean=3.71) tend to communicate more by phone, email, or letter with colleagues or friends in or from other countries than assistant professors (Mean=3.48) and instructors (Mean=3.01). Correlations are not significant for the other items.

Table 6

Relationships between Faculty Rank and Communicating with Colleagues in Other Countries

Rank	N	Subset for alpha = .05	
	1	2 (Mean)*	1 (Mean)*
Instructor	78	3.01	
Assistant professor	89	3.48	3.48
Full professor	179		3.60
Associate professor	91		3.71
Other	24		3.88
Sig.	0.054	0.373	.373

* 1= "never", 5=very often".

Research Question 2

To what extent do higher education faculty believe it is important to learn about Chinese culture and to develop educational partnerships and exchanges with China?

Research question 2 is answered by items 2, 3, 4, 5, 7, 11, 12, 13, 14, 15, and 16 in the survey. As Table 7 shows, when asked if China is the most important country with

which to develop educational partnerships and exchanges compared to other countries in the world, 172 (37.2%) of the faculty surveyed strongly agree or agree that China is the most important country with which to develop educational partnerships and exchanges compared to other countries in the world. However, a large percentage of the faculty members (46.8%) are neutral toward this item. It is assumed that if the item had stated that China is "one of the" most important countries in the world to develop educational partnerships and exchanges, rather than "the most" important country, data would probably have shown different results.

Table 7 also shows similar responses from faculty when asked if "U.S. institutions of higher education will benefit more from educational exchanges and partnerships with China than Chinese institutions", if "Chinese institutions of higher education will benefit more from educational exchanges and partnerships with China than U.S. institutions, and if "Learning about the cultures and systems of China is more important compared to learning about the cultures and systems of other countries". Large percentages of faculty choose neutral (43.6%, 43.8%, and 42% respectively). However, when asked if "Today's faculty should participate in professional development and exchange programs with China", the majority of the faculty who participated in the survey (68.8%) strongly agree or agree that "Today's faculty should participate in professional development and exchange programs with China", while 23.8% of the faculty chose to be neutral.

Table 7

Faculty Perceptions of the Importance of Sino-U.S. Educational Partnerships

Item		Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Total
Compared to other countries in the world, China is the most important country with which to develop educational partnerships and exchanges	Frequency	11	63	216	134	38	462
	Percent	2.4%	13.6%	46.8%	29%	8.2%	100%
U.S. institutions of higher education will benefit more from educational exchanges and partnerships with China than Chinese institutions	Frequency	37	136	199	56	28	456
	Percent	8.1%	29.8%	43.6%	12.3%	6.1%	100%
Chinese institutions of higher education will benefit more from educational exchanges and partnerships with China than U.S. institutions	Frequency	29	78	201	109	42	459
	Percent	6.3%	17%	43.8%	23.7%	9.2%	100%
Compared to learning about the cultures and systems of other countries, learning about the culture and systems of China is more important	Frequency	39	111	193	95	22	460
	Percent	8.5%	24.1%	42%	20.7%	4.8%	100%
Today's faculty should participate in professional development and exchange programs with China	Frequency	10	24	110	209	109	462
	Percent	2.2%	5.2%	23.8%	45.2%	23.6%	100%

Table 8 shows strong agreements of faculty perceptions of educational exchanges

with China. The majority of the faculty (79.4%) who participated in the survey think that

"Learning more about China and the Chinese culture" is beneficial or very beneficial;

234 (72.4%) of them believe that "Participating in an exchange program or partnership with China" is beneficial or very beneficial, and 331 (71.9%) of the faculty think that "Establishing educational exchange programs or partnerships with China" is beneficial or very beneficial.

Table 8

Faculty Perceptions of the Benefits of Sino-U.S. Educational Partnerships

Item		Not beneficial	Not very Beneficial	Somewhat beneficial	Beneficial	Very beneficial	Total
Learning more about China and the Chinese culture	Frequency	3	20	72	182	185	462
	Percent	0.6%	4.3%	15.6%	39.4%	40%	100%
Participating in an exchange program or partnership with China	Frequency	8	21	98	179	155	461
	Percent	1.7%	4.6%	21.3%	38.8%	33.6%	100%
Establishing educational exchange programs or partnerships with China	Frequency	5	22	102	162	169	460
	Percent	1.1%	4.8%	22.2%	35.2%	36.7%	100%

As table 9 shows, considerable numbers of faculty are concerned about language difficulties and institutional support in terms of educational exchanges. Slightly more than half of the faculty members (50.9%) who participated in the survey are very concerned or concerned to the statement that "Language difficulties I may encounter in terms of educational exchanges". Similarly, 242 (52.4%) faculty are very concerned or

concerned about "Institutional support of faculty in terms of educational exchanges".

However, 183 (39.5%) of the faculty are not very concerned or concerned about "Health

and safety issues in terms of educational exchanges" compared with 138 (30.0%) faculty

who are very concerned or concerned about "Health and safety issues in terms of

educational exchanges".

Table 9

Faculty Concerns about Language Difficulties, Institutional Support, Health and

Safety Issues

Item		Not concerned	Not very concerned	Somewhat concerned	concerned	Very concerned	Total
Language difficulties I may encounter in terms of educational exchanges	Frequency	53	78	96	149	86	462
	Percent	11.5%	16.9%	20.8%	32.3%	18.6%	100%
Institutional support of faculty in terms of educational exchanges	Frequency	25	65	130	150	92	462
	Percent	5.4%	14%	28.1%	32.5%	19.9%	100%
Health and safety issues in terms of educational exchanges	Frequency	76	107	140	87	51	461
	Percent	16.5%	23.2%	30.4%	18.9%	11.1%	100%

Sub-Question

What are the relationships, if any, among these beliefs and selected variables

(gender, age, faculty rank, discipline, and institutional type)?

Analysis of the variance by gender, age, rank, and institution reveals no significant difference in variance on any of the items. Equal variance t-tests were computed and still no significant relations are found between gender, age, rank, institution, and these faculty beliefs. However, As Table 10, 11, 12, and 13 show, discipline is found to be significantly, positively related to some faculty beliefs.

Table 10

Relationships between Faculty Discipline and Perceptions

Item	N	Sum of Squares	df	Mean Square	F	Sig. (p)
2. Compared to other countries in the world, China is the most important country with which to develop educational partnerships and exchanges	Between Groups	1.522	4	0.38	0.48	0.75
	Within Groups	353.229	449	0.787		
	Total	354.751	453			
3. U.S. institutions of higher education will benefit more from educational exchanges and partnerships with China than Chinese institutions	Between Groups	0.177	4	0.044	0.05	1.00
	Within Groups	426.386	443	0.962		
	Total	426.563	447			
4. Chinese institutions of higher education will benefit more from educational exchanges and partnerships with China than U.S. institutions	Between Groups	11.65	4	2.912	2.95	0.02
	Within Groups	440.643	446	0.988		
	Total	452.293	450			
5. Compared to learning about the cultures and systems of other countries, learning about the culture and systems of China is more important	Between Groups	0.212	4	0.053	0.05	1.00
	Within Groups	439.476	447	0.983		
	Total	439.688	451			
7. Today's faculty should participate in professional development and exchange programs with China	Between Groups	4.275	4	1.069	1.25	0.29
	Within Groups	384.979	449	0.857		
	Total	389.253	453			
11. Learning more about China and the Chinese culture	Between Groups	12.735	4	3.184	4.3	0.00
	Within Groups	332.377	449	0.74		
	Total	345.112	453			
12. Participating in an exchange program or partnership with China	Between Groups	3.82	4	0.955	1.08	0.37
	Within Groups	397.072	448	0.886		
	Total	400.892	452			
13. Establishing educational exchange programs or partnerships with China	Between Groups	10.243	4	2.561	2.95	0.02
	Within Groups	388.577	447	0.869		
	Total	398.821	451			

Table 10 and 11 show that discipline is found to be significantly, positively related to the statement "Chinese institutions of higher education will benefit more from educational exchanges and partnerships with China than U.S. institutions" (F=2.95, p=0.02). Data analysis from ANOVA and SNK indicate that faculty from applied sciences (Mean=3.37), natural sciences (Mean=3.34), math and computer sciences (Mean=3.22) tend to agree more that Chinese institutions will benefit more than U.S institutions than those faculty who are from social sciences (Mean=2.95) and humanities and arts (Mean=3.09).

Table 11

Relationships between Faculty Discipline and Benefit of Sino-U.S. Exchange

Discipline	N	Subset for alpha = .05
	1	1 (Mean)
Social sciences	169	2.95
Humanities and arts	117	3.09
Math and computer science	45	3.22
Natural sciences	68	3.34
Applied sciences	52	3.37
Sig.	0.099	

Table 10 and 12 show that discipline is significantly, positively related to the statement "learning more about China and the Chinese culture" (F=4.30, p=0.00). Data analysis from ANOVA and SNK indicate that faculty from social sciences (Mean=4.21) and humanities and arts (Mean=4.34) tend to agree more that "learning more about China and the Chinese culture" is beneficial than those from natural sciences (Mean=3.93), applied sciences (Mean=3.86), math and computer sciences (Mean=4.07).

Table 12

Relationships between Faculty Discipline and Learning about China and Chinese

Culture

Discipline	N	Subset for alpha = .05	
	1	2 (Mean)	1 (Mean)
Applied sciences	51	3.86	
Natural sciences	68	3.93	
Math and computer science	45	4.07	4.07
Social sciences	172	4.21	4.21
Humanities and arts	118		4.34
Sig.	0.08	0.146	

Table 10 and 13 show that discipline is significantly, positively related to the statement "establishing educational exchanges and partnerships with China" (*F*=2.95, *p*=0.02). Data analysis from ANOVA and SNK indicate that faculty from social sciences (Mean=4.09) and humanities and arts (Mean=4.17) tend to agree more that "establishing educational exchanges and partnerships with China" is beneficial than those from natural sciences (Mean=3.85), applied sciences (Mean=3.73), math and computer Sciences (Mean=3.93). Levels of ethnocentrism in research question 3 will explain this, but it also might be that faculty from social sciences and arts tend to be more "liberal" than those from natural sciences, applied sciences, maths and computer sciences. Correlations are not significant for the remaining items.

Table 13

Relationships between Faculty Discipline and Establishing Sino-U.S. Exchange

Programs

Discipline	N	Subset for alpha = .05	
	1	2 (Mean)	1 (Mean)
Applied sciences	51	3.73	
Natural sciences	67	3.85	3.85
Math and computer science	45	3.93	3.93
Social sciences	171	4.09	4.09
Humanities and arts	118		4.17
Sig.	0.09	0.179	

Research Question 3

What are the relationships, if any, between higher education faculty members'
scores on an ethnocentrism scale and attitudes toward Sino-U.S. educational
partnerships?

Items 17 to 32 in the survey are from the USE scale, and were used to assess
faculty members' degree of ethnocentrism. To examine the level of internal consistency
and stability of the grouped items in this instrument, Cronbach's Alpha was used to test
the reliability of the scale. The composite coefficient was .898. Based on the scoring
formula suggested by J. Neuliep (personal communication, February 19, 2007) for the
USE scale, faculty members who participated in this survey scored relatively low in the
ethnocentrism scale (Mean= 38.69, Scoring range= 16 to 80) indicating low levels of
ethnocentrism. As Figure 1 shows, the minimum faculty ethnocentrism score is 16 which
represents a very low level of ethnocentrism, and the maximum score is 80 which

represents a very high level of ethnocentrism. The majority of faculty scored between 25

and 55.

Figure 1

Faculty Ethnocentrism Scale Scores
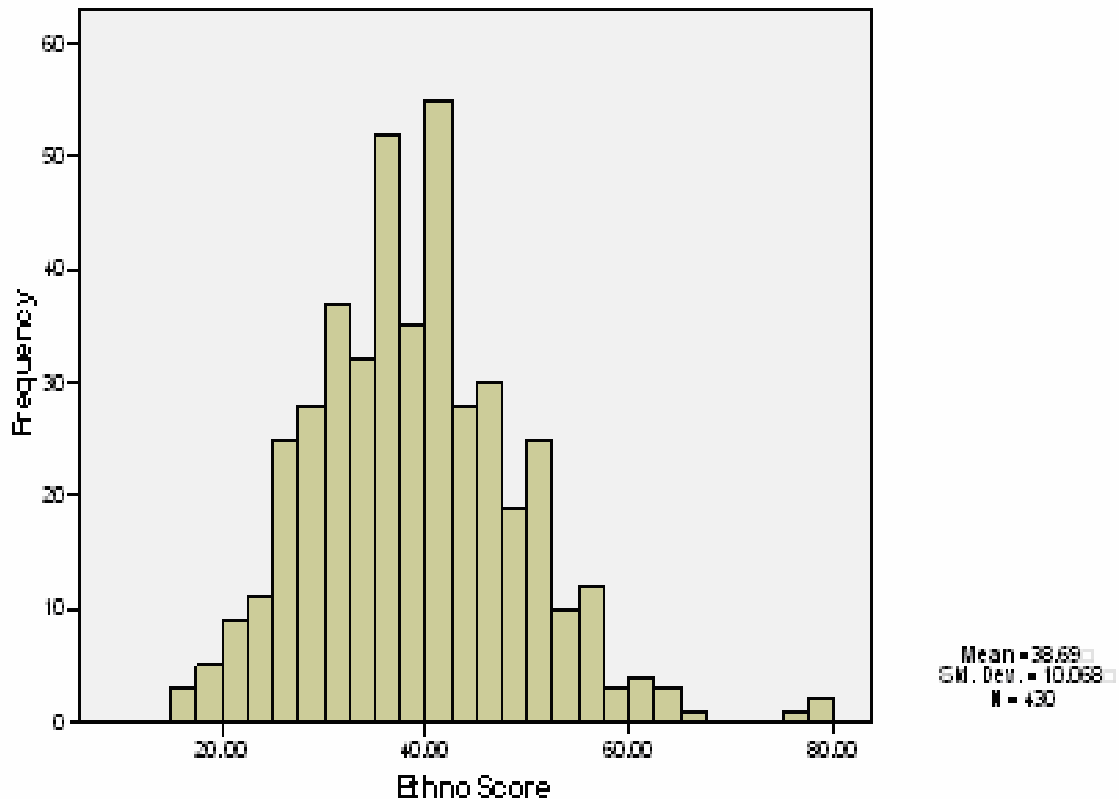
Survey items 1 to16 were constructed to evaluate faculty attitudes toward Sino-

U.S. educational partnerships. As Table 14 indicates, data analysis shows significant,

negative correlation between faculty USE scale scores and attitudes toward Sino-U.S.

educational partnerships ($r=-3.25$, $p=0.00$). Correlation is significant at the 0.01 level (2-

tailed) or lower, and p here is less than 0.01.

Table 14

Relationships between Faculty Ethnocentrism Scores and Attitudes toward Sino-U.S.

Partnerships

	Pearson Correlation (*r*)	Sig. (2-tailed) (*p*)	N
EthnoScore	1		430
Sino-U.S. educational partnerships	-.325(*)	0.00	426

* Correlation is significant at the 0.01 level (2-tailed).

Further analysis, as demonstrated in Table 15, reveals the relationships between higher education faculty members' scores on an ethnocentrism scale and attitudes toward Sino-U.S. educational partnerships. It seems that faculty members who have higher ethnocentric scores are less open-minded, less involved in international experiences, and less willing to participate in international exchange programs with China.

Table 15 shows that faculty who are more ethnocentric have less tendency to agree that today's world is interconnected and interdependent ($r=-0.19$, $p=0.00$). Correlation is significant at the 0.01 level (2-tailed) or lower, and *p* here is less than 0.01. Faculty who are more ethnocentric have higher tendency to agree that Chinese institutions of higher education will benefit more from educational exchanges and partnerships than U.S. institutions ($r=0.22$, $p=0.00$); faculty who are more ethnocentric have less tendency to agree that today's faculty should play a major role in the processes of internationalization ($r=-0.21$, $p=0.00$); faculty who are more ethnocentric have less tendency to agree that today's faculty should participate in professional development and exchange programs with China ($r=-0.11$, $p=0.02$). Correlation is significant at the 0.05 level (2-tailed) or lower, and *p* here is less than 0.05.

Data shows that faculty who are more ethnocentric have less tendency to read articles from an international source (r=-0.21, p=0.00); faculty who are more ethnocentric have less tendency to have an international experience (things that are non-American) at work or in their private life (r=-0.23, p=0.00); faculty who are more ethnocentric have less tendency to communicate by phone, email, or letter with colleagues or friends in or from other countries (r=-0.25, p=0.00).

Similarly, faculty who are more ethnocentric have higher tendency to be concerned about institutional support of faculty in terms of educational exchanges (r=0.11, p=0.02); faculty who are more ethnocentric have less tendency to be concerned about health and safety issues in terms of educational exchanges (r=-0.22, p=0.00). Correlations were not as significant for the remaining items.

Table 15

Relationships between Ethnocentrism Scores and Item Ratings

Item	EthnoScore Pearson Correlation (r)	Sig. (2-tailed) (p)	N
Today's world is interconnected and interdependent	-0.19**	0.00	428
Compared to other countries in the world, China is the most important country with which to develop educational partnerships and exchanges	-0.09	0.07	428
U.S. institutions of higher education will benefit more from educational exchanges and partnerships with China than Chinese institutions	-0.08	0.09	423
Chinese institutions of higher education will benefit more from educational exchanges and partnerships with China than U.S. institutions	0.22**	0.00	427
Compared to learning about the cultures and systems of other countries, learning about the culture and systems of China is more important	0.01	0.92	427
Today's faculty should play a major role in the processes of internationalization	-0.21**	0.00	425
Today's faculty should participate in professional development and exchange programs with China	-0.11*	0.02	428
Read articles from an international source (journal, newspaper, or book)	-0.21**	0.00	430
Have an international experience (things that are non-American) at work or in your private life	-0.23**	0.00	430
Communicate by phone, email, or letter with colleagues or friends in or from other countries	-0.25**	0.00	430
Language difficulties I may encounter in terms of educational exchanges	-0.06	0.18	428
Institutional support of faculty in terms of educational exchanges	0.11*	0.02	428
Health and safety issues in terms of educational exchanges	-0.22**	0.00	428

** Correlation is significant at the 0.01 level (2-tailed).
* Correlation is significant at the 0.05 level (2-tailed).

Open-ended Question 1

What questions/concerns do you have about international exchanges and partnerships?

Appendix B presents the questions and concerns faculty members had about international exchanges and partnerships. Of the 464 faculty who responded to the survey, 105 responded to this open-ended question about international exchanges and partnerships. An analysis of the faculty's feedback covered several common themes: (a) support for international exchanges and partnerships; (b) funding; and (c) institutional support.

Support for International Exchanges and Partnerships

In general, survey participants expressed strong support for international exchanges and partnerships. Faculty members used terms such as the following to describe international exchanges and partnerships: "great ideas", "very important," "generally beneficial." The following statements are representative of this view (Appendix B presents additional representative statements):

- "There needs to be major educational opportunities provided relating to the cultural blendings of international exchanges."

- "Our citizens and students should be involved in exchanges and partnerships in order to become more globally involved."

- "We need this type of exchange on campus."

- "I think almost all people are broadened and bettered by exploring something that differs from their own everyday life."

- International exchanges and partnerships should be "more available."

Funding

       Faculty members were very concerned about the cost and limited resources for international exchanges and partnerships. They were not sure where funds would come from to do the exchanges and partnerships. One faculty complained that "there were too few of them (international exchanges and partnerships), and not enough funding for them." Another asked "how do we educate the American public so that they are willing to see tax dollars go to support these kinds of exchanges and partnerships?" Another asserted that "the economics involved might exclude very capable students who lack personal finances to participate."

Institutional Support

Faculty members were concerned about the kind of institutional support they would get for international exchanges and partnerships. They believed that institutional support make participation in the international exchanges and partnerships possible. Some mentioned about release time, others spoke more in term of monetary support. One faculty reported that "my administration is not supportive". Another explained that "the institution should provide funding for this (international exchanges and partnerships)".

<div align="center">Open-ended Question 2</div>

       What questions/concerns do you have about educational partnerships with China?

       Appendix C presents the questions and concerns faculty members had about international exchanges and partnerships with China. Of the 464 faculty who responded to the survey, 96 responded to this open-ended question about international exchanges

and partnerships with China. An analysis of the faculty's feedback covered several common themes: (a) desire for international exchanges and partnerships with China; (b) lack of support; and (c) concerns over the Chinese government; and (d) language barrier.

Desire for International Exchanges and Partnerships with China

With only four exceptions out of 464 respondents, faculty expressed strong desire and support for international exchanges and partnerships with China. Sino-U.S. partnerships are considered to be "extremely valuable" and "both the U.S. and the Chinese government could benefit greatly through these exchanges", since China "is becoming more of an economic powerhouse all the time and the greater the understandings between the U.S. and China, the less friction there will be between the two countries." One faculty explained that "China is going to be a major industrial and economic power. It's important to build good relations with China". Another argued that "China should be high on anyone's list as a possible site for partnerships and exchanges. It is obviously a very important country teeming with intelligent, industrious, and creative people, who represent an important culture or really several cultures". Another asserted that "we should actively pursue partnerships with China." Yet another one mentioned that "There needs to be more (partnerships and exchanges with China)."

Lack of Support

Many faculty expressed concern over institutional, faculty, and staff support for international exchanges and partnerships with China. With overwhelming support and interest for exchanges and partnerships with China, faculty worried about the lack of support they would encounter. Funding was again on their top list, and they argued that

the institution should provide the funding for the exchanges and partnerships. One faculty was concerned that "I worry about a performing trip costing more than my students can afford." Another one commented that the "Institution should provide faculty funding to do all these."

Concerns about the Chinese Government

Some faculty members were concerned about the "highly centralized" Chinese government, its censorship, laws, ideology, and human rights violations. One faculty stated that "I am very concerned that China abuses international law in its dealings with the U.S., such as not honoring patent and copyrights and allowing U.S. citizens to be defrauded of valid compensation." Another faculty stated that "the premise of actively empowering a nation and then potentially being hurt by that power exists." Another faculty mentioned that "academic freedom is currently a contingent value to the Chinese government. It is valued by Chinese academicians, but merely tolerated by the State on the weak assumption that it is presently useful. Academic freedom needs to become a core value of Chinese academic and political culture in order for Chinese universities to ascend to the next level of excellence".

Language Barriers

Like going to any non-English-speaking foreign country, some faculty were not sure about dealing with the language barriers if they go to China. A few faculty expressed concerns that they might have difficulty with the Chinese language. One faculty stated "I am sorry to say that I do not know Chinese and so I would be reliant on people there knowing English." Another commented that "my Chinese language skills are not very

high so I would be concerned about understanding and being understood." Another asserted that "Language would be a challenge for Chinese to America or Americans to China." Appendix C presents additional representative statements.

Comments on the U.S. Ethnocentrism Scale

There were also a few faculty comments and concerns about the USE scale developed by Neuliep & McCroskey (1997) in both open-ended questions. Items 17-32 in the survey are the unchanged USE scale items, and many survey participants apparently thought the researcher of this study developed the items. A very small minority commented that the USE scale questions were not "very well designed", while a couple of others reported "difficulty" and "disappointment" with the scale items. Surprisingly, a few faculty members commented about the validity of the USE scale. The following comments illustrate these views:

- "The questions on the survey were so transparent that they were insulting."

- "This survey is ridiculous. Asking a respondent to compare the U.S. to other countries promotes generalizations and unhelpful answers."

- "I am concerned about the vagueness of some of this survey's questions and the underlying anti-U.S. assumptions they convey, particularly in questions 17-32."

- "Questions 17-32 are offensive to me—very superficial and overly simplistic."

- "Some of the survey questions are worded in an unnecessarily sinocentric or peremptory fashion." The researcher also received email from a few faculty members who were so annoyed that they "refuse to take the survey".

One reasonable explanation of the critical proceeding views of faculty members, who responded to the USE scale, rather than college-age students as in the Neuliep &

McCroskey (1997) study, is that these few faculty members were critical of the USE

scale due to their levels of sophistication.

CHAPTER FIVE

SUMMARY, IMPLICATIONS, AND RECOMMENDATIONS

This study sought to explore higher education faculty perceptions of Sino-U.S. educational exchanges and partnerships. A total of 1,800 higher education faculty from across the nation were randomly selected to participate in an on-line survey, and 464 (26%) faculty from 20 universities and colleges in the U.S. completed the web-based survey. This chapter will summarize the results, present the implications of the study, and offer recommendations related to Sino-U.S. educational partnerships and exchange programs.

Summary of the Study

The purpose of this study was to describe, through an ethnocentric lens, the perceptions of selected higher education faculty in the U.S. regarding the interconnectedness and interdependence of today's world and educational exchanges and partnerships with China. The study included the development of an on-line survey which was posted on the World Wide Web using CTLSilhouette at WSU for collecting data to assess higher education faculty's perceptions. Descriptive research methods were used to analyze the survey data by using SPSS. The frequencies program was used to determine frequencies, percentages, means, and standard deviations. ANOVA, *t*-test, Pearson Product Moment Correlation Program, program reliability test, and the SNK test were employed to analyze the data. All analyses were conducted to answer the specific questions of the study.

Three research questions guided this study. The text and numbers within parentheses following each question refer to the survey items used to answer the given research question:

1. To what extent do the beliefs and actions of higher education faculty reflect an understanding of, and appreciation for, the interconnectedness and interdependence of the world? (Survey items 1, 6, 8, 9, and 10) *Sub-Question*: What are the relationships, if any, among these beliefs and actions and selected variables (gender, age, faculty rank, discipline, and institutional type)?

2. To what extent do higher education faculty believe it is important to learn about Chinese culture and to develop educational partnerships and exchanges with China? (Survey items 2, 3, 4, 5, 7, 11, 12, 13, 14, 15, and 16) *Sub-Question*: What are the relationships, if any, among these beliefs and selected variables (gender, age, faculty rank, discipline, and institutional type)?

3. What are the relationships, if any, between higher education faculty members' scores on an ethnocentrism scale and attitudes toward Sino-U.S. educational partnerships? (Survey items 17-32)

Summary of Findings

There are several major findings of the study of faculty perceptions of Sino-U.S. educational exchanges and partnerships. First, an overwhelming majority of faculty members regarded today's world as interconnected and interdependent and believed they should play a major role in the process of international education. They overwhelmingly

understood the interconnectedness of world systems, different values, and points of view. They recognized the rise of China and the increasingly important roles China is playing on the world stage, especially in relation to the U.S. Additionally, they wanted to participate in professional development or educational exchange programs and partnerships with China.

Second, the majority of the faculty members who participated in the survey exhibited very low U.S. ethnocentrism, and had considerable international connections and exposure at work or in their private life. They believed it is important to learn more about China, and they were overwhelmingly supportive of Sino-U.S. educational exchanges and partnerships due to their interests in such programs. They believed that Sino-U.S. educational programs and partnerships contribute to mutual understanding and benefits between the two countries.

Third, the majority of the faculty felt they should participate in professional development and/or educational exchange programs and partnerships with China. However, they many times found such opportunities not available to them despite their interests in China. Therefore, there is a tremendous need for policy-makers and educational leaders to promote and develop Sino-U.S. educational exchange programs and partnerships across campuses in the U.S.

Fourth, while faculty overwhelmingly supported international exchanges and partnerships with China and demonstrate great interest in participating in such programs, they often could not find funding to allow them to teach and/or conduct research in China. Therefore, there is an urgent need to secure funding and gain broad support for

Sino-U.S. educational exchanges and partnerships so that more faculty members can get involved in such programs.

Implications for Higher Education Policies and Programs

The results of this study have several implications for higher education policies and programs: (1) internationalizing the curriculum, (2) professional development for faculty, (3) recruitment of faculty and students from China, and (4) financial support for international engagement with China.

Internationalizing the Curriculum

The first implication is internationalization of the curriculum. It is important that U.S. institutions of higher education include international education in their strategic plans and mission statements. Educational leaders and administrators should advocate for international education and build institutional capacity and mobilize broad support. Colleges and universities need to encourage and assist faculty to integrate international perspectives and dimensions in their teaching and research. A foreign language admission or graduation requirement for students should be implemented at U.S. institutions of higher education and be integrated as part of the internationalizing of the curriculum. Since there is tremendous interest in learning about China and Chinese culture in the U.S., colleges and universities need to offer or expand their courses in Chinese language, Chinese culture, and other related courses. U.S. institutions of higher education need to promote study abroad programs and ensure that students can participate in approved study abroad programs without delaying their graduation. Colleges and universities also

need to highlight their international programs, activities, and opportunities in their

catalogues and student recruitment literature.

Professional Development for Faculty

The second implication is professional development for faculty. Professional

development for faculty is a key factor in internationalizing the campus. Leaders and

administration at U.S. institutions of higher education need to fund and provide

workshops and inservice education programs that help faculty internationalize their

curricula, increase their international skills and knowledge, and use technology to

enhance the international dimensions of their courses. Colleges and universities need to

offer recognition awards to faculty specifically for their international activities and

provide research grants, stipends, and incentives to faculty for their international

activities which contribute to increased awareness of educational and intercultural

similarities and differences. There should be institutional guidelines that specify

international work or experience as a consideration in faculty promotion and tenure

decisions. U.S. institutions of higher education need to provide opportunities for faculty

to increase their foreign language skills and cross-cultural awareness. Campus-wide

faculty exchange programs with China should be developed and/or further expanded to

allow faculty adequate opportunities to be involved in such programs.

Recruitment of Faculty and Students from China

The third implication is recruitment of faculty and students from China. U.S.

institutions of higher education need to internationalize faculty job descriptions and

hiring processes. Earmarked funds like grants and stipends also need to be provided for

the recruitment of faculty from China. Recruitment efforts may include, but are not limited to, going to international conferences, attending international job fairs, advertising in international journals and magazines, establishing sister schools, and using foreign embassies and government agencies. Leaders should connect the campuses internally and with international partners for the recruitment of faculty and students from China. Colleges and universities need to provide earmarked funds for the recruitment of international students from China. Learning-abroad scholarships and stipends are very effective in recruiting international freshmen.

Financial Support for International Engagement with China

The fourth implication is financial support for international engagement with China. This study showed that funding was the top concern for faculty who were interested in participating in educational exchange programs and partnerships with China. Leaders and administrators at U.S. institutions of higher education need to act to implement transformational change of priorities, and back it up with the dollars to fund the transformation and the accountability to make change happen. Colleges and universities need to provide seed money specifically earmarked for full-time faculty to engage in international activities which include, but are not limited to, faculty exchanges, teaching abroad, conducting research abroad, meeting and working with Chinese colleagues, and the establishment of an Office for China Projects such as that created at Michigan State University. Funds specifically earmarked for international education programs and activities should be sought from the federal government, state governments, and the private sector (foundation, corporations, and alumni). U.S. institutions of higher education need to support policies that fund and encourage Chinese

partnerships and enable faculty to participate in international projects and sabbaticals. Campus awards for outstanding international contributions need to be established. Salary and promotion guidelines need to be developed to recognize and reward international engagement and contributions.

Recommendations

Based on the findings and implications of this study, the following recommendations are offered. First, colleges and universities in the U.S. should foster and engage in international educational exchanges and partnerships with China and actively support faculty to participate in such important programs by providing earmarked funds and incentives to offset the cost and stimulate faculty motivation. The need to support faculty with educational exchanges and partnerships with China is becoming greater every day, and higher education faculty members are aware and ready to participate in such programs. Leaders and administrators should advocate for these programs and create a new "global institution."

Second, to answer the challenges of new realities, colleges and universities in the U.S. need to be more proactive and creative in providing and developing funding for Sino-U.S. educational exchanges and partnerships. Earmarked funds from federal and state governments should be utilized, and moneys from private foundations, corporations, and alumni can be used to advocate for and support international exchanges and partnerships on many U.S. campuses. Leaders and administrators have the responsibility and the capacity to take up the challenge and back it up with the dollars that are much needed to fund international exchanges and partnership programs.

Recommendations for Further Research

In closing, the following four recommendations for further research are suggested. First, more studies of faculty perceptions of Sino-U.S. educational exchanges and partnerships should be conducted, and the results compared to the findings of this study. As noted earlier, the survey return rate of this study was 26 percent; ideally, future studies would have higher return rates.

Second, research should be initiated to further expand and improve the procedures and methodologies used in this study of Sino-U.S. educational exchanges and partnerships. For example, additional demographic data could be gathered, such as the race/ethnicity of respondents. In addition, a second measure of ethnocentrism could be utilized, and individual or group interviews could be used.

Thirdly, similar studies should be conducted to determine the perceptions of U.S. higher education administrators, staff, policymakers, and government agency personnel regarding Sino-U.S. educational exchanges and partnerships. For example, what special concerns do they have regarding Sino-U.S. educational exchanges and partnerships?

Fourth, a similar study should be conducted to explore the perceptions of U.S. college and university students regarding Sino-U.S. educational exchanges and partnerships. It would be important to know the perceptions of students because they are active participants in such exchanges.

As emphasized throughout this study, the world is changing, and China will continue to be important to the U.S. Thus, further research will help us better understand the importance of educational linkages with China and be more effective at developing those linkages.

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APPENDICES

APPENDIX A

A SURVEY OF FACULTY ATTITUDES TOWARD SINO-US INTERNATIONAL PARTNERSHIPS IN EDUCATION

Dear colleague,

This survey is designed to explore faculty attitudes toward international exchanges and partnerships in education with China. The outcome of this study will be important for faculty advocates and policy-makers in administering international programs. You participation is voluntary, and you might find a few sensitive questions about your beliefs about the United States in the second part of the survey which the researcher adapted from other publications. Your answers will be kept strictly confidential, and only the researcher will see them. Neither you nor your institution will be identified in the final research report. This questionnaire will be destroyed as soon as the researcher has completed the study. Thank you in advance for taking time from your busy schedule to participate in this important study. This study has been reviewed and approved by the Washington State University (WSU) Institutional Review Board for human subject participation. If you have questions about the study please contact the researcher listed below. If you have questions about your rights as a participant please contact the WSU IRB at 509-335-9661 or irb@wsu.edu <mailto:irb@wsu.edu> .

Sincerely,

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<u>Section I</u>

On a scale of 1 to 5, with 1 being "strongly disagree" and 5 being "strongly agree", to what extent do you agree or disagree with each of the following statements?

1. Today's world is interconnected and interdependent.

   Strongly disagree   Strongly agree

       1   2   3   4   5

2. Compared to other countries in the world, China is the most important country with which to develop educational partnerships and exchanges.

    Strongly disagree   Strongly agree

          1   2   3   4   5

3. U.S. institutions of higher education will benefit more from educational exchanges and partnerships with China than Chinese institutions.

    Strongly disagree   Strongly agree

          1   2   3   4   5

4. Chinese institutions of higher education will benefit more from educational exchanges and partnerships with China than U.S. institutions.

    Strongly disagree   Strongly agree

          1   2   3   4   5

5. Compared to learning about the cultures and systems of other countries, learning about the culture and systems of China is more important.

    Strongly disagree   Strongly agree

          1   2   3   4   5

6. Today's faculty should play a major role in the processes of internationalization.

    Strongly disagree   Strongly agree

          1   2   3   4   5

7. Today's faculty should participate in professional development and exchange programs with China.

    Strongly disagree   Strongly agree

        1   2   3   4   5

On a scale of 1 to 5, with 1 being "never" and 5 being "very often," how frequently do you do each of the following?

8. Read articles from an international source (journal, newspaper, or book).

    Never   Very often

        1   2   3   4   5

9. Have an international experience (things that are non-American) at work or in your private life.

    Never   Very often

        1   2   3   4   5

10. Communicate by phone, email, or letter with colleagues or friends in or from other countries.

    Never   Very often

        1   2   3   4   5

On a scale of 1 to 5, with 1 being "not very beneficial" and 5 being "very beneficial", how would you rate the following?

11. Learning more about China and the Chinese culture.

    Not very beneficial   Very beneficial

         1   2   3   4   5

12. Participating in an exchange program or partnership with China.

      Not very beneficial   Very beneficial

          1   2   3   4   5

13. Establishing educational exchange programs or partnerships with China.

      Not very beneficial   Very beneficial

          1   2   3   4   5

On a scale of 1 to 5, with 1 being "not very concerned" and 5 being "very concerned", how would you rate the following?

14. Language difficulties I may encounter in terms of educational exchanges.

      Not very concerned   Very concerned

          1   2   3   4   5

15. Institutional support of faculty in terms of educational exchanges.

      Not very concerned   Very concerned

          1   2   3   4   5

16. Health and safety issues in terms of educational exchanges.

      Not very concerned   Very concerned

          1   2   3   4   5

Section II

On a scale of 1 to 5, with 1 being "strongly disagree" and 5 being "strongly agree," to what extent do you agree or disagree with each of the following statements?

17. Other countries should model themselves after the United States.

    Strongly disagree   Strongly agree

        1   2   3   4   5

18. People in the United States have just about the best lifestyles of anywhere else.

    Strongly disagree   Strongly agree

        1   2   3   4   5

19. Most people would be happier if they lived like people in the United States.

    Strongly disagree   Strongly agree

        1   2   3   4   5

20. Most other countries are backward in comparison with the United States.

    Strongly disagree   Strongly agree

        1   2   3   4   5

21. Countries are smart to look up to the United States.

    Strongly disagree   Strongly agree

        1   2   3   4   5

22. Life in the United States is much better than most other places.

    Strongly disagree   Strongly agree

        1   2   3   4   5

23. Life in the United States is much better than most other places.

Strongly disagree   Strongly agree

    1   2   3   4   5

24. A lot of other countries are primitive compared to the United States.

Strongly disagree   Strongly agree

    1   2   3   4   5

25. People in the United States could learn a lot from people of other countries.

Strongly disagree   Strongly agree

    1   2   3   4   5

26. The United States is a poor example of how to run a country.

Strongly disagree   Strongly agree

    1   2   3   4   5

27. The United States is a poor role model for other countries.

Strongly disagree   Strongly agree

    1   2   3   4   5

28. Countries really should not use the United States as a role model.

Strongly disagree   Strongly agree

    1   2   3   4   5

29. Lifestyles in other countries are just as valid as in the United States.

Strongly disagree   Strongly agree

    1   2   3   4   5

30. I enjoy learning about the customs and values of other countries.

   Strongly disagree   Strongly agree

           1   2   3   4   5

31. Although different, most countries have equally valid value systems.

   Strongly disagree   Strongly agree

           1   2   3   4   5

32. The United States would be better if it were more like other countries.

   Strongly disagree   Strongly agree

           1   2   3   4   5

Section III

For each of the following, place an "x" in the appropriate place.

33. Your gender: __ Female   __Male

34. Your age: __ 20-30   __ 31-40   __ 41-50   __ 51-60   __ 61-70   __ 70+

35. Your institution: __ Community College   __ Land-grant University

              __ Liberal Arts College

36. Your rank: __ Assistant Professor __ Associate Professor __ Full Professor

              __ Instructor   __ Other (please specify) _____

37. Your discipline: __ Natural Sciences __ Applied Sciences __ Social Sciences

              __ Maths and Computer Science __ Humanities and Arts

<u>Section IV</u>

38. What questions/concerns do you have about international exchanges and partnerships?

39. What questions/concerns do you have about educational partnerships with China?

APPENDIX B

VERBATIM QUESTIONS/CONCERNS OF OPEN-ENDED QUESTION ABOUT INTERNATIONAL EXCHANGES AND PARTNERSHIPS

[funding]
[Who pays?]
[Generally a good idea for everyone concerned.]
[How to get release time to do an international exchange and partnership?]
[I have participated in several and enjoyed them all. I have few questions about them. Furthermore, I think we benefit from them very much.]
[My administration is not supportive.]
[I am involved in them and support them. I found some of the above statements hard to answer - to "right and wrong" There are many things to admire and model after, while still having problems and things that need improvement.]
[Concerns over escalating costs (travel and partenership) and limited resources.]
[languages]
[I have no real questions, but I have a comment or two. I consider international exchanges/partnerships/collaborations to be extremely valuable. No one has a corner on all knowledge, etc. We can all learn from each other. Person-to-person contact also helps to break down barriers and prejudices. From my view the more interaction the better. It should not be limited to one country like China, but many bilateral and multilateral interactions would be good.]
[Institutional support.]
[Differences in culture may lead to differences in expectations. If not well versed about a particular culture, faculty may encounter problems and have unpleasant experiences that ultimately impact the likelihood of success of the exchange or partnership.]
[I am the laison for 52 international students at a small community college in Nebraska so I know the questions and concerns all too well to discuss here. So, are you aware that while major institutions are limiting the number of international students in the wake of 9/11, community colleges in the mid-west are seeking these students to bolster numbers. Also, the questions on the survey were so transparent that they were insulting.]
[I'm not certain whether you're asking about faculty exchange or student study-abroad programs. I expect either would be generally beneficial, if managed properly (i.e., in a structured way, where educational objectives are clearly laid out and the means to attain those goals are available).]
[cost, knowing the culture]
[the questions are not well designed.]
[I would like to see these encouraged and more easily available.]
[freedom of speech]
[I have difficulties with the assumptions embedded into questions 17 -32. What is a "lifestyle?" How is it "valid?"]
[We have had several Chinese post-docs and graduate students working in our lab. For the most part they have been extremely good students. Our main concern has been the problems we have encountered in the last ten years with acquiring student visas for Chinese students interested in working with us. I do not know if it the US government or

the Chinese government that has been the hindrance but it has been an increasing problem.]

[Funding, ability to communicate at host institution, ability to maintain active research agenda at host institution.]

[The economics involved might exclude very capable students who lack personal finances to participate.]

[international connections (who you know in the other country) is very important in establishing the initial contact.]

[I am very pro international exchange and partnership. I think almost all people are broadened and bettered by exploring something that differs from their own everyday life.]

[safety and international travel for Americans can be problematic. the exchanges in which I have participated were rewarding, educational and very safe. I would consider participating in other educational exchanges in the future.]

[Students involved need adequate support.]

[who's going to pay for it? I'm at a state university always stretched for funding.]

[Primary concerns related to costs - what are the costs for the institutions, students? Are opportunities open to students of all economic backgrounds, or only the elites?]

[None! International exchanges and partnerships are a great idea to have in an educational system such as the community college. We need this type of exchange on campus!]

[how do we educate the American public so that they are willing to see tax dollars go to support these kinds of exchanges and partnerships?]

[Many students who might like to participate are worried about the costs (travel, lodging, etc.,) and many do not have very good foreign language skills.]

[None. I have participated on both ends of international exchanges and have also been a leader in the area of exchange student programs. To this day, our family enjoys the relationships and connections we have made with people of all ages from around the world.]

[I would be very interested in taking my concert choir to China for master classes, touring, and performing. I would love Chinese students to come to my community college for international study. We would take very good care of them and they would receive a fine education.]

[How to underwrite such exchanges and partnerships]

[We need funding to do the exchanges]

[The institution should provide funding for this]

[I am not interested in promoting exchange with Communist Dictatorships]

[I believe language barriers and political sensitivities (on both sides) will be an impediment to a deep, meaningful exchange, so hope we can find ways to overcome those.]

[How do we precisely define "international exchanges and partnerships? Where will funds come from.]

[Namely, there needs to be a lot of ground support for arriving students and faculty. Some programs are pretty unorganized. Cultural "pre-classes" are really useful too.]

[regulatory; very difficult to do nursing program exchanges; very different nurse practice standards; language barriers]

[My university needs somewhat more commitment to their funding, although we are doing OK in this regard.]

[How to provide funding for non-U.S. citizen faculty who need to conduct in-depth research in China and who could be at the forefront of this international exchange]

[find the right partnership that can benefit both]

[There are too few of them, and not enough funding for them.]

[Proper preparations for students/faculty before they go abroad and good contacts on the ground in the destination countries are critical for ensuring productive, meaningful, and safe international exchanges.]

[Depending on the country, I might have concerns about safety and health, and about language.]

[This survey is ridiculous. Asking a respondent to compare the US to "other countries" promotes generalizations and unhelpful answers. If by "other countries" we mean sub-Saharan Africa, then yes, the US has a MUCH better quaility of life tnat most. If, by contrast, "other countries" means Scandinavian nations, then the US looks terrible by comparison.]

[None. My concerns are about this survey. The questions about "what is better" and whether China is "most important" or the US is the one to look up to, etc., are simplistic, black-and-white questions.]

[Finding enough interested faculty members to serve as mentors and advisors to these students.]

[We need to rethink and reform our export control laws with respect to covered technologies. At present it is legal to provide instruction in certain technologies to a foreign graduate student enrolled at a U.S. university, but not to deliver the same course or lecture to the same student at his or her host university in a foreign country. This obviously creates problems for bilateral graduate-level exchange programs.]

[I am concerned about our current presidential 'leadership' and believe that it hinders our ability to engage in dialogue and exchange with other countries.]

[I have had many Chinese students and I find their work ethic and intelligence stimulating. I have no concerns.]

[Human rights violations in China; Will these be addressed if the U.S. Academy embraces China?]

[There needs to be major educational opportunities provided relating to the cultural blendings of international exchanges.]

[Which are available to me?]

[Little opportunity to share the experience to influence those in America who never try to understand other cultural values.]

[Our citizens and students should be involved in exchanges and partnerships in order to become more globally involved.]

[You have addressed most of my concerns in your questions.]

[exchanges should be enabled and supported by government and universities]

[The major issue at our college is funding for such exchanges.]

[None. I think it's a great idea, especially in light of the growing westernization of, and the emergence of capitalism in, China]

APPENDIX C

VERBATIM QUESTIONS/CONCERNS OF OPEN-ENDED QUESTION ABOUT EDUCATIONAL PARTNERSHIPS WITH CHINA

[My experience is that our students go to China and end up teaching while Chinese teachers come here primarily as students.]
[I am sorry to say that I do not know Chinese and so I would be reliant on people there knowing English.]
[China is going to be a major industrial and economic power. It's important to build good relations with China.]
[The poor record of the Chinese government with respect to freedom of religion and worship makes me hesitant to support any form of partnerships that would involve the Chinese government.]
[My Chinese language skills are not very high so I would be concerned about understanding and being understood.]
[How would one set these up? What sorts of exchanges would have interest for people in China? Would Chinese institutions be interested only in partnering with research-intensive institutions, or would there be interest in exchanges with liberal arts colleges like mine?]
[China seems so very different from any Western culture. I think it must be very difficult to understand culture and education there. I have traveled in Russia, Hungary, and Guatemala and as similar as those cultures and educational systems are in many ways to the US system, they are extremely complex and difficult to understand. I would think that China would be even more difficult.]
[Concerns over true academic freedom and Chinese governmental intervention.]
[culture/customs/conventions]
[Basically, I have the same comments as in 38. above. China should be high on anyone's list as a possible site for partnerships and exchanges. It is obviously a very important country teeming with intelligent, industrious, and creative people, who represent an important culture, or really several cultures.]
[No more concerns than for any other country.]
[Can the experience be focused on undergraduates? But what about language issues for science students?]
[I understand what our students/scholars could get from going to China, but unclear what a Chinese person would get from coming here...]
[My main concern would be difficulty with the language.]
[Lack of support from faculty and staff]
[Their pride in their 5,000 year history blinds and binds them in many ways, such as accepting dictatorships, group thought, etc. Once "tainted" by our philosophical and economic forthrightness, few will "fit" their home societies.]
[One concern for the students as well as the US lab they work in has been the Chinese students ability to speak fluent English.]
[Funding, ability to communicate at host institution, ability to maintain active research agenda at host institution.]

[My experience is with exchanges with Europe. I am not a scholar of China, so have not thought much about exchanges there. I would love to visit China and learn more about it, but that is a personal, rather than a professional wish. Were I offered the chance, however, I would be interested.]

[I would look forward to a well organized exchange of ideas and discussions with colleagues and practitioners in China.]

[I frequently teach exchange students FROM China, and am greatly disappointed with the ESL / educational and psychological resources available to such students on my campus.]

[are they catalogued or available somewhere?]

[How do restrictions on political and religious expression impact academic institutions/faculty/students?]

[None! China is a major player in the world! Having an exchange program with China is a great idea. The only concern would be the language barrier. Unlike most langauages, Chinese takes a lot of time learning but not impossible.]

[I have a longstanding interest in China, dating back to my undergraduate days when I took a year of Chinese history. I hope the people and governments of the U. S. and China can come to a better understanding of one another.]

[None. At one time, the program I was associated with, brought Chinese teachers to our community. Working with a respected program was what is the most important. The support given to the people involved in the exchange is crucial to the success of the program and experience for all involved.]

[I worry about a performing trip costing more than my students can afford.]

[Would a Chinese institution be willing to set up such a partnership with a small, 4-year college such as mine?]

[Since my focus is on Russia and other Former Soviet Union (FSU) countries, my interest in exchanges has been in this direction. However, the importance of China to the world experience merits further expansion of all sorts of educational partnerships and I would find it interesting -- even though my focus is not on China -- to be involved in something like this.]

[Need funding]

[Institution should provide faculty funding to do all these]

[I believe China is the most potentialy dangerous country in the world and as such the flow of information and technology should be carefully controlled and potentially curtailed entirely.]

[None. I am concerned, however, about the vagueness of some of this survey's questions and the underlying anti-U.S. assumptions they convey, particularly in questions 17-32. The U.S. isn't perfect, but it isn't fundamentally flawed either. There also needs to be a distinction made between the system and its use and abuse. All countries have these problems; not all countries have the ability to peacefully self-police themselves. As a WSU alum, I'm a little dissapointed.]

[I would be concerned that universities would prioritize business partnerships, or exchanges that tried to promote the US business model.]

[There needs to be more.]

[While a great admirerer of China, and especially the Tang Dynasty (and one of the faculty members in engineering science that knows Tang Dynasty poets albeit in translations) China must improve intellectual property rights, civil liberties, and

treatments of minorities (Tibet) to become an acceptable partner.]
[Funding; openness of library resources]
[adequate level of support on scientific research]
[There needs to be a free exchange of ideas, if these partnerships are to work. Both the US and China could benefit greatly through these exchanges.]
[With the China government so centralized, how do you reach individual faculty with common interests? Is it possible to work with private industry to build trans-national educational partnerships, particularly in food and agriculture?]
[Great idea!]
[Language would be a challenge for Chinese to America (or Americans to China).]
[Academic freedom is currently a contingent value to the Chinese government. It is valued by Chinese academicians, of course, but merely tolerated by the State on the weak assumption that is is presently useful. Academic freedom needs to become a core value of Chinese academic and political culture in order for Chinese universities to ascend to the next level of excellence. Innovation depends on critical thinking and the right to be wrong.]
[Note - Questions 17-32 are offensive to me - very superficial and overly simplistic.]
[I think we are overwhelmed with Chinese students coming here. Nonetheless, some are outstanding. Many though seem to be here to exploit the system and introduce a set of values I do not totally resonate with. Sorry but that's how I feel ...]
[some of the survey questions are worded in an unnecessarily sinocentric or peremptory fashion. answers to those questions may not be accurate reflections of attitudes.]
[My wife and I will visit China this summer and I will lecture in Chinese institutions. I hope to increase US-China scientific exchanges in this manner.]
[It is difficult not to think about Pearl Harbor. Whenever the United States embraces an alliance with another powerful entity, sometimes we are simply providing an avenue to be damaged by our own good will. Of course I am not suggesting that China had anything to do with Pearl Harbor, but the premise of actively empowering a nation and then potentially being hurt by that power exists.]
[maintaining the established contacts/contracts for extended periods of time for thorough studies undertaken.]
[Will students be allowed to be critical of certain aspects of China's government/media?]
[Human rights violations; suppression of the Catholic Church and other religions. Abortion.]
[Red tape.]
[Human rights abuses in China make it hard for me to warrant ANY kind of trade, partnership, or assistance. Whereas educational partnerships might help improve some governmental systems, China's leadership has not shown any sign of fostering or listening to its educators. Economically, militarily, and technologically, we must pay attention to China, but I feel that it is insulting to work with them diplomatically when they show no remorse over their own policies and no indication of being to assist us in return.]
[No questions - opportunities exist and we participate Best of luck with your thesis!]
[Are any available for me?]
[I have been actively engaged with research exchanges in China since 1996, and so I am not necessarily representative.]
[I am very interested in China and am presently studying about the history, art, and

economy. I plan to travel to China within the near future and would be willing to bring students on a tour.]

[Why don't people worldwide attend school in China? Not just one-semester stints, either.]

[I would very much hope that both sides feel the necessity of true open discussion without hidden agendas.]

[We should actively pursue partnerships with China]

[We already have student study trips to China and student exchanges with China, which are very successful.]

[Censorship and lack of democratic political participation in China; human rights violations in China.]

[I think such partnerships would be extremely valuable. China is becoming more of an economic powerhouse all the time and the greater the understanding between the US and China, the less friction there will be between the two countries as China's economic power develops. However, i am very concerned that China abuses international law in its dealings with the US, such as not honoring patents and copyrights and allowing US citizens to be defrauded of valid compensation.]

APPENDIX D

WASHINGTON STATE
UNIVERSITY

Research Compliance Office

MEMORANDUM

TO: Yongsheng Sun
Educational Leadership & Counseling Psychology, WSU Pullman (2136)

FROM: Malathi Jandhyala (for) Kris Miller, Chair, WSU Institutional Review Board (3140)

DATE: 20 December 2006

SUBJECT: Approved Human Subjects Protocol - New Protocol

Your Human Subjects Review Summary Form and additional information provided for the proposal titled *"A National Study of Higher Education Faculty Perceptions on Sino-U.S. Educational Partnerships,"* IRB File Number **9479**-a was reviewed for the protection of the subjects participating in the study. Based on the information received from you, the WSU-IRB **approved** your human subjects protocol on **20 December 2006**.

IRB approval indicates that the study protocol as presented in the Human Subjects Form by the investigator, is designed to adequately protect the subjects participating in the study. This approval does not relieve the investigator from the responsibility of providing continuing attention to ethical considerations involved in the utilization of human subjects participating in the study.

This approval expires on 19 December 2007. If any significant changes are made to the study protocol you must notify the IRB before implementation. Request for modification forms are available online at http://www.ogrd.wsu.edu/Forms.asp.

In accordance with federal regulations, this approval letter and a copy of the approved protocol must be kept with any copies of signed consent forms by the principal investigator for THREE years after completion of the project.

Washington State University is covered under Human Subjects Assurance Number FWA00002946 which is on file with the Office for Human Research Protections.

If you have questions, please contact the Institutional Review Board at (509) 335-9661. Any revised materials can be mailed to the Office of Research Assurances (Campus Zip 3140), faxed to (509) 335-1676, or in some cases by electronic mail, to *irb@wsu.edu*.

Review Type: NEW   OGRD No.: NF
Review Category: XMT   Agency: NA
Date Received: 12 December 2006